



**EVALUATION OF THE EFL TEXTBOOK FOR JUNIOR HIGH SCHOOL  
STUDENTS FROM TEACHERS' PERSPECTIVES**

**THESIS**

**By:**

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

**2020**



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**MOTTO**

*“Books give a soul to the universe, wings to the mind, flight to the imagination,  
and life to everything”*

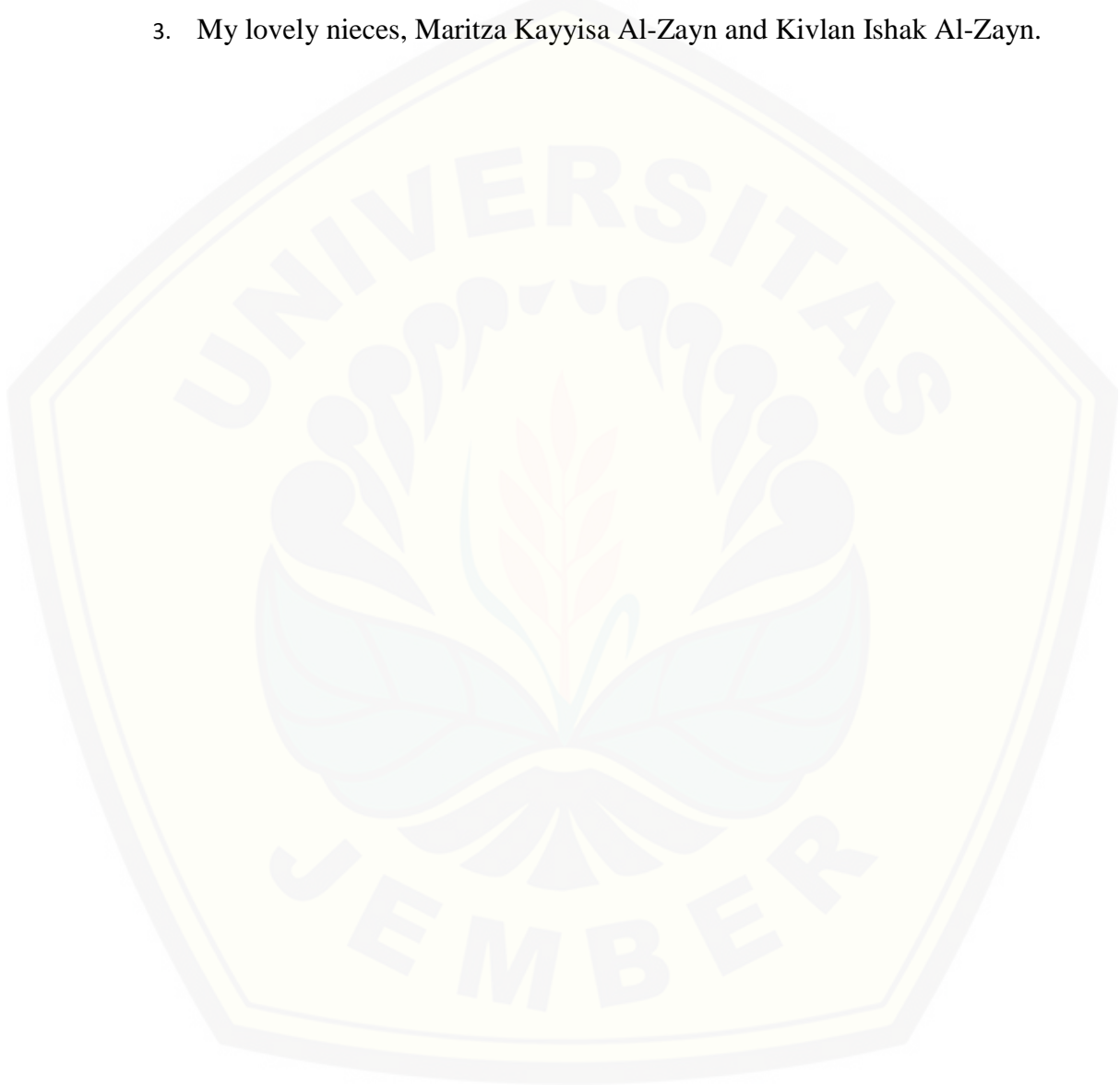
**(Plato)**



### **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents, Nurhidayat and Sani Astuti.
2. My dearest brother, Syaiful Khozin and his wife Vika Adistiara Al-Rasyid.
3. My lovely nieces, Maritza Kayyisa Al-Zayn and Kivlan Ishak Al-Zayn.



### **STATEMENT OF THESIS AUTHENTICITY**

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Jember, January 15, 2020

Lina Upitasari  
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**CONSULTANT APPROVAL**

**EVALUATION OF THE EFL TEXTBOOK FOR JUNIOR HIGH SCHOOL  
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Lastly, I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, January 15, 2020

The Writer



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## SUMMARY

**Evaluation of The EFL Textbook for Junior High School Students from Teachers' Perspectives;** Lina Upitasari; 150210401078; 2015; English Language Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

A textbook is commonly used as the main source of English Language Teaching material in Indonesia. However, it is important to evaluate the textbook in the first place. Teachers have to measure the value of a set of learning materials. Sheldon (1988) stated that the evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weakness and strengths. This will enable teachers to make appropriate adaption to the material in their future instruction. Hence, this study aimed to know the appropriateness of the EFL textbook "When English Rings a Bell" for the seventh-grade junior high school students based on the teachers' perspective.

This research was survey research. The data gathered through the questionnaire in the form of a checklist adapted from Mukundan, Hajimohammad, and Nimehchisalem (2011). The questionnaire distributed to ten English teachers from three different junior high schools in Jember. However, due to some circumstances, two English teachers did not join this research. This study applied descriptive statistics to describe briefly, what the gathered data showed. The data would be counted manually and interpreted by the following scores interpretation guide adapted from Mukundan and Nimehchisalem (2015, 768).

The result of this study showed that the English textbook "When English Rings A Bell" published by the Ministry of Education and Culture is appropriate for seventh-grade junior high school students. It believed moderate usefulness with the total average score is 2.55 points. It means that this textbook provides adequate materials for students. This textbook is constructed by considering curriculum, syllabus, and the objectives of the language program. However, this textbook has weaknesses in terms of its suitability with an efficient outlay of supplementary materials, listening skill and reading skill. The suggestions are

given including providing supplementary material, providing interesting texts, looking for appropriate text, and providing a listening section with well-recorded text in all chapters. The other criteria of the checklist are considered as points of strength.

The results of this research can be offered to the English teachers to help them acknowledge the strengths and weaknesses of the seventh-grade students' English textbook published by the Ministry of Education and Culture 2017. By recognizing the strengths and weaknesses, teachers can make a better adaptation of the textbook. Therefore, it is suggested for further research to evaluate different textbooks by adapting Mukundan, Hajimohammadi, and Nimehchisalem's (2011) evaluation checklist based on curriculum used or by using another checklist form. The publisher of this textbook is also suggested to revise the textbook by considering teachers' evaluation of some important aspects of the textbook. It is an important thing to do since the teachers know the teaching-learning situation well. Therefore, they know what is best for their students.



## CHAPTER I. INTRODUCTION

This chapter gives an overview of the research background, the research question, the research objective, and the research contributions.

### 1.1 Research Background

The textbook is commonly used as the main source of English Language Teaching material in English as a foreign language (EFL) classroom because the textbook provides several advantages in the classroom. For that reason, it is often used by teachers to provide appropriate materials for students with sequenced instructions. In Indonesia, the textbook cannot be separated from the English Language Teaching (ELT). The textbook used in Indonesia is based on the 2013 curriculum. Moreover, the 2013 Curriculum focuses on the scientific approach in the learning and teaching process. The scientific approach is a learning process designed to make the students actively construct their knowledge through stages of the scientific method.

In response to the 2013 Curriculum, the Ministry of Education and Culture of Indonesia (MECI) made some arrangements in the form of regulations for designing, using, and evaluating textbooks. Such regulations produced an English textbook entitled “When English Rings a Bell” for the Seventh Grade Junior High School students. The textbook is distributed for free to all Indonesian schools that have already applied the 2013 curriculum. It is also available for free on the website of the Ministry of Education and Culture. In other words, the textbook can be used by the entire EFL classroom in Indonesia. For that reason, a teacher as the main source in supporting teaching and learning has to see whether the textbook already appropriate for the students.

Teachers need to evaluate the textbook in the first place. They have to measure the value of a set of learning materials. Sheldon (1988) explains the reason for textbook evaluation is that the selection of an EFL textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. Then, he adds



that evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weakness and strengths. This will enable teachers to make appropriate adoptions to the material in their future instruction.

In such a case, it is a better choice using the explicit evaluation method in which a clear set of criteria is referred to by the evaluator to test the usefulness of the material. The instrument with a clear set of criteria is called checklist. According to Mukundan (2011), a checklist is an instrument that helps practitioners in English language Teaching (ELT) evaluates language teaching materials, like textbook. The checklist allows more sophisticated evaluation of the textbook in reference to a set of general evaluation criteria. Mukundan, Hajimohammadi, and Nimehchisalem (2011) divide the list of criteria into two general categories including general attributes and learning teaching content. A general attribute is divided into five sub-categories in relation to syllabus and curriculum; the textbooks' methodology; suitability to learners; physical and utilitarian attributes; and supplementary attributes. Meanwhile, learning teaching content includes general (task quality, cultural sensitivity); listening; speaking; writing; reading; and exercise.

The previous studies have demonstrated that textbook evaluation can help the teachers select the most appropriate textbook for EFL classroom. Ghorbani (2011) examined the first grade English textbook used in Iran's senior high schools based on the current research findings in syllabus design, English language teaching, and the specific language teaching in Iran. The findings showed that only 63% percent of the book conforms to the universal characteristics of textbooks. The next is an evaluation textbook titled the English for International Tourism by Sarem, Hamidi, and Mahmoudie (2013) based on the checklist developed by Daoud and Celce-Murcia (1979). The result of this study showed that the current textbook could be used as an acceptable textbook to teach students who were interested in studying tourism. The characteristics of the book were mainly analyzed into general dimensions concerning the physical appearance and its content such as grammar, vocabulary, illustration, and exercises. Overall, the physical appearance and content of the book matched the guidelines presented

in the evaluation checklist. Furthermore, it provided materials to support students' communicative competence in the tourism industry.

Each research informs that a textbook evaluation checklist can be used to measure whether the textbook is appropriate for the EFL classroom. In this study, the researcher decided to choose "When English Rings a Bell" for the Seventh Grade Junior High School students as a subject because of some reasons. First, this textbook was commonly used by most of junior high school in Jember. Second, the 2013 curriculum is the newest program; therefore, the government tries to construct a textbook based on the 2013 curriculum. Third, there was still no study about a textbook evaluation, especially conducted for the chosen textbook. Hence, this study aimed to evaluate the chosen textbook by using a checklist evaluation form created by Mukundan, Hajimohammadi, and Nimehchisalem (2011). The main categories in this checklist are general attributes and learning teaching content.

## **1.2 Research Problem**

Based on the background above, the problem was how useful is of the EFL textbook "When English Rings A Bell" for Junior High School from teachers' perspective?

## **1.3 Research Objectives**

This research was conducted in order to know the usefulness of the EFL textbook "When English Rings a Bell" for junior high school from the teachers' perspective.

## **1.4 Research Contributions**

The results of this research were expected to give some following contributions:

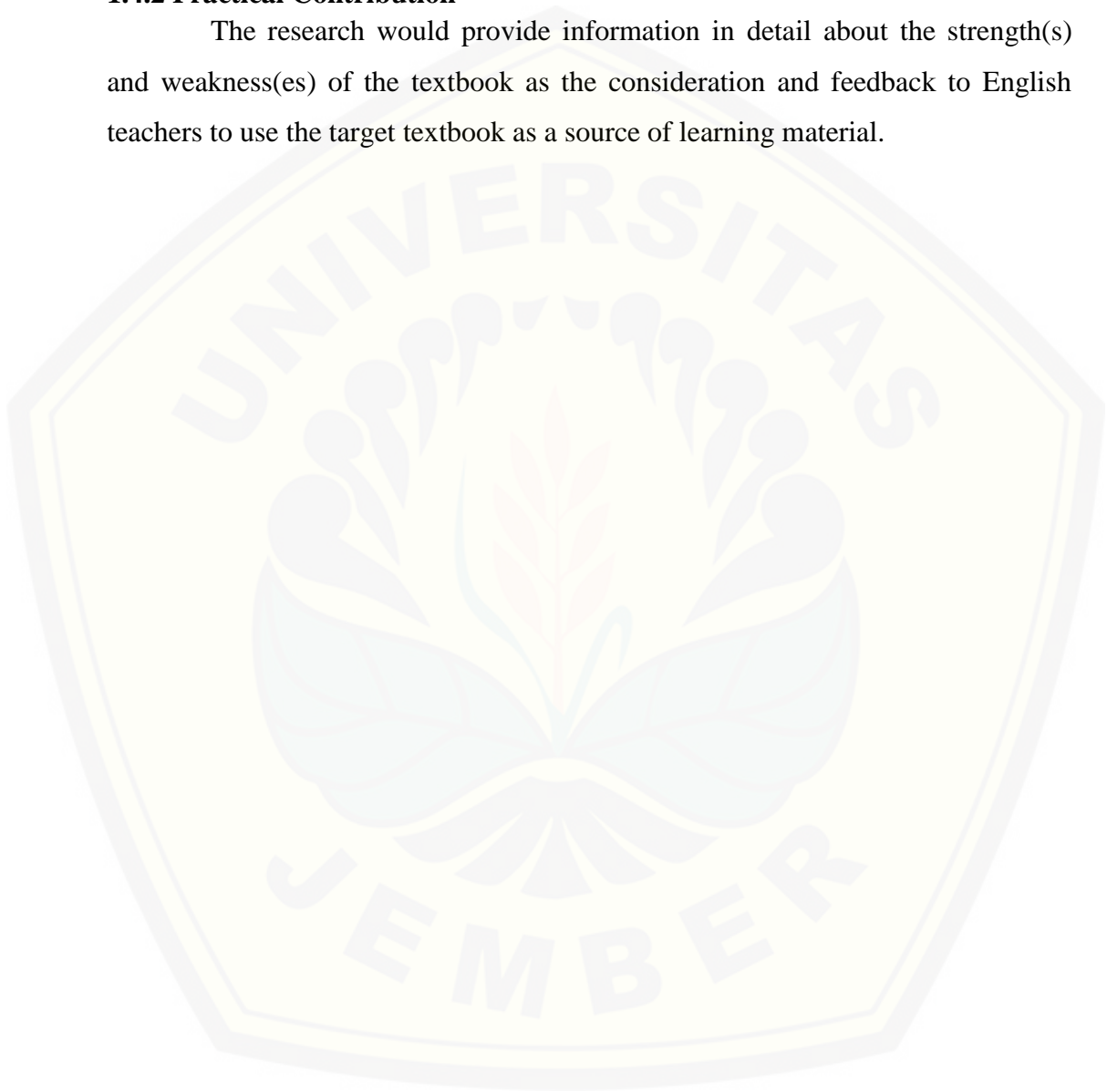
### **1.4.1 Empirical Contribution**

This study gave information about the use of Mukundan, Hajimohammadi, and Nimehchisalem's evaluation checklist (2011) that had been

adapted to fit the specification of 2013 curriculum. It was useful as a model for further researchers to conduct further study concerning with other learning materials and using a different textbook.

#### **1.4.2 Practical Contribution**

The research would provide information in detail about the strength(s) and weakness(es) of the textbook as the consideration and feedback to English teachers to use the target textbook as a source of learning material.



## CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter reviews the theoretical perspective that informs the current study. It includes the explanation of EFL textbook evaluation, good EFL textbook in ELT, developing criteria for textbook evaluation and review of the previous study. The following parts discussed each point.

### 2.1 The Role of Textbook in ELT

The textbook as a universal component of English language teaching is undeniable (Hutchison and Torres 1994). It is very difficult to define the textbook role in the language classroom perfectly and precisely. According to Sheldon (1988), textbooks do not only represent the visible heart of any EFL program but also considerable advantages for both the students and the teachers when they are being used in the EFL classroom. Richards (2001) states that using textbook can maintain the quality of the materials. The materials have been tried out and tested based on learning principles. Haycroft (1998) suggests that one of the primary advantages of using textbooks is that they are psychologically essential for the students since their progress and achievement can be measured concretely when we use them. In other words, a textbook plays a major role in supporting and complementing the teacher, as well as supporting the learners.

Teachers need to be more careful in selecting textbooks as their source of materials in the teaching and learning process. Textbook that teachers choose should satisfy their and their students' needs. Textbook should be appropriate with the learners' level. An inappropriate textbook can be seen if it does not meet students' needs. Indeed, it can mislead the students. Moreover, according to Prabhu (1987) textbook is fully specified and pre-constructed materials that provide a certain amount of uniformity in what occurs in many different classes with different teachers and students, which serves the interests of accountability.

Textbook provides an available source of materials for students in learning the material. According to Richards (2001), the textbook provides structure and a syllabus for a program. Besides, the textbook serves as a tool to stimulate students in learning the language. Textbook also can serve as a reference point for teachers

to manage the teaching process and help to be more focus on the material that is being discussed. O'Neil (1982) states that textbook can act as a reference point for their learning process and keep track of their development. Therefore, textbook can function as a framework for the teaching and learning process for the students and teachers in every classroom setting.

## **2.2 Good EFL Textbook in Indonesia Education**

The government has officially made a new curriculum for Indonesia education in 2013. This curriculum is developed from the recent curriculum. Textbook which is also part of Indonesia education cannot be separated from the activities in the classroom; it has to follow the 2013 Curriculum. The Indonesia textbook should follow the scientific approach in designing learning activity. The scientific approach is a learning process designed to make students actively construct their knowledge. This approach is the process that consists of five main steps namely: observing, questioning, exploring, associating, and communicating (Syahmadi, 2013: 35). The integration of this approach in the textbook materials is required because it strongly underpins the process of making decisions and choices in teaching the students' attitudes, knowledge, and communication competence in English (Syahmadi, 2013: 37).

In addition, the integration of the four skills is really important in the 2013 English curriculum material. These four skills are: reading, listening, speaking, and writing. It is stated that the integration of skills in learning a subject is important for the students to improve their critical thinking (Kemendikbud, 2013, p.14). Instead of those four skills, the inclusion of two language components also plays an important part in the 2013 curriculum since the textbook applies text-based approach. These two language components are grammar and vocabulary. It is stated that the inclusion of grammar and vocabulary in the teaching of English is truly important since it is really required to construct a good text in English to be able to communicate in the three kinds of discourses: interpersonal, transactional, and functional (Syahmadi, 2013: 28).



In the 2013 curriculum, cultural awareness and character education is two important elements that aim at imparting and establishing good characters among students (Syahmadi, 2013: 21). According to Mulyasa (2013), these elements are very needed to be integrated with each textbook including English textbook since they are the most effective elements which are mainly addressed to maintain nation's identity in the middle of the world's communication. Moreover, it is clear that the government tried to affect the positive aspect of the students' character. The character education that incorporates into all subject are the 18 values offered by the Ministry of Education and Culture i.e. (1) religiosity, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy (9) curiosity, (10) patriotism, (11) nationalism, (12) responsibility, (13) achievement appreciation, (14) friendliness, (15) love of peace, (16) love to read, (17) environmental awareness, and (18) social awareness (Pusat Kurikulum 2010).

### **2.3 Textbook Evaluation in ELT**

The increasing number of the textbook on the market makes difficult to choose the right textbook. Textbook selection will have a massive impact on the teaching and learning process. In that sense, the quality of a textbook might be so important that it can determine the success or failure of an ELT course (Green 1926, Mukundan 2010). However, the textbook is often purchased without doing careful analysis. It makes the textbook selection not based on its intrinsic pedagogical value, but of the perceived author or publisher, or skillful marketing by publisher. Moreover, instead of focusing on how learners could actually benefit from using textbook, textbook writers rely on their intuition and produce materials what they think would best for their intended students. Therefore, it is bias perceived rather than actual students' needs. Consequently, very important to the teacher to conduct EFL textbook evaluation so the textbook can effectively facilitate the teaching objectives, and at the same time, be economically viable to teachers and students.

The textbook is evaluated based on the two reasons, for selection or adaptation. Sometimes teachers need to evaluate textbooks so they can make a wise decision in selecting the most suitable textbook for the language course. Cunningsworth (1995) and Ellis (1997) believe that textbook evaluation helps teachers move beyond impressionistic assessments and helps them to get useful, accurate, systematic, and contextual insights into the overall nature of textbook material. Sheldon (1988) offers several reasons for textbook evaluation. He suggests that the selection of an EFL textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. In summary, the quality of textbook will impact the success of the ELT course.

Evaluation can be carried out pre-use, in-use, and post-use. According to Ellis (1997), predictive or pre-use evaluation is designed to examine the future or even potential performance of a textbook, while in-use evaluation is designed to examine material that is currently being used. Then, retrospective or post-use evaluation of a textbook is concerned with the evaluation of textbook after they have been used in a specific institution or situation. This study is in-use evaluation using a set of checklist criteria. In fact, textbook evaluation is a procedure that involves measuring the value of the textbook for the teaching and learning process. It involves making judgments about the effect of the textbook on the people using them.

#### **2.4 ELT Textbook Evaluation Checklist**

The literature of textbook evaluation is not extensive (Hashemi & Borhani, 2015; Litz, 2005); however, three basic methods can be seen in the literature of textbook evaluation. According to McGrath (2002), they are the impressionistic, checklist, and in depth-method. The impressionistic refers to the evaluation of a textbook based on a general impression. However, impressionistic is not sufficient. Then, it could be combined with for example the second method, which is the checklist method (AbdelWahab, 2013). Most of the researchers in the last 30 years from 80's to 20's have used checklists. The number of checklists has



been developed to evaluate the current EFL textbook. The checklist enables teachers to evaluate textbook more accurately (Ellis, 1997; Sheldon, 1998; Tomlinson, 2003), as they allow them to conduct a systematic and cost-efficient evaluation based on a set of agreed-on evaluation criteria.

Evaluation checklist is used as the main instrument; consequently, the researchers have to use a well-defined evaluation checklist. Evaluative criteria of the checklist should be chosen according to the learning content and specific needs of the learner and teacher. Such criteria play as the instruction to make the evaluators get a better understanding of the way to evaluate textbook by using a checklist. Most well-established such as Cunningsworth and Kusel (1991) or Skierso (1991) examine similar dimensions like physical attributes of the textbook including aims, layout, methodology, and organization. Other criteria that are present in most checklists include the way language skill, sub skills, and functions are presented in the textbook depending on the present sociocultural setting. The review of the available checklist indicates that they have many identical criteria regardless of the fact that they had been developed in different parts of the world for different learning teaching situations and purposes.

The criterion of textbook evaluation checklist has to take into account to the background of the target students who are going to use the textbook. The background can encompass a variety of dimensions including students' age, need, and interest (Byrd, 2001; Skierso, 1991). The language used in every various text of the textbook under the evaluation should represent natural and authentic examples of language use in the real world. Based on the review of the literature on the textbook evaluation checklist, this research adapts the textbook evaluation checklist created by Mukundan, Hajimohammadi, & Nimehchisalem (2011). They propose a new checklist called the English Language Teaching Textbook Evaluation Checklist (ELT-TEC). It has been validated and tested for its reliability. It is also developed by a review of the literature (Mukundan & Ahour, 2010; Mukundan, Hajimohammadi, & Nimehchisalem, 2011) and is refined through qualitative (Mukundan, Nimehchisalem, & Hajimohammadi, 2011) and

quantitative (Mukundan & Nimchisalem, 2011) methods. This checklist is user friendly, cost effective, systematic, easy to understand, and ensure the elements that are consider being important in textbook evaluation.

The checklist consists of two main categories including general attributes and learning-teaching content. The first category is divided into five sub-categories, they are the book in relation to syllabus and curriculum, methodology, suitability to learners', physical and utilitarian attributes, and efficient layout of supplementary materials. Besides that, the second category is divided into six sub-categories including, general content, listening, speaking, reading, writing, and exercises. Each category is also separated into one or more criteria to avoid misinterpretations of the sub-category (Mukundan, Hajimohammad, & Nimehchisalem, 2011). To meet the objective of the evaluation, Likert rating scales is used. The rating scale starts from 0-4 (0=strongly disagree, 1=disagree, 2=undecided, 3=agree, 4=strongly agree). In addition, this checklist offers Score Interpretation Guide which can help the evaluators conclude the result whether the textbook is useful or not. Since it is the retrospective evaluation or in-use evaluation, this checklist is very appropriate because it is an evaluation carried out after the textbook has been selected and while it is used (Mukundan, 2007).

The checklist which is proposed by Mukundan, Hajimohammadi, and Nimehchisalem (2011) have general criterion. It means that this checklist does not depend on any curriculum. Every textbook from different part of the world can be evaluated using this checklist criterion. In Malaysia, the government focuses on the Standard Based English Language Curriculum (SBELC) in constructing English course. The curriculum based on the six strands which are, communication; spirituality; attitude and value; humanities; personal competence; physical development and aesthetic; and science and technology. These elements are woven into every lesson to inculcate awareness, understanding, and respect for the diversity amongst individuals and various communities leading to unity and harmony in Malaysian multicultural society. Moreover, learning models used in Malaysian education are Problem Solving, Contextual Learning, Project Based

Learning, and STEM. SBELC also emphasizes HOTS. It used to ensure students well equipped with knowledge, skills, and values that are relevant in the 21<sup>st</sup> century.

On the other hand, Indonesia education system is based on the 2013 curriculum. The results of the 2013 curriculum are expected to create an innovative, productive, effective, and creative generation through integrated attitudes, skills, and knowledge. In 2013 curriculum, the approach used is the scientific approach. In scientific approach, students are emphasized to be more independent and expected to be able to construct their knowledge and think creatively. The learning model has to improve students' skill, some of the appropriate learning models for the 2013 curriculum are Inquiry - Discovery learning, Problem Based Learning, Project Based Learning, and Collaborative Learning. In addition, the 2013 curriculum focuses on character education based on Pancasila to face future dynamics. Furthermore, multicultural education is also considered in the 2013 curriculum. Multicultural education aims to raise sympathetic, respect, appreciation, and empathy attitudes towards different religions and cultures. Therefore, it can be seen that although Indonesia and Malaysia have different curriculum, the two countries still have a lot similarities in some aspects of education.

### **2.5 Previous Studies on EFL Textbook Evaluation**

A number of studies had been undertaken to evaluate the EFL textbooks that are used in EFL classroom. Soori, Kafipour and Sulaiman (2011) conducted research entitled "EFL textbook Evaluation and Graphic Representation". The researcher evaluated the first grade English textbook in Iran's senior high school based on the current research findings in syllabus design, English language teaching, and the specific language teaching situation in Iran. The study was an attempt to determine the extent to which the EFL textbook conformed to the common universal characteristics of EFL/ESL textbooks. The detailed analysis focused specifically on the use of a checklist developed by the researcher. The

findings showed that only 63% of the book conformed to the universal characteristics of the textbooks.

Rahman (2012) investigated *Interaction 1* by Cheryl Pavlik and Margaret Keenan Sega, the English writing textbook for preparatory year at Najran University, KSA. The checklist was distributed to 22 teachers of the preparatory to evaluate aspects such as content, presentation, organization, and exercises. The participant asked to evaluate the organization of the textbook positively as well as its format and font size. In addition, the evaluation focused to find out whether the textbook able to fulfill the aims and objectives of teaching English writing skill and the learners' needs. The findings point out that the chapters did not provide clear and comprehensive summaries, chapters were not designed based on students' previous knowledge, exercise did not prepare to develop students' communicative competencies, and no periodical revision was provided for diagnostics purposes.

Alharbi (2015) evaluated the *Flying High for Saudi Arabia* series using checklist from Williams (1983) and Keban, Muhtar, and Zen (2012). A checklist was distributed to 20 English teachers. The different results were obtained from each checklist. Keban et al.'s checklist showed the evaluators to be generally satisfied with the series, despite two shortcomings: the review section and vocabulary list/glossaries, and the inadequate quality of textbook paper and binding materials. Williams' checklist indicated both strengths and weaknesses. Overall, vocabulary, reading skills, and technical aspects were evaluated positively, while speech, grammar, and writing were evaluated negatively. The recommendations are intended for the Ministry of Education, the curriculum developers, researchers, and schoolteachers.

Hashemi and Borhani (2015) investigated a textbook "American English File" series in the Iran EFL context. There were 23 experienced teachers holding degree from B.A. to Ph.D. and age range 24-37 was called for cooperation. A forty items questionnaire adapted from Litz (2000) was used to elicit the information needed for the study. The data gained through the questionnaire were then subject to descriptive and inferential statics. Results showed that "American



English File” series was a suitable and appropriate device for language teachers to obtain their aims as well as of the language institutes.

Ahmed (2016) examined *Effective Communicative Skills* textbook that has been introduced as a pilot project implemented in 2011 by the Ministry of Higher Education, Malaysia. The data had been collected on the basis of materials study and questionnaire. The qualitative analysis was used to conduct a total sample of around 214 students and 3 instructors. The results indicated that in spite of some shortcoming, there is a general satisfaction about this textbook as it is exclusively produced by the local experts for the tertiary level. Finally, some suggestions and recommendations made for the improvement of the *Effective Communicative Skills* textbook.

Although the previous studies reviewed were conducted by using a textbook evaluation checklist, this study was necessarily carried out to discover the appropriateness of another EFL textbook from a different publisher used in Indonesian context. EFL textbook from other publishers might have different style in providing materials. The textbook would be evaluated in this study was “When English Rings a Bell” published by the Indonesia Ministry of Education and Culture. Moreover; the chosen textbook is developed by concerning 2013 curriculum. In this study, the researcher adapted Mukundan, Hajimohammadi, & Nimehchisalem (2011) textbook evaluation form as a reference to be used in evaluating the textbook because the checklist had some criteria to carry appropriate textbook to be used in teaching and learning process.

## CHAPTER III. RESEARCH METHOD

This chapter presents the explanation of research design, research content, participant, data collection method, and data analysis method. The following sub points explained further.

### 3.1 Research Design

The design of this study was survey research. According to Guyette (1983), a survey is a method of collecting data in a consistent, or systematic, way. He added that this research design usually involves constructing a set of questions that are either asked by means of a questionnaire or through an interview. The questionnaires can be distributed through mail surveys, group administered questionnaires or in-person drop-offs. This study employed a questionnaire to collect the data from the teachers' perspective about the mentioned textbook. The questionnaire was given in a person drop-off to the respondents. The teachers' evaluation survey questionnaires based on Mukundan, Hajimohammad, and Nimehchisalem (2011) with some modification since it served the current purpose of evaluating this particular textbook. The purpose of this study is to evaluate the EFL textbook taught at junior high school from teachers' perspective.

### 3.2 Research Context

The context of this research was concerned with the English textbook "When English Rings a Bell" for the seventh grade students of Junior High School. This textbook was published in the 2017 (the third revision) by Ministry Education and Culture of Indonesia (MECI). The writers of this book are Siti Wachidah, Asep Gunawan, Diyantari and Yuli Rulani Khatimah. The English textbook consists of 194 pages and 8 chapters. In this textbook, each unit has different lesson and theme. The textbook is based on the 2013 curriculum, so it focuses in scientific approach. Since the government made decision to use the textbook nationally, teachers and students can freely download and easily access this textbook in the internet.

### 3.3 Research Participants

In this study, the researcher used purposive sampling to obtain the respondent. The purposive sampling was constructed to serve a very specific need or purpose. The target of the research was junior high school teachers who implemented 2013 curriculum. Moreover, the teachers also used the English textbook “When English Rings A Bell” for seventh grade junior high school students. This research was conducted in 3 different junior high schools in Jember. A total number of 10 respondents took part in this study. The study were male 6 and female 4 English teachers of junior high school in Jember. The respondent had teaching experience at least 10 years.

### 3.4 Data Collection Method

This study was categorized as a documentary analysis research. The main data in this study was collected from “When English Rings a Bell-Revised Edition” published by MECI in 2017. The data gathered through a questionnaire in the form of checklist which is adapted from Mukundan, Hajimohammadi, and Nimehchisalem’s evaluation checklist (2015). The researcher added the specification of 2013 Curriculum that used in Indonesia, especially cultural awareness and character education aspect. This questionnaire was used to know the teachers’ perspectives on how useful the textbook by using a Likert scale. The categories of the checklist were general categories including general attributes and learning teaching content (See on Appendix 2). The data collected in this study was presented in four steps as follow:

1. Deciding the textbook which would be evaluated. In this stage, the textbook must be developed following the Curriculum 2013 and used nationally.
2. Developing the checklist category adapted from Mukundan, Hajimohammad, and Nimehchisalem (2011).
3. Administering the questionnaire.
4. Gathering the questionnaire from the respondents.



### 3.5 Data Analysis Method

The result of survey research would be scoring by using Likert scale. The Likert scale started from 0-4 where 4= Strongly Agree, 3= Agree, 2= Undecided, 1= Disagree, and 0= Strongly Disagree. Then, it would be counted to look for the average score from the criterion. This study applied descriptive statistic to describe briefly what the gathered data showed. After that, the score would be interpreted by using the interpretation guide in the checklist which was adopted from Mukundan and Nimehchisalem (2015). The formula as follow:

$$FV = \frac{R}{N}$$

Notes: FV = The average score

R = Total score off all item

N = Total number of item

The interpretations are:

Level	Range	Interpretation
0	0.00-0.80	Negligible usefulness
1	0.81-1.60	Low usefulness
2	1.61-2.80	Moderate usefulness
3	2.81-3.60	High usefulness
4	3.61-4.00	Very high usefulness

Adopted from Nimehchisalem and Mukundan (2015, 768)

## CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the findings and suggestion for the English teacher, the future researcher, and publisher.

### 5.1 Conclusion

Based on the research result, it can be concluded that the seventh grade students' English textbook published by the Indonesian Ministry of Education and Culture has already covered all the criteria expected in the adapted version of Mukundan, Nimehchisalem, and Hajimohammad's evaluation checklist (2011). The criteria consist of the textbook relation with curriculum and syllabus, methodology, suitability to learners, physical and utilitarian attributes, supplementary material, general content, listening, reading, speaking, writing and exercises. The total mean of this evaluation is 2.55 points. It means that this textbook provides adequate materials for students. The lowest category is low usefulness. The suggestion focuses on five criteria, which gets low usefulness score. Those are the supplementary material, listening task, listening complexity, recording of listening task, the appropriateness of reading text in the textbook.

### 5.2 Suggestion

Related to the topic of this research, some suggestions are given to the English teachers, future researchers, and publishers.

#### 5.2.1 For English Teachers

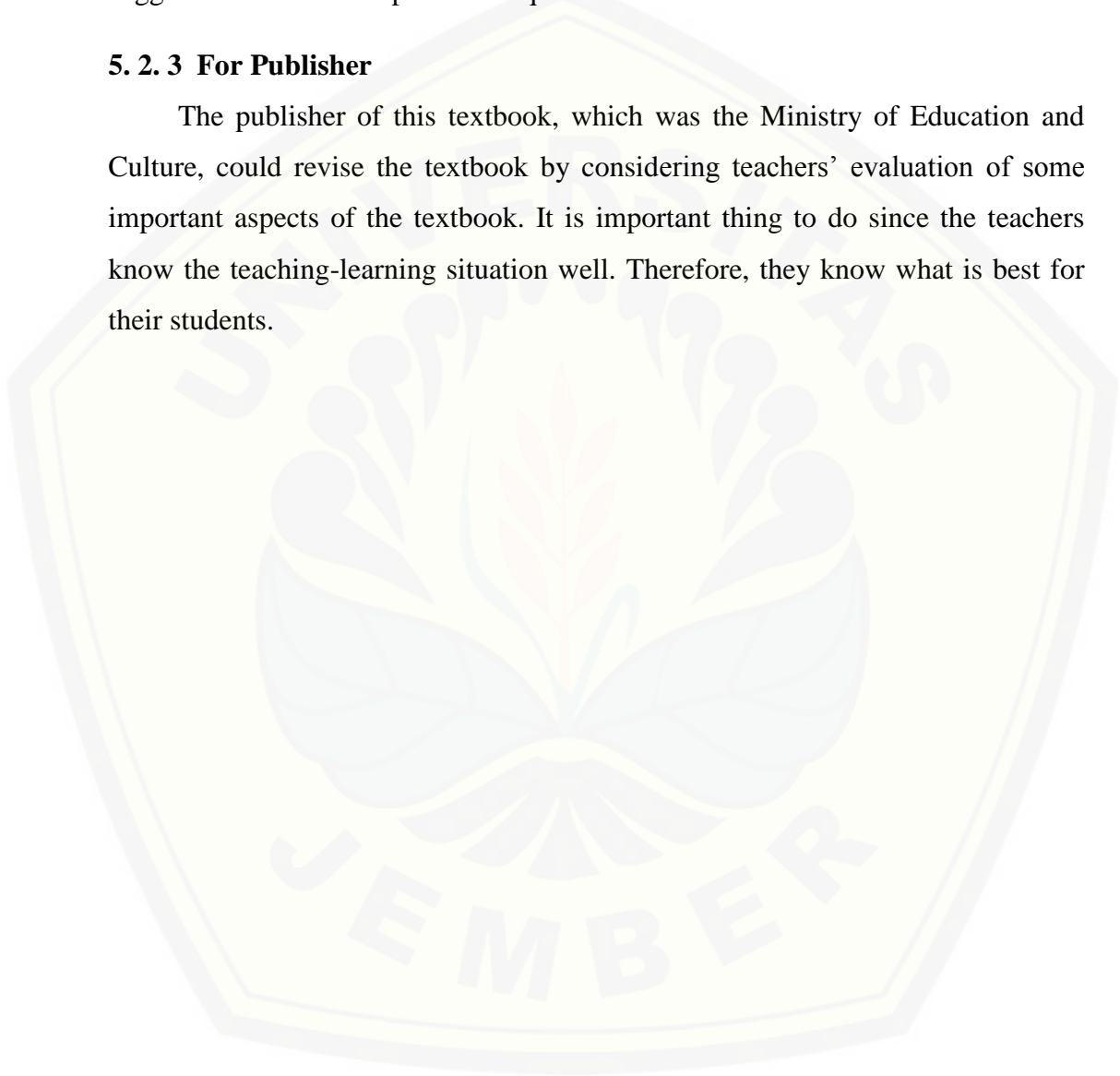
The result of this study is beneficial to give English teachers information on areas where this textbook can achieve its goals and on what parts will they need to use supplementary materials. It informs them to make an adaptation of the textbook or find other source materials to make it best for the students' needs.

### **5.2.2 For Future Researchers**

The researcher hopes that the result of this research can be used as a consideration for other researchers to conduct further research dealing with a similar topic by using a different textbook or using other checklist forms. It is suggested to use more open-ended question in the checklist.

### **5.2.3 For Publisher**

The publisher of this textbook, which was the Ministry of Education and Culture, could revise the textbook by considering teachers' evaluation of some important aspects of the textbook. It is important thing to do since the teachers know the teaching-learning situation well. Therefore, they know what is best for their students.



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APPENDIX A. Research Matrix

Title	Problem	Variable	Indicator	Research Method
Evaluation of EFL Textbook for Junior High School Students from Teachers' Perspectives	How appropriate does the EFL textbook "When English Rings A Bell" for the seventh grade junior high school students based on the teachers' viewpoint?	EFL textbook "When English Rings A Bell" for the seventh grade junior high school students published by the Ministry of education and Culture 2017.	An adapted version of textbook evaluation checklist proposed by Mukundan, Hajimohammadi, and Nimehchisalem (2011).	<p>1. <b>Research Design</b> Survey Research Design</p> <p>2. <b>Data Resource</b> - EFL textbook "When English Rings A Bell" for the seventh grade junior high school students published by the Ministry of education and Culture 2017 - Ten English teachers from three different school in Jember</p> <p>3. <b>Data Collection Method</b> - Questionnaire in the form of checklist</p> <p>4. <b>Data Analysis Method</b> Result of quantitative data will be counted to look for the average score by using following formula:</p> $FV = \frac{R}{N}$ <p>(Adopted from Mukundan Nimehchisalem, 2015: 768)</p> <p>Notes: FV = The average score R = Total score off all item N = Total number of item</p>

**APPENDIX B. Respondent's Identity**

**Before filling the checklist, please fill the evaluator's identity below.**

1. Name :

2. School where you teach :

3. Educations :

a. S1 : \_\_\_\_\_

b. S2 : \_\_\_\_\_

c. S3 : \_\_\_\_\_

4. How long have you been teaching English? \_\_\_\_\_

Jember,

\_\_\_\_\_

( \_\_\_\_\_ )

**APPENDIX C. Tentative Checklist For Textbook Evaluation****The English Teacher's Form In Evaluating EFL Textbook "When English Rings A Bell" For Seventh Grade Junior High School Students**Instruction.

Read the item of the checklist and the column opposite the items indicate the level to which they agree with the statements by marking tick (✓) 0-4.

- |   |                     |   |                  |
|---|---------------------|---|------------------|
| 0 | = Strongly Disagree | 3 | = Agree          |
| 1 | = Disagree          | 4 | = Strongly Agree |
| 2 | = Undecided         |   |                  |

Petunjuk.

Bacalah item checklist di bawah ini dan kolom yang berlawanan dengan item checklist yang menunjukkan tingkat persetujuan terhadap statement dengan memberikan tanda centang (✓) pada angka 0 sampai 4:

- |   |                       |   |                 |
|---|-----------------------|---|-----------------|
| 0 | = Sangat Tidak Setuju | 3 | = Setuju        |
| 1 | = Tidak Setuju        | 4 | = Sangat Setuju |
| 2 | = Ragu                |   |                 |

<b>I. General Attribute</b>	
<b>A. The book in relation to syllabus and curriculum</b>	
1. The textbook suitable to the specification of the 2013 curriculum.	(0) (1) (2) (3) (4)
2. The textbook matches with the specification of the syllabus.	(0) (1) (2) (3) (4)
3. The aim of the textbook is appropriate with the aim of teaching program.	(0) (1) (2) (3) (4)
<b>B. Methodology</b>	
4. The activities can work well in various methodologies in ELT.	(0) (1) (2) (3) (4)
5. The activities apply text-based learning approach.	(0) (1) (2) (3) (4)

<b>C. Suitability to learners</b>	
6. The textbook is appropriate to the learners' age.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
7. The textbook is appropriate to the learners' needs.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
8. The textbook is appropriate to the learners' interest.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<b>D. Physical and utilitarian attributes</b>	
9. The layout of the textbook is attractive.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
10. The textbook represents efficient use of text and visual.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
11. The textbook is strong and long lasting.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
12. The textbook is affordable for student.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<b>E. Efficient outlay of supplementary materials</b>	
13. The textbook supports media such as CD and workbook.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<b>II. Learning Teaching Content</b>	
<b>A. General Content</b>	
1. The textbook provides interesting tasks.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
2. The task in the textbook moves from simple to complex.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
3. The tasks support teaching objectives.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
4. Grammar and Vocabulary are integrated in the text.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
5. The textbook represents cultural awareness.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
6. The language in the textbook is authentic.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
7. The situation created in the dialogue sound natural and real.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
8. The students are able to relate the social cultural context represented in the textbook to the use of English in real life.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
9. Female is portrayed equally with male.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
10. The character in the textbook represents people from different region.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
11. The textbook represents different ethnic.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
12. The textbook presents some different occupation.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
13. The textbook represents other group such as disability.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<b>B. Listening</b>	

14. The textbook has appropriate listening task with well-defined goals.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
15. Tasks are graded according to complexity.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
16. The tasks are authentic.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
17. The listening material is well-recorded.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<b>C. Speaking</b>	
18. The activities encourage sufficient communicative and meaningful practice.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
19. The activities are balanced between individual response, pair work, and group work.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<b>D. Reading</b>	
20. The textbook provides interesting text.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
21. The length of the text is appropriate.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<b>E. Writing</b>	
22. The tasks have achievable goals and take into consideration learners capabilities.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
23. The textbook provides interesting tasks.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<b>F. Exercises</b>	
24. The instruction is clear.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
25. The exercises are learner friendly.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
26. The exercises are adequate for the learners.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
27. The exercises help students who are under achievers.	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4



**APPENDIX D. Representative of Survey Result The Textbook Evaluation Checklist**

**EVALUATOR'S IDENTITY**

Before filling the checklist, please fill the evaluator's identity below.

1. Name : MUHAMAD ALI HASRMI, M.Pd

2. School where you teach : SMP N 8 JEMBER


3. Educations : \_\_\_\_\_

a. S1 : PENDIDIKAN BHS. INGGRIS

b. S2 : PENDIDIKAN BHS INGGRIS

c. S3 : \_\_\_\_\_

4. For how long do you teach English? \_\_\_\_\_

Jember,  
  
M. ALI HASRMI, M.Pd  
Nr P. 19790514 201101 1008

The English Teacher's Form in Evaluating EFL Textbook "When English Rings A Bell"  
For Seventh Grade Junior High School Students

**Instruction**

Read the item of the checklist and the column opposite the items indicate the level to which they agree with the statements by marking tick (✓) 0-4.

- |   |                     |   |                  |
|---|---------------------|---|------------------|
| 0 | = Strongly Disagree | 3 | = Agree          |
| 1 | = Disagree          | 4 | = Strongly Agree |
| 2 | = Undecided         |   |                  |

**Petunjuk**

Bacalah item checklist di bawah ini dan kolom yang berlawanan dengan item checklist yang menunjukkan tingkat persetujuan terhadap statement dengan memberikan tanda centang (✓) pada angka 0 sampai 4:

- |   |                       |   |                 |
|---|-----------------------|---|-----------------|
| 0 | = Sangat Tidak Setuju | 3 | = Setuju        |
| 1 | = Tidak Setuju        | 4 | = Sangat Setuju |
| 2 | = Ragu                |   |                 |

I. General Attribute	
A. The book in relation to syllabus and curriculum	
1. The textbook is suitable to the specification of the 2013 curriculum. <i>(Buku teks ini sesuai dengan kurikulum 2013)</i>	0 1 2 <input checked="" type="checkbox"/> 3 4
2. The textbook matches with the specification of the syllabus. <i>(Buku teks ini sesuai dengan silabus)</i>	0 1 2 <input checked="" type="checkbox"/> 3 4
3. The aim of the textbook is appropriate with the aim of teaching program. <i>(Tujuan dari buku teks ini sesuai dengan tujuan dari pembelajaran bahasa inggris)</i>	0 1 2 <input checked="" type="checkbox"/> 3 4
B. Methodology in the textbook	
4. The activities can work well in various methodologies in ELT. <i>(Aktivitas-aktivitas yang terdapat dibuku ini dapat berjalan baik diberbagai metode pembelajaran bahasa inggris)</i>	0 1 <input checked="" type="checkbox"/> 2 3 4
5. The textbook applies text-based learning approach. <i>(Buku teks ini menerapkan pendekatan pembelajaran berbasis teks)</i>	0 1 2 <input checked="" type="checkbox"/> 3 4
C. Suitability to learners	
6. The textbook is appropriate to the learners' age. <i>(Buku teks ini sesuai dengan usia siswa)</i>	0 1 <input checked="" type="checkbox"/> 2 3 4
7. The textbook is appropriate to the learners' needs. <i>(Buku teks ini sesuai dengan kebutuhan siswa)</i>	0 1 2 <input checked="" type="checkbox"/> 3 4

8. The textbook is appropriate to the learners' interest. (Buku teks ini sesuai dengan minat siswa)	0 <input checked="" type="radio"/> 1 2 3 4
<b>D. Physical and utilitarian attributes</b>	
9. The layout of the textbook is attractive. (Susunan buku teks ini menarik)	0 1 2 3 <input checked="" type="radio"/> 4
10. The textbook represents efficient use of text and visual. (Buku teks ini menyajikan penggunaan teks dan visual yang efisien)	0 1 2 3 <input checked="" type="radio"/> 4
11. The textbook is strong and long lasting. (Buku ini tidak mudah rusak)	0 1 2 <input checked="" type="radio"/> 3 4
12. The textbook is affordable for student. (Harga buku teks ini terjangkau bagi siswa)	0 1 2 <input checked="" type="radio"/> 3 4
<b>E. Efficient outlay of supplementary materials</b>	
13. The textbook supports media such as CD and workbook. (Buku teks ini didampingi dengan penggunaan media, seperti CD dan buku latihan)	0 <input checked="" type="radio"/> 1 2 3 4
<b>II. Learning Teaching Content</b>	
<b>A. General Content</b>	
1. The textbook provides interesting tasks. (Buku teks ini menyediakan tugas yang menarik)	0 1 2 3 <input checked="" type="radio"/> 4
2. The task in the textbook moves from simple to complex. (Tugas berurutan dari mudah ke rumit)	0 1 2 3 <input checked="" type="radio"/> 4
3. The tasks support teaching objectives. (Tugas menunjang tujuan pembelajaran)	0 1 2 <input checked="" type="radio"/> 3 4
4. Grammar and Vocabulary are integrated in the text. (Grammar dan vocabulary terintegrasi di dalam teks)	0 1 2 3 <input checked="" type="radio"/> 4
5. The textbook represents cultural awareness. (Buku teks ini menggambarkan adanya kesadaran keberagaman berbudaya)	0 1 2 3 <input checked="" type="radio"/> 4
6. The language in the textbook is authentic. (Bahasa di dalam buku teks ini otentik)	0 1 2 <input checked="" type="radio"/> 3 4
7. The situation created in the dialogue sound natural and real. (Situasi yang di ciptakan di buku teks ini alami dan tidak dibuat-buat)	0 1 <input checked="" type="radio"/> 2 3 4
8. The students are able to relate the social cultural context represented in the textbook to the use of English in real life. (Siswa dapat menghubungkan konteks budaya social dengan penggunaan bahasa inggris di kehidupan nyata)	0 1 2 3 <input checked="" type="radio"/> 4
9. Female is portrayed equally with male. (Perempuan mempunyai kedudukan yang sama dengan laki-laki)	0 1 2 3 <input checked="" type="radio"/> 4
10. The character in the textbook represents people from different region. (Karakter dalam buku teks mewakili orang-orang dari berbagai daerah)	0 1 2 3 <input checked="" type="radio"/> 4
11. The textbook represents different ethnic. (Buku teks ini menggambarkan keberagaman suku)	0 1 2 3 <input checked="" type="radio"/> 4
12. The textbook presents some different occupation. (Buku teks ini menyajikan beberapa jenis pekerjaan yang berbeda)	0 1 2 3 <input checked="" type="radio"/> 4



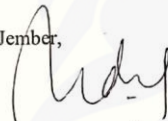
13. The textbook represents different group such as disability. (Penyandang disabilitas direpresentasikan di dalam buku teks ini)	0 1 2 3 <input checked="" type="radio"/> 4
<b>B. Listening</b>	
14. The textbook has appropriate listening task with well-defined goals. (Buku teks ini dilengkapi dengan latihan menyimak dengan tujuan yang jelas)	0 <input checked="" type="radio"/> 1 2 3 4
15. Tasks are graded according to complexity. (Tugas tugas yang ada di buku ini disusun sesuai dengan tingkat kerumitan)	0 1 <input checked="" type="radio"/> 2 3 4
16. The tasks are authentic. (Tugas bersifat otentik)	0 1 2 <input checked="" type="radio"/> 3 4
17. The listening material is well-recorded. (Materi menyimak direkam dengan baik)	0 <input checked="" type="radio"/> 1 2 3 4
<b>C. Speaking</b>	
18. The activities encourage sufficient communicative and meaningful practice. (Kegiatan-kegiatan pada keterampilan berbicara mendorong siswa untuk praktik berbicara yang komunikatif dan sesuai dengan tujuan)	0 1 2 <input checked="" type="radio"/> 3 4
19. The activities are balance between individual response, pair work, and group work. (Aktivitas-aktivitas berjalan dengan seimbang antara aktivitas individu, berpasangan dan kelompok)	0 1 2 <input checked="" type="radio"/> 3 4
<b>D. Reading</b>	
20. The textbook provides interesting text. (Buku ini menyajikan teks yang menarik)	0 <input checked="" type="radio"/> 1 2 3 4
21. The length of the text is appropriate. (Panjang dari teks sesuai)	0 1 2 <input checked="" type="radio"/> 3 4
<b>E. Writing</b>	
22. The tasks have achievable goals and take into consideration learners capabilities. (Tugas-tugas tersebut menunjang tercapainya tujuan pembelajara dan menyesuaikan dengan kemampuan siswa)	0 1 2 <input checked="" type="radio"/> 3 4
23. The textbook provides interesting tasks. (Buku teks ini menyediakan tugas yang menarik)	0 1 2 <input checked="" type="radio"/> 3 4
<b>F. Exercises</b>	
24. The instruction is clear. (Petunjuk yang ada di buku ini jelas)	0 1 2 <input checked="" type="radio"/> 3 4
25. The exercises are learner friendly. (Latihan-latihan yang ada di buku ini mudah dipahami oleh siswa)	0 1 2 <input checked="" type="radio"/> 3 4
26. The exercises are adequate for the learners. (Latihan di dalam buku ini memadai kemampuan siswa)	0 1 2 <input checked="" type="radio"/> 3 4
27. The exercises help students who are under achievers. (Latihan-latihan di dalam buku ini membantu siswa yang membunyai kemampuan dibawah rata-rata)	0 1 2 <input checked="" type="radio"/> 3 4

## EVALUATOR'S IDENTITY

Before filling the checklist, please fill the evaluator's identity below.

1. Name : Tri Ulihandani, S.Pd.
2. School where you teach : SMPN 8 Jember
3. Educations : \_\_\_\_\_
  - a. S1 : Bahasa Inggris
  - b. S2 : \_\_\_\_\_
  - c. S3 : \_\_\_\_\_
4. For how long do you teach English? 33 th

Jember,

  
Tri Ulihandani, S.Pd

(196312141984122005)



**The English Teacher's Form in Evaluating EFL Textbook "When English Rings A Bell"  
For Seventh Grade Junior High School Students**

**Instruction**

Read the item of the checklist and the column opposite the items indicate the level to which they agree with the statements by marking tick (✓) 0-4.

- |                       |                    |
|-----------------------|--------------------|
| 0 = Strongly Disagree | 3 = Agree          |
| 1 = Disagree          | 4 = Strongly Agree |
| 2 = Undecided         |                    |

**Petunjuk**

Bacalah item checklist di bawah ini dan kolom yang berlawanan dengan item checklist yang menunjukkan tingkat persetujuan terhadap statement dengan memberikan tanda centang (✓) pada angka 0 sampai 4:

- |                         |                   |
|-------------------------|-------------------|
| 0 = Sangat Tidak Setuju | 3 = Setuju        |
| 1 = Tidak Setuju        | 4 = Sangat Setuju |
| 2 = Ragu                |                   |

<b>I. General Attribute</b>	
<b>A. The book in relation to syllabus and curriculum</b>	
1. The textbook is suitable to the specification of the 2013 curriculum. <i>(Buku teks ini sesuai dengan kurikulum 2013)</i>	0 1 2 3 4 ✓
2. The textbook matches with the specification of the syllabus. <i>(Buku teks ini sesuai dengan silabus)</i>	0 1 2 3 4 ✓
3. The aim of the textbook is appropriate with the aim of teaching program. <i>(Tujuan dari buku teks ini sesuai dengan tujuan dari pembelajaran bahasa inggris)</i>	0 1 2 3 4 ✓
<b>B. Methodology in the textbook</b>	
4. The activities can work well in various methodologies in ELT. <i>(Aktivitas-aktivitas yang terdapat dibuku ini dapat berjalan baik diberbagai metode pembelajaran bahasa inggris)</i>	0 1 2 3 4
5. The textbook applies text-based learning approach. <i>(Buku teks ini menerapkan pendekatan pembelajaran berbasis teks)</i>	0 1 2 3 4
<b>C. Suitability to learners</b>	
6. The textbook is appropriate to the learners' age. <i>(Buku teks ini sesuai dengan usia siswa)</i>	0 1 2 3 4
7. The textbook is appropriate to the learners' needs. <i>(Buku teks ini sesuai dengan kebutuhan siswa)</i>	0 1 2 3 4

8. The textbook is appropriate to the learners' interest. (Buku teks ini sesuai dengan minat siswa)	0 1 <input checked="" type="radio"/> 3 4
<b>D. Physical and utilitarian attributes</b>	
9. The layout of the textbook is attractive. (Susunan buku teks ini menarik)	0 1 <input checked="" type="radio"/> 3 4
10. The textbook represents efficient use of text and visual. (Buku teks ini menyajikan penggunaan teks dan visual yang efisien)	0 1 <input checked="" type="radio"/> 3 4
11. The textbook is strong and long lasting. (Buku ini tidak mudah rusak)	0 1 2 <input checked="" type="radio"/> 4
12. The textbook is affordable for student. (Harga buku teks ini terjangkau bagi siswa)	0 1 2 <input checked="" type="radio"/> 4
<b>E. Efficient outlay of supplementary materials</b>	
13. The textbook supports media such as CD and workbook. (Buku teks ini didampingi dengan penggunaan media, seperti CD dan buku latihan)	0 <input checked="" type="radio"/> 2 3 4
<b>II. Learning Teaching Content</b>	
<b>A. General Content</b>	
1. The textbook provides interesting tasks. (Buku teks ini menyediakan tugas yang menarik)	0 1 2 <input checked="" type="radio"/> 4
2. The task in the textbook moves from simple to complex. (Tugas berurutan dari mudah ke rumit)	0 1 2 <input checked="" type="radio"/> 4
3. The tasks support teaching objectives. (Tugas menunjang tujuan pembelajaran)	0 1 2 <input checked="" type="radio"/> 4
4. Grammar and Vocabulary are integrated in the text. (Grammar dan vocabulary terintegrasi di dalam teks)	0 1 <input checked="" type="radio"/> 3 4
5. The textbook represents cultural awareness. (Buku teks ini menggambarkan adanya kesadaran keberagaman berbudaya)	0 1 <input checked="" type="radio"/> 3 4
6. The language in the textbook is authentic. (Bahasa di dalam buku teks ini otentik)	0 1 2 <input checked="" type="radio"/> 4
7. The situation created in the dialogue sound natural and real. (Situasi yang di ciptakan di buku teks ini alami dan tidak dibuat-buat)	0 1 2 <input checked="" type="radio"/> 4
8. The students are able to relate the social cultural context represented in the textbook to the use of English in real life. (Siswa dapat menghubungkan konteks budaya social dengan penggunaan bahasa inggris di kehidupan nyata)	0 1 2 <input checked="" type="radio"/> 4
9. Female is portrayed equally with male. (Perempuan mempunyai kedudukan yang sama dengan laki-laki)	0 1 2 <input checked="" type="radio"/> 4
10. The character in the textbook represents people from different region. (Karakter dalam buku teks mewakili orang-orang dari berbagai daerah)	0 1 2 <input checked="" type="radio"/> 4
11. The textbook represents different ethnic. (Buku teks ini menggambarkan keberagaman suku)	0 1 2 <input checked="" type="radio"/> 4
12. The textbook presents some different occupation. (Buku teks ini menyajikan beberapa jenis pekerjaan yang berbeda)	0 1 2 <input checked="" type="radio"/> 4

13. The textbook represents different group such as disability. (Penyandang disabilitas direpresentasikan di dalam buku teks ini)	0 <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<b>B. Listening</b>	
14. The textbook has appropriate listening task with well-defined goals. (Buku teks ini dilengkapi dengan latihan menyimak dengan tujuan yang jelas)	0 <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
15. Tasks are graded according to complexity. (Tugas tugas yang ada di buku ini disusun sesuai dengan tingkat kerumitan)	0 <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
16. The tasks are authentic. (Tugas bersifat otentik)	0 <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
17. The listening material is well-recorded. (Materi menyimak direkam dengan baik)	0 <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
<b>C. Speaking</b>	
18. The activities encourage sufficient communicative and meaningful practice. (Kegiatan-kegiatan pada keterampilan berbicara mendorong siswa untuk praktik berbicara yang komunikatif dan sesuai dengan tujuan)	0 <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
19. The activities are balance between individual response, pair work, and group work. (Aktivitas-aktivitas berjalan dengan seimbang antara aktivitas individu, berpasangan dan kelompok)	0 <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
<b>D. Reading</b>	
20. The textbook provides interesting text. (Buku ini menyajikan teks yang menarik)	0 <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
21. The length of the text is appropriate. (Panjang dari teks sesuai)	0 <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
<b>E. Writing</b>	
22. The tasks have achievable goals and take into consideration learners capabilities. (Tugas-tugas tersebut menunjang tercapainya tujuan pembelajara dan menyesuaikan dengan kemampuan siswa)	0 <input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
23. The textbook provides interesting tasks. (Buku teks ini menyediakan tugas yang menarik)	0 <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
<b>F. Exercises</b>	
24. The instruction is clear. (Petunjuk yang ada di buku ini jelas)	0 <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
25. The exercises are learner friendly. (Latihan-latihan yang ada di buku ini mudah dipahami oleh siswa)	0 <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
26. The exercises are adequate for the learners. (Latihan di dalam buku ini memadai kemampuan siswa)	0 <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4
27. The exercises help students who are under achievers. (Latihan-latihan di dalam buku ini membantu siswa yang membunyai kemampuan dibawah rata-rata)	0 <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

## EVALUATOR'S IDENTITY

Before filling the checklist, please fill the evaluator's identity below.

1. Name : TUPADI S. Pd
2. School where you teach : SMN 2 JEMBER
3. Educations : FKIP ENGLISH
  - a. S1 : ENGLISH
  - b. S2 : \_\_\_\_\_
  - c. S3 : \_\_\_\_\_
4. For how long do you teach English? 23 YEAR

Jember,

  
\_\_\_\_\_  
(TUPADI . S. Pd)

( )



**The English Teacher's Form in Evaluating EFL Textbook "When English Rings A Bell"  
For Seventh Grade Junior High School Students**

**Instruction**

Read the item of the checklist and the column opposite the items indicate the level to which they agree with the statements by marking tick (✓) 0-4.

- |                       |                    |
|-----------------------|--------------------|
| 0 = Strongly Disagree | 3 = Agree          |
| 1 = Disagree          | 4 = Strongly Agree |
| 2 = Undecided         |                    |

**Petunjuk**

Bacalah item checklist di bawah ini dan kolom yang berlawanan dengan item checklist yang menunjukkan tingkat persetujuan terhadap statement dengan memberikan tanda centang (✓) pada angka 0 sampai 4:

- |                         |                   |
|-------------------------|-------------------|
| 0 = Sangat Tidak Setuju | 3 = Setuju        |
| 1 = Tidak Setuju        | 4 = Sangat Setuju |
| 2 = Ragu                |                   |

I. General Attribute	
A. The book in relation to syllabus and curriculum	
1. The textbook is suitable to the specification of the 2013 curriculum. <i>(Buku teks ini sesuai dengan kurikulum 2013)</i>	0 1 2 3 4
2. The textbook matches with the specification of the syllabus. <i>(Buku teks ini sesuai dengan silabus)</i>	0 1 2 3 4
3. The aim of the textbook is appropriate with the aim of teaching program. <i>(Tujuan dari buku teks ini sesuai dengan tujuan dari pembelajaran bahasa inggris)</i>	0 1 2 3 4
B. Methodology in the textbook	
4. The activities can work well in various methodologies in ELT. <i>(Aktivitas-aktivitas yang terdapat dibuku ini dapat berjalan baik diberbagai metode pembelajaran bahasa inggris)</i>	0 1 2 3 4
5. The textbook applies text-based learning approach. <i>(Buku teks ini menerapkan pendekatan pembelajaran berbasis teks)</i>	0 1 2 3 4
C. Suitability to learners	
6. The textbook is appropriate to the learners' age. <i>(Buku teks ini sesuai dengan usia siswa)</i>	0 1 2 3 4
7. The textbook is appropriate to the learners' needs. <i>(Buku teks ini sesuai dengan kebutuhan siswa)</i>	0 1 2 3 4



8. The textbook is appropriate to the learners' interest. (Buku teks ini sesuai dengan minat siswa)	0 1 2 3 4
<b>D. Physical and utilitarian attributes</b>	
9. The layout of the textbook is attractive. (Susunan buku teks ini menarik)	0 1 2 3 4
10. The textbook represents efficient use of text and visual. (Buku teks ini menyajikan penggunaan teks dan visual yang efisien)	0 1 2 3 4
11. The textbook is strong and long lasting. (Buku ini tidak mudah rusak)	0 1 2 3 4
12. The textbook is affordable for student. (Harga buku teks ini terjangkau bagi siswa)	0 1 2 3 4
<b>E. Efficient outlay of supplementary materials</b>	
13. The textbook supports media such as CD and workbook. (Buku teks ini didampingi dengan penggunaan media, seperti CD dan buku latihan)	0 1 2 3 4
<b>II. Learning Teaching Content</b>	
<b>A. General Content</b>	
1. The textbook provides interesting tasks. (Buku teks ini menyediakan tugas yang menarik)	0 1 2 3 4
2. The task in the textbook moves from simple to complex. (Tugas berurutan dari mudah ke rumit)	0 1 2 3 4
3. The tasks support teaching objectives. (Tugas menunjang tujuan pembelajaran)	0 1 2 3 4
4. Grammar and Vocabulary are integrated in the text. (Grammar dan vocabulary terintegrasi di dalam teks)	0 1 2 3 4
5. The textbook represents cultural awareness. (Buku teks ini menggambarkan adanya kesadaran keberagaman berbudaya)	0 1 2 3 4
6. The language in the textbook is authentic. (Bahasa di dalam buku teks ini otentik)	0 1 2 3 4
7. The situation created in the dialogue sound natural and real. (Situasi yang di ciptakan di buku teks ini alami dan tidak dibuat-buat)	0 1 2 3 4
8. The students are able to relate the social cultural context represented in the textbook to the use of English in real life. (Siswa dapat menghubungkan konteks budaya social dengan penggunaan bahasa inggris di kehidupan nyata)	0 1 2 3 4
9. Female is portrayed equally with male. (Perempuan mempunyai kedudukan yang sama dengan laki-laki)	0 1 2 3 4
10. The character in the textbook represents people from different region. (Karakter dalam buku teks mewakili orang-orang dari berbagai daerah)	0 1 2 3 4
11. The textbook represents different ethnic. (Buku teks ini menggambarkan keberagaman suku)	0 1 2 3 4
12. The textbook presents some different occupation. (Buku teks ini menyajikan beberapa jenis pekerjaan yang berbeda)	0 1 2 3 4

13. The textbook represents different group such as disability. (Penyanggand disabilities direpresentasikan di dalam buku teks ini)	0 1 2 <input checked="" type="radio"/> 3 4
<b>B. Listening</b>	
14. The textbook has appropriate listening task with well-defined goals. (Buku teks ini dilengkapi dengan latihan menyimak dengan tujuan yang jelas)	0 1 2 <input checked="" type="radio"/> 3 4
15. Tasks are graded according to complexity. (Tugas tugas yang ada di buku ini disusun sesuai dengan tingkat kerumitan)	0 1 <input checked="" type="radio"/> 2 3 4
16. The tasks are authentic. (Tugas bersifat otentik)	0 1 2 <input checked="" type="radio"/> 3 4
17. The listening material is well-recorded. (Materi menyimak direkam dengan baik)	<input checked="" type="radio"/> 0 1 2 3 4
<b>C. Speaking</b>	
18. The activities encourage sufficient communicative and meaningful practice. (Kegiatan-kegiatan pada keterampilan berbicara mendorong siswa untuk praktik berbicara yang komunikatif dan sesuai dengan tujuan)	0 1 2 3 <input checked="" type="radio"/> 4
19. The activities are balance between individual response, pair work, and group work. (Aktivitas-aktivitas berjalan dengan seimbang antara aktivitas individu, berpasangan dan kelompok)	0 1 2 3 <input checked="" type="radio"/> 4
<b>D. Reading</b>	
20. The textbook provides interesting text. (Buku ini menyajikan teks yang menarik)	0 1 <input checked="" type="radio"/> 2 3 4
21. The length of the text is appropriate. (Panjang dari teks sesuai)	0 1 2 3 <input checked="" type="radio"/> 4
<b>E. Writing</b>	
22. The tasks have achievable goals and take into consideration learners capabilities. (Tugas-tugas tersebut menunjang tercapainya tujuan pembelajara dan menyesuaikan dengan kemampuan siswa)	0 1 2 3 <input checked="" type="radio"/> 4
23. The textbook provides interesting tasks. (Buku teks ini menyediakan tugas yang menarik)	0 1 2 3 <input checked="" type="radio"/> 4
<b>F. Exercises</b>	
24. The instruction is clear. (Petunjuk yang ada di buku ini jelas)	0 1 2 3 <input checked="" type="radio"/> 4
25. The exercises are learner friendly. (Latihan-latihan yang ada di buku ini mudah dipahami oleh siswa)	0 1 2 3 <input checked="" type="radio"/> 4
26. The exercises are adequate for the learners. (Latihan di dalam buku ini memadai kemampuan siswa)	0 1 2 3 <input checked="" type="radio"/> 4
27. The exercises help students who are under achievers. (Latihan-latihan di dalam buku ini membantu siswa yang membunyai kemampuan dibawah rata-rata)	0 1 2 3 <input checked="" type="radio"/> 4

**APPENDIX E. Permission Letter of Conducting Research in SMPN 2 Jember**

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: (0331)- 330224, 334267, 337422, 333147 \* Faximile: 0331-339029  
Laman: [www.fkip.unej.ac.id](http://www.fkip.unej.ac.id)

Nomor : 8885JN25.1.5/LT/2019  
Lampiran : -  
Hal : Permohonan Izin Penelitian

04 NOV 2019

Yth. Kepala Sekolah  
SMP Negeri 2 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember jurusan PBS/ Pendidikan Bahasa dan Seni, program studi Pendidikan Bahasa Inggris di bawah ini:

Nama : Lina Upitasari  
NIM : 150210401078  
Judul : Evaluation of EFL Textbook from Teachers' Viewpoints: A Case Study on The Seventh Grade Junior High School Textbook "When English Rings A Bell"  
Jadwal Penelitian : November-Desember


Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMP Negeri 2 Jember. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izinan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.



Suratno, M.Si.  
NIP. 196706251992031003



**APPENDIX F. Permission Letter of Conducting Research in SMPN 8 Jember**

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**UNIVERSITAS JEMBER**  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: (0331)- 330224, 334267, 337422, 333147 • Faksimile: 0331-339029  
Laman: [www.fkip.unej.ac.id](http://www.fkip.unej.ac.id)

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Nomor : 8885/JN25.1.5/LT/2019  
Lampiran : -  
Hal : Permohonan Izin Penelitian

04 NOV 2019


Yth. Kepala Sekolah  
SMP Negeri 8 Jember


Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember jurusan PBS/  
Pendidikan Bahasa dan Seni, program studi Pendidikan Bahasa Inggris di bawah ini:

Nama : Lina Upitasari  
NIM : 150210401078  
Judul : Evaluation of EFL Textbook from Teachers' Viewpoints: A Case Study on The Seventh Grade Junior High School Textbook "When English Rings A Bell"  
Jadwal Penelitian : November-Desember

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMP Negeri 8 Jember. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izinan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan  
Wakil Dekan I,  
  
Prof. Dr. Suratno, M.Si  
NIP. 196206251992031003



## APPENDIX G. Permission Letter of Conducting Research in SMPN 9 Jember



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: (0331)- 330224, 334267, 337422, 333147 \* Faximile: 0331-339029  
Laman: [www.fkip.unej.ac.id](http://www.fkip.unej.ac.id)

Nomor : 8885/UN25.1.5/LT/2019  
Lampiran :  
Hal : Permohonan Izin Penelitian

04 NOV 2019

Yth. Kepala Sekolah  
SMP Negeri 9 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember jurusan PBS/ Pendidikan Bahasa dan Seni, program studi Pendidikan Bahasa Inggris di bawah ini:

Nama : Lina Upitarsi  
NIM : 150210401078  
Judul : Evaluation of EFL Textbook from Teachers' Viewpoints: A Case Study on The Seventh Grade Junior High School Textbook "When English Rings A Bell"  
Jadwal Penelitian : November-Desember

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMP Negeri 9 Jember. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izinan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan  
Wakil Dekan I,  
  
Prof. Dr. Sarfimo, M.Si.  
NIP. 196706251992031003



**APPENDIX H. Statement Letter for Accomplishing the Research from SMPN 2 Jember**

**PEMERINTAH KABUPATEN JEMBER**  
**SMPN 2 JEMBER**  
Jalan PB. Sudirman 26 Jember. 68118, Telp. 0331- 484878,  
Fax. 0331-426884, website : [www.smpn2jember.sch.id](http://www.smpn2jember.sch.id),  
E-mail : [info@smpn2jember.sch.id](mailto:info@smpn2jember.sch.id)

**SURAT KETERANGAN**

Nomor: 415.42/ /413.01.20523857/2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Jember menerangkan bahwa :

Nama	: Lina Upitasari
NIM	: 150210401076
Program Studi	: Bahasa Inggris
Fakultas	: Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember
Jurusan	: Bahasa dan Seni

yang tersebut di atas telah selesai melaksanakan penelitian yaitu pada tanggal 23 November 2019 sampai dengan 27 November 2019 dengan judul "Evaluation of EFL Textbok from Teachers' Viewpoints: A Case Study on The Seventh Grade Junior High School Textbook "When English Rings A Bell"" di SMP Negeri 2 Jember Tahun Pelajaran 2019/2020.


Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 27 November 2019  
Kepala SMP Negeri 2 Jember




**M. SUBARNO, S. Pd, M. Pd**  
NIP. 19630813 198602 1 006

## APPENDIX I. Statement Letter for Accomplishing the Research from SMPN 8 Jember



**PEMERINTAH KABUPATEN JEMBER**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 8 JEMBER**



Jl. Basuki Rahmat No. 25 Jember, Telp. 0331-337868, Email. smpn8jember@yahoo.co.id

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**SURAT KETERANGAN PENELITIAN**  
 Nomor: 422/ 100 /310.01.20523896/2019

Yang bertanda-tangan dibawah ini:

Nama : H. Akhmad Muhajir S.Pd, M.Si  
 NIP : 19620626 198412 1 005  
 Pangkat/Golongan : Pembina Tk.1/ IV/b  
 Jabatan : Kepala Sekolah  
 Unit Kerja : SMP Negeri 8 Jember


Dengan ini menerangkan bahwa:

Nama : Lina Upitasaki  
 NIM : 150210401078  
 Fakultas/Jurusan : FKIP/Pendidikan Bahasa Inggris Universitas Jember

Benar-benar telah selesai melaksanakan penelitian di SMP Negeri 8 Jember dengan judul  
*"Evaluation of EFL Textbook From Teachers' Viewpoint: A Case Study on The Seventh Grade Junior High School Textbook "When English Rings A Bell" "* sejak tanggal 27 November 2019 sampai dengan 30 November 2019.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Jember, 30 November 2019  
 Kepala Sekolah SMP Negeri 8 Jember



**H. Akhmad Muhajir S.Pd, M.Si**  
**NIP. 19620626 198412 1 005**

## APPENDIX J. Statement Letter for Accomplishing the Research from SMPN 9 Jember



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMPN 9 JEMBER**

Jl. Kutai No. 169, Bumi Tegal Bai Telp. (0331) 339231 Jember 68123



### SURAT KETERANGAN

Nomor : 424 / 219 / 413.03.20523895 / 2019

Yang bertanda tangan di bawah ini :

Nama : SONY YUDI HARDONO, M. Pd.  
N I P : 19630730 198703 1 006  
Pangkat / Gol. : Pembina Tk. I – IV/b  
J a b a t a n : Kepala Sekolah  
Unit Kerja : SMP Negeri 9 Jember

Menerangkan bahwa :

Nama : Lina Upitasari  
N I M : 150210401078  
Jurusan : Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Jember

Yang bersangkutan telah melaksanakan Penelitian mengenai “ *Evaluation of EFL Textbook from teacher’s Viewpoints: A Case Study on The Seventh Grade Junior High School Textbook “When English Rings A Bell”* “ pada tanggal 25 November s.d 28 November 2019 dengan memberikan angket kepada guru Bahasa Inggris SMP Negeri 9 Jember.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

