

**EVALUATING THE IMPLEMENTATION OF THE
ENGLISH COURSE BOOK**

(A Descriptive Study at SMP Negeri 3 Sungguminasa Gowa)



A THESIS

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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FITRIANI S

MOTTO

Undoubtedly God will exalt the degree of those who believe among you and those who are given some degree of knowledge.

QS. Al-Mujaadilah (58): 11)

Dear Allah,

Honor My Second Parents Life,

Noble in the World and Noble in the Hereafter. Amen ...

Good opportunity usually only comes once, use the opportunity before he leaves you.

No success is born within

Solitude. No matter how great a person, he remains

Requires the touch of others as a work team.

ABSTRACT

FITRIANI S. Evaluation the Implementation of the English course book (*A Descriptive Study at SMP Negeri 3 Sungguminasa Gowa*) (Supervised by Erwin Akib and Amar Ma'ruf)

The objectives of this research are to find out the aims, approaches, design, and organization of the book, whether the materials cover the four English language skills (listening, reading, writing, and speaking) and language content of the book, and whether the materials support the teaching learning process and teaching technique or not.

This research applied qualitative research design through descriptive method. It deals with naturally occur phenomena without experimental manipulation. The data resources of this research were English course book for teaching English in Junior High School 3 Sungguminasa Gowa Regency. It is 'Bahasa Inggris, When English Rings a Bell', publish by Departement Pendidikan Nasional. This book arranged based on 2013 curriculum. The researcher interview two teachers.

Researcher found that there were six aspects of course book evaluation; they are objectives and approaches, designs and organizations, language content, and skills. The purpose of this course books is in accordance with the purpose of the teaching program that teachers and students need and the course book approach in accordance with the current learning / teaching situation. The design of course book needs to be revised because there are many unclear pictures in course book that make students confused, and the teacher should explain some of the pictures. The course book is not well organized, so it does not fit the syllabus. The content of the book also needs to be reorganized because the organized of the material and syllabus is not well organized. Some teachers also said that the book covers all the skills of reading, writing, listening, and speaking because without being taught or practiced by itself. There is more grammar than materials that improves students' language skills. The course book does not allow students to self-study, because there are a pictures or layout that is not clear. It can make teachers have to re-explain the pictures in the book. The material in the book *When English Rings a Ball* already support some teaching process in English lesson, just how strategy or technique of teacher in applied to make students interested to learn.

Key words: Objectives and approaches, designs and organizations, language content, and skills.

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CHAPTER I

INTRODUCTION

A. Background

Indonesia as the one of developing country needs to communicated with other countries in the world. Communication with other countries need English, because English is used all over the world. The other reason in that, most of the English course books in Indonesia are written in English. So, without knowing English to context of the book cannot be understood. Therefore, English is one subjects taught from junior high school to university. Until recently, however, English language learning in many countries did not begin until secondary school. The lowering of the age at which children learn a foreign language, and teacher should take account of the methods an improving of primary school teaching so that a year of teaching in primary school cannot be aquated with a year in secondary school. By evaluating the implementation English course book in the junior high school can be make a good course book.

The development of English teaching in Indonesia grows rapidly. As a foreign language, English has not only been taught in junior and senior high

schools and university. English has now become one of the compulsory subjects to teach in the Junior High School and Senior High School. To achieve objective of the instruction is not a simple work. There are many factors that influence the success of the instruction, namely; (1) Is it a right time to give the English lesson to the Junior High School students (2) What kind of English should be given (3) Are the materials suitable with the need of the students (4) Who will teach them (5) How do the teachers teach the lessons.

Ellis (1997) states that teachers are often faced with the task of choosing what teaching materials to use. In effect, they are required to carry out a predictive evaluation of the materials available to them in order to determine which are best suited to their purpose. Then, once they have used the materials, they may feel the need to undertake a further evaluation to determine whether the materials have “worked” for them. This constitutes a retrospective evaluation.

Course book is a source of Exercise Task, and it can be divided into two categories that are traditional and communicative course books as Grant (1989) simplified that there are two very broad categories of course book. It is not always possible to place a particular course book firmly within either of these categories, as there is a continuum from one category to another. The two categories are traditional course book and communicative course book.

Although the teachers use the word traditional here, it is true to say that traditional course books are still being published today. So the label is used to describe a type of book, rather than the date when it was published. The traditional course book tries to get students to learn the language as a system.

Once have learned the system, it is hoped that they are equipped to use the language for their own purposes in any way they think fit.

A teacher as one of the factors in the teaching-learning process plays an important role. This is due to the fact that teacher has to promote and internalize the concept that to learn is learning how to learn. Therefore, teacher has always make various efforts to facilitate the learning process. One of the efforts is selecting and evaluating the course books to be used for teaching. The adopted course book in which the teaching materials are covered and reflected is considered 'a good course book.' A number of criteria as suggested by material development experts have been passed. The course book attempts to feed most factors involved in the teaching and learning process such as students' need and interest. However, the teacher should realize that there is no perfect course book, which can cater for all the factors in the process. Furthermore many teachers use course books. A course book enables an interaction to occur between the the students and teachers. A course book was continue to serve education purposes for years to come since there is dependence of course book for many teachers the content of course book deal teaching materials. There are several course books of English for the Junior High School available in the market. It is expected that the course books match purposes of the teaching and learning of English in the Junior High School. In other words course books should be in accordance with the "standards" materials, that is the present curriculum.

Unfortunately, course books are common features in a language teaching, they received less attention in studies in the field of education. The researcher

intends to evaluate the available materials on the course books, which is Bahasa Inggris, “when English Rings a Bell”. This book is arranged based on the 2013 curriculum.

The discussion on course books may involve some related topics. Brown et al (1972) defined that there are four aspects of evaluating course books: (1) the content of the course book, (2) the treatment of the content, (3) the arrangement of the content, and (4) the adherence to mechanical standards. From the discussion on the content of a course book may emerge some problems such as: (1) is the author regarded as competent in the field (2) does the text interpret curricular objectives of the subject (3) how relevant is the content of course books to curricular objective (4) does the subject matter appear to develop sound moral values.

B. Problem Statement

Based on the background above, the researcher formulates research questions as follows:

1. What are the aims, approaches, and organization of the course book?
2. Do the materials cover the four English language skills (listening, reading, writing, and speaking) and language content?
3. Do the materials support the teaching-learning process and teaching technique?

C. Objective of the Research

The objectives of the research areas follows:

1. The aims, approaches, and organization of the course book.
2. Whether or not the materials cover the four English language skills (listening, reading, writing, and speaking) and language content.
3. Whether or not the materials support the teaching learning process and teaching technique or not.

D. Significance of the Research

The results of this research, after the researcher evaluated the implementation of English course books are expected to be useful for teachers and course book writers. For teachers, results of the research help them to decide the suitable English course books for their students. For the writers of course books, the results are expected to be inputs to develop techniques of writing and design English course books for Junior High School students. All these mentioned are interrelated to improve the quality of learning and teaching English in the Junior High School, and it was a valuable input for the Departemen Pendidikan dan Kebudayaan Provinsi Sulawesi Selatan, especially departemen Pendidikan dan Kebudayaan of Gowa Regency to design syllabus or text book for the Junior High School.

E. Scope of the Research

The researcher evaluated the implementation of the English course book for seven grade students. The research are focused onevaluating English course book that use in Junior High School 3 Sungguminasa Regency South Sulawesi, it is “Bahasa Inggris, When English Rings a Bell “ (published by Kementerian Pendidikan dan Kebudayaan, 2016 (Revised Edition)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Lawrence (2011) conducted the research on Course Book Evaluation: A Framework for evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum. The results of this research have shown that the teachers do find the proposed evaluating framework effective tool in determining fitness with new curriculum. However the teachers have also suggested that using the framework to engage in post-use evaluation of course book is a pedagogical unsound concept, which is self-contradictory in essence. Despite their critics of the pedagogical value of post-use evaluation, the teacher suggested that the framework is still a valuable invention, and can be used other areas of the ELT context.

Jahangard (2007) conducted the research on evaluation of EFL, materials Taught at Iranian Public High Schools. This research evaluates four EFL course books which have been prescribed for use in the Iranian high schools by Ministry of Education. The merits and demerits of the course books are discussed in detail with reference to 13 common criteria features extracted from different materials evaluation checklists. The paper then gives some

suggestion as to how to alleviate some of the shortcomings encountered in the course books.

Maryam Azarnoosh (2014) conducted the research on evaluation ESP book evaluation: The case of management course book to evaluate English for Students of Management, all aspects of Miekley's (2005) checklist was considered. Accordingly, the strengths and weaknesses of management book are displayed in five areas of content, vocabulary and grammar, exercises and activities, attractiveness of text and context. What follows is a short description of the findings.

The first aspect to consider is content. The results indicate that the subject matter is topically presented in logical manner, and reading selections include authentic language in a way that students can get familiar with real language use in context. In this book units are organized logically; the book starts with describing the nature of management, science and theory and practice, continues with the managerial decision making processes, pervasiveness and knowledge-based technology, and finally discusses managing organizational conflicts. The texts include authentic pieces of language presenting various types of target situation tasks which try to make a balance between both carrier and real content.

Sara Haghighi (2014) conducted the research on Evaluation of "First Certificate Gold Course Book": Evidence from Students of a Private English Institute in Iran Textbooks play a very significant role in the teaching and learning especially in developing countries where teachers and students can utilize them according to their needs (Mahmood, 2011). Textbooks influence

both the teachers and students, as they provide pattern to the teachers so the teachers could teach in a better way and guide line to the students for better learning “Textbooks are considered as the sole and legitimate source of knowledge both for students and teachers” (Bano, 2005, p.5). Textbooks are a major source of providing instructions to the teachers and students that’s why it is stated that textbooks are the backbone of every educational system. They help in designing the assessment and evaluation system for the students, shaping the process of classroom teaching and learning (Mahmood, 2011).

They are the core of all the educational activities because they provide students “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” Chambliss and Calfee, 1998. P.7). through the evaluation of the textbooks they can consider the logic behind the organization of the given materials and its strengths or weaknesses. Moreover they could analyses that the given activities in the textbooks are improving the students’ competency in the English Language or not. Textbook is considered as a tool so the instructor should be aware with its usage to get the good results. In Pakistan textbooks are not evaluated after their compilation that why we find the flaws with the textbooks. Owing to the absence of evaluation system the curriculum is not able to fulfill its designed objectives. Textbooks are used for years in Pakistan and do not cope with the needs of the new generations.

Researcher evaluating a book to find a good English course book in English foreign language at Iranian middle school, the third is research on the subject of content, vocabulary and grammar, exercises and activities, the attractiveness of text and context, the fourth is conducted the research on

Evaluation of "First Certificate Gold Course Book" Evidence from Students of a Private English Institute in Iran Textbooks play a very significant role in the teaching and learning especially in developing countries where teachers and students can utilize them according to their needs and the last is evaluating about the advantages and less from an English book. While the research was evaluated the implementation of English course book in junior high school.

According to some explanations above, it can be concluded that evaluation English course books is very important because by evaluation the English course book can help teachers and students in teaching and learning. This research can also help teachers in making the design of a good learning process.

B. Some Pertinent Ideas

1. Course Books

A teacher uses instructional media in a language learning in order to achieve the objective of the learning and teaching process. Instructional media enable the teacher to interact with students in certain subject. Instructional media have several roles such as attention roles, communication role, and retention role. Therefore, the appropriate implementation or use instructional media was support the learning and teaching process.

According to Ornstein and Behar, (1995) that, among instructional media a course books is an almost universal part of school instructional. A course book contains instructional materials. Course books are easily found in the market since they are commercially produced, (Nunan in Littlejohn and Windeatt,

1988) by publishers. The qualities of teachers are heterogeneous and there are not many teachers who develop their own teaching materials. Teachers have much burden in teaching. They have to manage time properly to coincide the curriculum demands and their skills to achieve all the learning objectives.

Course book is a source of Exercise Task, and it can be divided into two categories, that are traditional and communicative course books as simplify that there are two very broad categories of course book. It is not always possible to place a particular course books firmly within either of these categories, as there is a continuum from one category to another. The two categories are traditional course book and communicative course book.

Course books are only an aid to the language-learning process, which also depends upon individuals, their needs and their relationships in the classroom. Teachers and students find their own ways of using a course book to suit these circumstances, and to suit their own methods of learning. No course book was be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect course book which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and student need.

a. Definition of course book

The term 'course book' is very familiar with teachers. Sometimes, the course book also refers to text book. However, these two terms are slightly different. Course book is a book giving instruction in a subject (Oxford, 1989:1327).

According to Tomlinson (1998: ix) course book is a text book that provides the core materials for a course. A course book dealing with a Definite subject of study, systematically arranged, intended for use at a specified level of instruction and used as a principal source of study material for given course (Good in Wallington, 1979). Thus, English course books for Junior High School students are books dealing with English, systematically arranged, intended for use at Junior High School and used as a principal source of study material. The course books as books that contain the principles of a subject to be taught. In this case, English course book should cover teaching materials in the curriculum of English.

b. Functions and importance of Course Book

The independence between teacher and course book in which the teaching materials are found brings about how to course book is treated. The treatment of the course book by teacher provides some functions of the course book. The functions are the following

1) The course book as master

This means a teacher teaches through materials. If the course book is a master, some problems arise. The learning objective are the course books, b) there is little room for improvisation, and c) teacher and learner roles may well predetermined and are contrary to expectation.

2) The course book as servant

This means that a teacher teaches with materials. The teacher pays attention to what is needed by his students. He improvises and adapts the

course of the lesson to the students' need. In this kind of course book treatment, the teacher and students do interpersonal relationship in the class.

3) The course book as an end

The goals provided in the course book become the learning target. The teacher tries to attain the goals by exposing whatever contains in the course book, from the first unit to the last unit. He thinks that teaching task is finished when he has taught through the course book.

4) The course book as teaching aids

The role of the materials in the course book is to promote learning and language learning in particular. The course book contains a number of activities tasks, and exercises, which require the ability, and competence of the students.

5) The course book as an aid syllabus

This means that the materials in the course book are organized in the same order of the items found in a certain syllabus. This does not actually benefit the students because the items are tied. If the teacher is course book oriented, there is no space for variation. This was decreasing the students' motivation.

6) The course book as one of the resources

The information and data about English, particularly about the social context and culture, are found in the course book. This becomes the learning sources by which the language learning takes places. Authentic materials found in the course book really convey this value.

7) The course book as self-tutor

This means that the materials in the course book are designed to assess students' learning progress by themselves. The students can monitor how far they have already mastered the language.

c. Characteristic of good course books

The course books have many characteristics so that teachers have to carefully select them to be used for their teaching purposes. Teachers have some criteria to be guidance to take the best, which can satisfy what a good course books is. According to Harmer (1998:117), for the vast majority of teachers who do use course books, the course book are collections of materials and it should be pointed out that students often feel more positive about the course book selection and evaluation are considered very important. The importance of that can be seen from many aspects such as curriculum, availability of facility, and students' need. It is vital because teachers will take at least some of their ideas from the course book and many use it as the basic syllabus for a course' (Harmer, 1991). The characteristic of good course book;

(1) Course books that are intended to be used should be useful for the students as well as teachers.

(2) The size of the book should be handy. It should be possible for the students to carry them properly. They should not be bulky. This is especially true about books intended for the primary classes.

(3) Printing and get-up of the books should be interesting and attractive. They should be printed in the letters that they do not require strain on the eyes of the students. On the other hand they should be correctly and neatly printed.

(4) The exterior of the picture should be attractive. If the exterior is attractive, students would like to carry them and keep them. This is true of the books intended for primary classes.

(5) They should serve the purpose of the subject-matter as well as the aims and objects of teaching. They should be written with a view on the aims and objects of the teaching.

(6) The course books should be accurately written. They should present the subject-matter in such a manner that there is no fault in them. The subject-matter, presented therein should be up to date.

(7) The style of the books should also serve the psychological requirements of the students of different stages. Course books intended for the students of the primary classes should be written in a story form. In the course books meant for higher classes the author may use the regional method or some other method that is useful for the students of the stage.

(8) The course books should continue to keep the interests of the students alive in the subject-matter. The subject-matter should be presented in a simple and lucid style and clear form.

(9) The course books should contain all the necessary and relative material required for a particular stage of education.

(10) The course books of different stages should be complimentary to each other. Course books that are used in primary classes should have some bearing and connection with the course books that shall be used by the students in the Junior High School classes. Similarly course books that are to be in mind the books that have been used by the students in the Junior High School classes.

(11) Course books should be free from prejudice. The presentation of the subject-matter should be unbiased. There should be no material which can injure the susceptibility of any class or category of people. They should contain objective description of the people and conditions of different countries.

(12) The course books should contain charts, maps, diagrams etc. as and where required. Without the charts, maps and diagrams etc. the subject-matter of Geography cannot be taught properly. It is, therefore, necessary to give place to all these things in the course books.

(13) Geography is a developing subject. Every day we find that new researches have been made in the field of Geography. Up to date knowledge of Geography must be given place in the course books.

(14) At the end of every chapter of the text-book there should be certain questions that may be used for the revision of the subject-matter. Without these questions the course books shall not be useful.

(15) If required the text-books may give a substance of the chapter at the end of each lesson. Such a provision will help the students to grasp the subject-matter properly.

d. Kinds of course book

The evaluating of the kinds of course book varies from the teacher. However, Grant (1987:12-14) proposes two broad categories of the course book.

1) Traditional course book

The term “traditional” here refers to the type of book. The traditional course books attempt to get students to learn the language as a system with the hope that they can use for their own purposes. Some characteristic of the traditional course books are as follow:

- a) Tend to emphasize the forms or patens of language more than the communicative function language.
- b) Tend to focus on reading and writing activities.
- c) Often make use of a great deal of L1
- d) Emphasize the importance of accuracy.
- e) Tend to focus rather narrowly on a syllabus and examinations.
- f) Often the attract some teachers because of its easy use and high examination oriented.

2) Communicative course books

Communicative course books attempt to provide students with the opportunities to use the target language in the classroom. Although the term ‘communicative’, is widely used and every new course book claims to be communicative, we can recognize them with the fallowing characteristics.

- a) Emphasize the communicative functions of language.
- b) Try reflecting the students’ need and interests.
- c) Emphasize the skills in using the language and therefore be activity-based.
- d) Usually have a good balance among the four language skills, but more emphasize on listening and speaking activities.

- e) Tend to be very specific in their definition of aims
- f) Both content and methods reflect the authentic language of every day live
- g) Encourage work in groups and pairs
- h) Emphasize fluency, not just accuracy

2. Material evaluation

a. Principle of material evaluation

In selecting and evaluating course books to be used for teaching, some criteria should be taken into consideration. Some aspects have provided some principles as the criteria, which can guide us for this purpose. Tomlinson (1998:7-21) proposes 16 criteria and Cunningsworth (1984: 5-7) suggests four important principles. Harmer (1998:119) cites nine questions to consider when selecting course books and Grant (1987:118-123) gives a three-stage process of course book evaluation. Furthermore, Breen and Candling (1987:13-27) offers two phases in evaluating material in the course books. In following part, it is going to point out the main points and ideas of the experts in relation to the materials and course books selection and evaluation. Evaluator need to apply the principle of evaluation in order to conduct an effective evaluation. Tomlinson (1998) proposes basic principles, which are relevant to development in materials for language teaching. Basically, these principle are also considered important when selecting and evaluating the course book to used:

- 1) Materials should achieve impact. This can be done through novelty, variety, attractive presentation, and appealing content.
- 2) Materials should help learners to feel at ease. A number of ways can be done such as being comfortable with materials, being more at ease with texts and illustrations, and being more relaxed with materials.
- 3) Materials should help learners to develop confidence. The students feel successful at the first glance to the materials.
- 4) What is being taught should be, perceived by learners as relevant and useful. Perception of relevance and utility can be achieved by relating teaching points to interesting and challenging classroom tasks.
- 5) Materials should require and facilitate learner self-investment. This provides the students the discovery of how the language is used.
- 6) Learners must be ready to acquire the points being taught. The exposure of language inputs is rich and varied.
- 7) Materials should expose the learners to language in authentic use. This can be achieved through advice, instruction, and text.
- 8) The learners' attention should be drawn to linguistic features of the inputs. The awareness of the gap between particular features of their interlanguage arises.
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. The students are involved in the use of language for communication.

- 10) Materials should take into account that the positive effects of instruction are usually delayed. Recycling and providing frequent and ample exposure to the instructed language features in communicative use.
- 11) Materials should take into account that learners differ in learning styles. Materials are able to cater the students' preferences in the learning process.
- 12) Materials should take into account that learners differ in effective attitudes. Diversifying language instruction as much as possible based on the variety of cognitive styles is important.
- 13) Materials should permit a silent period at the beginning of instruction. Starting with listening activities is one way of being silent period.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, which stimulates both right and left brain activities. Processing capacity of the brain is carried out with deferent activities and tasks.
- 15) Materials should not rely too much on controlled practice. The materials enable the students to be creative in using the language.
- 16) Materials should provide opportunities for outcome feedback. The evaluation in language us may provide information how far they are in the learning process.

These two proponents, Breen and Candlin(1987), offer two phases which consist some questions on course book evaluation. The phases are as follows;

- a) Phase one this phase poses some initial questions as the usefulness of materials that the teacher wishes to adopt. This phase specifically in Relation to: what the aims and content of the materials are, what they require learners to do, what they require you as teacher to do, and what function they have as a classroom resource.
- b) Phase two. This phase offer some specific questions to help you make a more searching analysis of your materials in the course book. This focus on the issues: learners needs and interest, learner approaches to language learning, and the teaching-learning process in the classroom. Some desirable features of the classroom materials can be found in this phase.

Cunningsworth (1995) proposes four criteria for evaluation course book particularly course book:

1. Course books should correspond to the learners. Related to the language learning program, they should be matching the aims and objective.
2. Course books should reflect (present and future) that learners will make of the language.
3. Course books take account of students' needs as learners and should facilitate their learning process.
4. They should have a clear role as support for learning.

Furthermore, cunningswort (1995) presents a checklist for course book evaluation and selection organized under the following categories.

- a. Aims and approaches.

- b. Design and organization
- c. Language content
- d. Skills

According to McEldowney in Rasyid (1991:6), the communicative purposes are description, instruction, narrative. These communicative purposes are sometimes related to the functions of language. Furthermore, the kinds of syllabuses are structural, national-functional, and communicative. The structural syllabus sequences the items of language to be taught in order of presumed difficulty, largely on the bases of structure complexity (Cunningsworth, 1984:22). National-functional syllabus selects and sequences nations and functions, based on needs, utility, coverage, and interest to be taught as units of communicative performance for accumulation (Widdowson,1990:132).

Cunningsworth (1984) like the expert above also suggest four main important principles as the criteria in selecting and evaluating the English course book to be used for teaching. The principle is in the following.

- a) Related the teaching materials to the aims and objectives. Higher authority usually sets up the overall aims of the teaching program. These can lead all the education staff to implement the program.
- b) Based on these, the teacher may start to select and evaluate the entire available textbook. A number of questions can be raised in relation to the objectives and aims of EFL program such as what does the course book aim to do? Are the aims of the course book relevant to the EFL program?, And what language content does the

- c) Course book contain: form, function, aspects of language forms, and language skill.
- d) Be aware of what language is for and select materials, which help equip the students to use the language electively for their own purpose. What the students need to learn is the basic consideration. It means that the learnt language can be used in real situation throughout the students' life. Two questions may lead the teacher in the process of evaluation. They are what kind of communicative purpose does the course book teach? And what kind of syllabuses does the material follow?
- e) Keep the students' need in mind. Learning needs should be considered in evaluating the course book to be use. The teacher should examine the appropriate of the materials to students' need and interest. It means that the topics, theme, or ideas in the course book are interesting, relevant, and new to the students. These factors were determined the students' motivation and attitude in learning
- f) English. It is expected that the teaching materials are useful to the students' life.
- g) Considered the relationship between learning and language process, and the learner. This principle refers to the presentation of grammatical items; kinds of activities; challenge factor of material difficulty levels; the kinds of value, attitudes, and feelings; and the availability of supporting materials. The grammatical items can be presented discretely and contextually. Discrete presentation means

- h) That the grammatical items are taught individually and out of context. Contextualized presentation means that the grammatical items are taught through interrelationship among the lexical and grammatical items.

The kinds of activities that the course book offers to the students refer to the students' involvement of practicing, experiencing, and using the target language. This involvement can be carried out through individual, pair, group, and class task. Group task may consist of 3 to 6 students and class task involves the whole students.

The difficulty levels of materials means that the students learn the target language according to what they have already known the materials can encourage the students to pursue the things that they do not know. They try to think of what the content is all about. Furthermore, the materials do not only offer linguistic information, but they also provide values, attitude, and feelings of the students. The students may give comments on what they are learning about. This enables them to develop their personality.

The facilitated the learning process things that can encourage the students to get involved should also support the course book. Picture, maps, recorded materials, videos and the like the real examples of this kind. The appearance of these may attract the students' attention to do more learning. The principles as the criteria in selecting and evaluating the course book, which is to be used for the language teaching are considerably important for the English teacher.

3. 2013 Curriculum for Junior High School

2013 curriculum stated that the core competencies are understanding knowledge (factual, conceptual, and procedural) in science knowledge, technology, arts, culture and humanities religious vision, national, state, and civilization-related phenomena and events that seen points. In the learning process, one of the important parts in creating and understanding the language is vocabulary mastery.

There are four core competencies and twenty eight (28) standard competencies provide in 2013 curriculum. It is also provides nine (9) character values, they are respect, care, honest, discipline, confidence, responsible, teamwork, peace and communicative. It can be shown in appendices.

4. Evaluation on the English materials for Junior High School

The word 'evaluation' is obviously derived from value, and in its most sense means putting a value or estimation of worth upon something or someone (i.e deciding how bad or good he/she/it is/ (Wallance, 1998). So in this case the writer would like to evaluate a course book when say it is 'really useful and helpful' or asking about the suitability of English course books which has been used at Junior High School in Makassar, then as a result the Junior High School would probably be right to feel confident in using it.

The purpose of the evaluation is very important; because it very much determines how teachers were go about evaluation. Thinking to published materials, there are two possibilities: (1) the teacher have a range of possible

books to use, and teachers want to compare those that are available on the market, in order to choose the most suitable one, (2) the teacher have the little or no choice; teachers are supplied with teaching materials that they have to use, although perhaps teachers may be able to modify or supplement them in various limited way.

C. Conceptual Framework

Course books, which contain teaching materials, should be made systematically. It is no ease students in learning process. For teachers course books help them to organize learning experiences into units and programs (Tyler in Ornstein and Behar, 1995).

The arrangement of course book is based on a curriculum used (Ornstein and Behar, 1995). It's the course book that spell out the content of the curriculum more clearly and widely. Therefore the content inside the English course books for the Junior High School students in South Sulawesi should coincide with those of the present curriculum / the curriculum of English.

More clearly the conceptual framework of the research can be showed on the figure below:

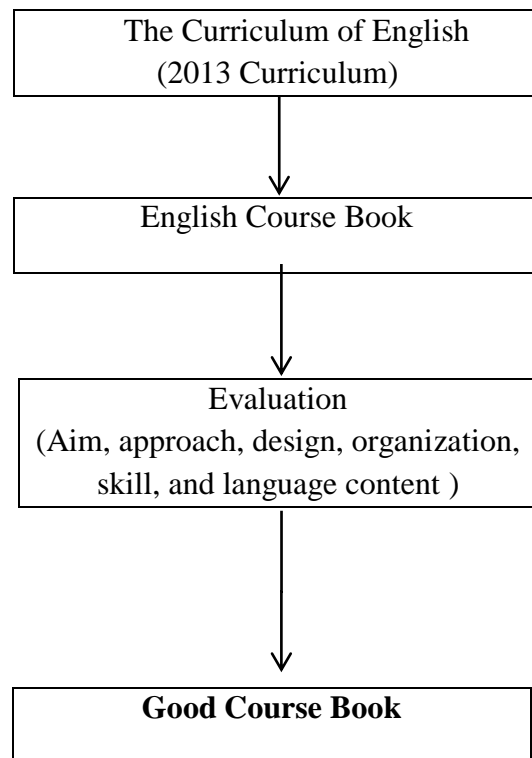


Figure 1.1 Conceptual Frameworks.

The curriculum of English, Curriculum 2013 is a form of integrated work between reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. On this curriculum, learners are also introduced the suitable rules of texts to avoid confusion in the process of arranging text (based on situation, condition: who, what and where). Besides that, learners are made used to expressing themselves and their knowledge using spontaneous good language added the essentials of curriculum 2013 are every subject supports all competencies (attitude, skill and knowledge) where subject is designed tied one and another it has basic competence which is tied by the core competence of each class. Course book is a source of Exercise

Task, and it can be divided into two categories that are traditional and communicative course books:

1) Traditional course book

The term “traditional” here refers to the type of book. The traditional course books attempt to get students to learn the language as a system with the hope that they can use for their own purposes.

2) Communicative course books

Communicative course books attempt to provide students with the opportunities to use the target language in the classroom. Although the term ‘communicative’, is widely used and every new course book claims to be communicative.

The adopted course book in which the teaching materials are covered and reflected is considered ‘a good course book.’ A number of criteria as suggested by materials development experts have been passed. The course book attempts to feed most factors involved in the teaching and learning process such as students’ need and interest. However, we should realize that there is no perfect course book, which can cater for all the factors in the process.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The researcher applied qualitative research design through descriptive method. It deals with naturally occur phenomena without experimental manipulation. The data were from English course book materials. In interpreting them, the data are connected to the characteristics of the approach recommended.

B. Data Resources

The data resources of this research were English Course Book for teaching English in Junior High School in Junior High School 3 SungguminasaGowa. English Book, “When English Rings a Bell” published by DepartementPendidikanNasional. This book arranged based on 2013 Curriculum. The researcher give some interview to English teacher, the teachers answered question from the researcher based on the with their experiences while teaching by used English Book, “When English Rings a Ball”. The teacher in Junior High School 3 SungguminasaGowa taken as resource interview in this research.

C. Population and Sample

1). Population

The population of the research was the English teachers of SMP Negeri 3 Sungguminasa Gowa which consisted of two teachers

2). Sample

Since the number of English teacher in SMP Negeri 3 Sungguminasa Gowa that was small hence the researcher applied total sampling by take all teachers as sample.

D. Instrument of the Research

Before evaluating the implementation English course book, researcher use research instrument in the form of interview guideline. The interview is a two-person meeting to exchange information and ideas through question and answer, so that it can be constructed in a particular topic Esterberg in Sugiyono (2013: 231). Researcher also interview teacher using a recorder tab to gather information at SMP Negeri 3 SungguminasaGowa to verify the data that has been taken.

E. Techniques of Data Analysis

The data in this research was analyzed as follows: firstly, the data from the interview is transcript and observation, extracted and interpreted. Secondly, the researchers explain the data from the interview descriptively.

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CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings

This section explains about the result of the research that focuses on the evaluation of the implementation of the English course books at SMP Negeri 3 Sungguminasa Gowa.

Cunningsworth (1995) in Richard (2001) presents seven aspects of course books evaluation; they are aims, and approach, design, and organization, skills, and language content. The teachers answer on the research instrument related to these six aspects described as follows:

1. Aims and approach

The teacher chose three of four points in aims and approaches, they are the aims of the course book correspond closely with the aims of the teaching programmed and with the needs of the learners, the course book suited to the learning and teaching situation and it cover most or all of what is needed and it is a good resource for students and teachers. The teachers do not choose one point, it is the course book flexible, and it does not allow different teaching learning style.

The teacher said that the implementation English course book is very good and support the teaching process. The problem in

2013 curriculum is the aims and the approach not appropriate with the students' needs.

Based on the statements from the first teachers clarified that the aims and the approach not appropriate with the students' needs while the second teachers said it is appropriate how they strive to develop. And then the implementation English revised course books in the school are so better because the student's be more active in class and quickly to understand.

2. Design and organization

In design and organization, assessment and progress are appropriate for learners, enabling them to complete the work required to meet the requirements of the eternal syllabus. Teachers have three points, they are the components that make up the entire course package (eg student books, teacher books, workbooks), but the components do not constitute the entire course package. There is no reference to the grammar and the material is not suitable for individual studies. It is difficult for teachers to link book content to the environment because the layout of the book is less clear.

There are many statements that design and organize the book is correct. Based on the teacher's opinion on the design and organization of English course books said that the design and organizing are appropriate and have been organized. And also the students have the different ability.

3. Language content

Related to the language content, the teachers choose two of five points, they are the material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning. The style and appropriate dealt with and the language style matched to social situation. the teachers do not choose three points, they are the course book cover the main grammar items appropriate to each level, the course book include material for pronunciation work, it covered: individual sound, word stress, sentence, stress, intonation and she course books deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage (More relevant at intermediate and advance levels.)

The teacher said the language content of the book emphasized on grammar than productive skills (speaking and writing). It is different from KTSP 2006, KTSP 2006 provide materials more balance (language skills and language content). The statement clarifies that the course book provides more materials for grammar sections than the material about language skills. It because the curriculum 2013 has five steps, they are observing, asking, gathering information, associating, and communicating.

4. Skills

Skill development is very important for students by applying a good course book in the process of teaching and learning in the classroom because it can facilitate students in learning. Good and well designed books can equip learners to interact in real life.

Usually, the four skills are presented in equal amounts. But, the teacher said that more reading material appeared in the second half, so the teacher taught some material in the first semester. While speaking skills are presented in the end to pursue curriculum steps.

5. Materials

Based on from the teacher statements they said that material very support the teaching and learning process because the students' interesting to learn was the teacher teach in the class.

B. Discussion

Data from interviews obtained from teachers of SMP Negeri 3 Sungguminasa Gowa is described descriptively. It was described in the discussion.

Cunningsworth (1995) in Richard (2001) presents seven aspects of book evaluation, goals, and approaches, design and organization, language content, skills, and topics. There are four points in goal and six points in design and organization, five points in the language content, six points in skill, and seven points in the topic.

Both teachers answered that the purpose of English course book is closely aligned with the purpose of programmed teaching and with the needs of learners. They also answered that course book fits the learning / teaching situation and covers most or all of the things that students need. This is a great resource for students and teachers. Unfortunately, this course book is inflexible and does not allow different learning styles.

Regarding designing and organizing English course book, teachers respond that content is structured according to structure, function, topic, skill, and so on. Content and sequence are on the basis of complexity, learning ability, usefulness, and others, suitable for students. This allows them to complete the work required to meet the requirements of the timeless syllabus, but the components do not constitute the entire course package. There is no reference to the grammar and the material is not suitable for individual studies. It is difficult for teachers to link book content with the environment because the layout of the book is less clear.

Regarding the topic of the English course book, the teacher replied that the topic of material in curriculum 2013 is good course book, just how the teacher develops the material topic and there is enough interest of students in learning. Material topics will not help to broaden student awareness and enrich their experience, so it is our duty as a teacher to make material topics more interesting for students interested in learning, but in the language level of the learners. Students were able to relate to the social and cultural context presented in the course book. Other groups are not represented, with reference to ethnic origin, occupation, disability, etc.

The teacher said that the material in the English course book is good only there are still some that needs to be revised in such examples as materials that use pictures or stories in the book. Because there are still some students who are still confused and need a more accurate explanation and the teacher feels burdened because not only one student but there are some students.

Lawrence (2011) conducted the research on Course Book Evaluation: A Framework for evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum. The results of this research have shown that the teachers do find the proposed evaluating framework effective tool in determining fitness with new curriculum. However the teachers have also suggested that using the framework to engage in post-use evaluation of course book is a pedagogical unsound concept, which is self-contradictory in essence. Despite their critics of the pedagogical value of post-use evaluation, the teacher suggested that the framework is still a valuable invention, and can be used other areas of the ELT context.

Jahangard (2007) conducted the research on evaluation of EFL materials Taught at Iranian Public High Schools. This research evaluates four EFL course books which have been prescribed for use in the Iranian high schools by Ministry of Education. The merits and demerits of the course books are discussed in detail with reference to 13 common criteria features extracted from different materials evaluation checklists. The paper then gives some suggestion as to how to alleviate some of the shortcomings encountered in the coursebooks.

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded:

1. The aims, approach, and organization of the course book correspond closely with the aims of the teaching programmed and with the needs of the learners. The problems 2013 curriculum emphasize on the assessment of the teaching learning process. Approach of the course book suited to the learning/teaching situation. The design of the course book need to be revised because there are many unclear pictures in the course book that make that make students confuse, and the teacher should explain those pictures. The course book is not well organized. It is not appropriate with the syllabus. The content of the book also need to be reorganized because the organization of materials and the syllabus do not well organized.
2. The materials do not cover all language skills. There more grammar section than the material that improve the students' language skills. The course book does not allow the students to learn by their self, because there are unclear pictures of layout. It makes the teacher

should explain the picture. The course book also does not present the explanation about the materials, so it cannot support an independent learner. The material should be explained clearly by the teacher to make the student understand. The book easy to obtain and it can further supplies be obtained at short notice.

3. The course book supports the teaching learning process. It covers most or all of what is needed and a good resource for students and teachers. And the teacher said that the course book support the teaching learning process.

B. Suggestion

This part referred to the researcher suggestion to the teachers, stakeholders and the other researcher. The researcher suggests the following:

1. The teacher can be use the course book as a preliminary guidance. They can be developed or Improve the course book based on the situation in their classroom.
2. For the stakeholder Education ministry, in particular Education ministry of Gowa regency to supports the further research to develop the English course book.
3. For the researcher, the further research needs to be conducted in order to know the effectiveness of the implementation of the course book in teaching.

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APPENDICES

APPENDIX A

RESEARCH INSTRUMENTS

School name : SMP Negeri 3 Sungguminasa Gowa

School address :

Teacher Name class :

Day / date of interview :

The place :

1. What do you think about applying English revised course books 13 in the school?
2. Are the objectives and approaches of the English course books appropriate to the objectives, teaching programs and students' needs?
3. Do textbooks fit into learning / teaching situations and cover most or all of what students need?
4. How about the designs and organize the English course book?
5. Does the content of the course book include four skills (listening, reading, writing, and speaking)?
7. Are the pictures in the course book easy for students to understand without being explained in detail by the teacher?
8. Does the material support the teaching and learning process and teaching techniques or not

Transcript from the data interview

The first teacher said :

“Ok kalau masalah sesuaiya itu kayanya belum semuanya sesuai cuman ada beberapa sih yang sudah sesuai juga tapi belum semua e,,, contohnya e,,, di buku K13 sekarang kan itu kebanyakan e,,, apanya lagi materinya tidak terlalu banyak, yang banyak itu e,,, apanya e,,, assessment e,,, tugasnya ia a,,, projeknya yang biasa di kerjakan secara berkelompok e,,, kemudian kalau kita bandingkan dengan KTSP e,,, kalau K13 lebih e,,, lebih siswanya lebih aktif dan lebih cepat mengerti, kayanya lebih bagus K13 deh.”

"Ok if the problem is not rich suit everything according to but there are some that are appropriate as well but not all e ,, for example e ,,,, in K13 book now it's mostly e ,,,, what again the material is not too much, that much e ,, e what e ,,,, assessment e ,, his job he a ,, his project is usually done in groups e ,, then if we compare with KTSP e ,, if K13 more e , , the more the students are more active and more understanding, the better the K13 deh. "

And the second teacher said:

“K13 sih e,,, bagus karena artinya murid yang memang anu kan kalau KTSP kebanyakan guru yang berceramah tapi sebenarnya adaji juga e,,, apa namanya keterkaitan jadi cuman ini anunya yang sebenarnya yang rubrik penilainnya yang saya pribadi rempong yang aduh K13 ia. Sejauh ini kan memang kita berusaha untuk itu toh tapi itu kita kembali lagi kan beda-beda kemampuannya siswa tapi di K13 ini maunya seperti itu tujuannya e,,, sintifich itu toh jadi berfokus pada siswa semua yang ini guru hanya sebagai fasilitator kemudian e,,, selanjutnya murid yang ini toh jadi memang selaluki di pancing diusahakan mereka yang aktif dalam bertanya dan menjawab seperti itu.”

" K13 sih e,,, nice because it means students who are if KTSP most teachers who speak but actually there is also e ,, what is the name of the linkage so but this is the real thing that the rubric of his appraisal that I personally is difficult the K13 he is. So far we are trying to do it anyway but that we are back again it's different the ability of students but in K13 it wants like that goal e,,, scientific that anyway so focus on all students who this teacher only as facilitator then e,,, hereinafter this student anyway so is always on the fishing line cultivated those who are active in asking and replying like that. "

“Eee ,, kalau menurut saya sudah bagus ini sudah sesuai dengan yang maunya siswa tinggal bagaimana kita apa menerapkannya supaya siswa lebih tertarik lagi untuk belajar.”

“Eee,, if I think it's good this is in accordance with what students want to live how we apply it so that students are more interested again to learn.”

As the second teacher said:

“Beda-beda karena kemampuannya juga siswa beda-beda ada memang yang pas dia lihat gambar dia bisa tangkap ada juga yang sudah di jelaskan tapi belum tentu masuk jadi berbeda-beda cara apa namanya e,, ini toh setiap siswa kemampuannya. Ini di K13 e,, kegiatan pramuka itu diwajibkan beda dengan di KTSP makanya toh karena itu e,, pramuka pembimbingan karakter disitu untuk melatih siswa agar percaya diri.”

"Different because of his ability also different students there is a fit he see the picture he can catch there is also in the explain but not necessarily go into different ways what name is e,, this every student anyway ability. This is in K13 e,, the scout's activity is obliged to be different with in KTSP hence anyway because it is e ,, scout guidance character there to train students to be confident. "

The first teacher said:

“Dia lebih banyak pemahaman di grammer kalau yang di KTSP dia lebih banyak di produktif speaking e,, kalau dia tidak lebih banyak berimbang itu yang di KTSP ya,, kalau ini dia sangat kurang dia hanya memberi kesempatan pada anak itu untuk berbicara di pada tahapan ahir yaitu pada sesi tanya jawab di situ siswa baru berkesempatan untuk berbicara”

"It provide more grammar understanding, while KTSP provide more productive speaking e,, it is provide grammar more balanced it is in KTSP ia,, if this he is very lacking are just gives the are a chance to talk at the end e,, in the session where new students have the opportunity to speak "

As the second teacher said:

“Ia mudah. Makanya kalau misalnya mereka bertanya ada yang dia tidak paham kemudian dia mengasosiasi dan kemudian berinteraksi sama temanya itukan sudah mencakupi semuanya.”

"It's easy. So if for example they ask something that he does not understand then he associate and then interact with the theme it already covers everything. "

The first teacher said:

" E,, guru memberi kesempatan kepada siswa untuk berbicara saat guru meminta siswa memahami atau tidak tentang materi, siswa memiliki kesempatan untuk memberikan pertanyaan. "

“The teacher gives the students opportunity to speak when the teacher ask students are understand or not about the material, the students have opportunity to give same question.”

And the second teacher said:

“Sebenarnya biasa itu tanpa kita sadari sudah mencakupi keseluruhan, cuman e,, kalau macam keterampilan mendengarkan misal toh kalau misalkan hari ini kita fokus pada mendengarkan kalau misalkan kita putarkan spiker yang langsung toh tapikan nanti apa itu namanya tapi tanpa kita sadari semuanya sudah e,, macam tadi ketika saya ber apa namanya ketika saya membacakan kemudian mereka mendengar toh kemudian mengulang lagi apa yang saya ucapkan itukan sudah termasuk skill toh.”

"Actually normally that without us realize already covers the whole, but e,, if any kind of listening skill e.g. anyway if for example today we focus on listening if suppose we spiked the speakers that instantly but later what is his name but without we realize everything is e,, what kind of thing when I say what's the name when I read then they hear anyway then repeat what I say that already included skill anyway. "

The first teacher said:

“E,, topiknya menarik sih. Topiknya menarik cuman itu tadi efsiensi yang perlu di perhitungkan.”

“E,, the topic is interesting. The topic is interesting, but it should be considered about the effectiveness.”

As the second teacher said:

“Topiknya menarik, beda dulu dengan apa namanya yang KTSP toh ini lebih berpariasiki lebih menarik judul-judul ininya toh setiap chapter”

"The topic is interesting, different from what his name first with the KTSP is more collaboration yet more interesting titles of each chapter”

APPENDIX B









CURRICULUM VITAE



Fitriani S, she was born on 05th Agust, 1995 in Jeneponto, South Sulawesi. She is the first daughter from the marriage of her parents; Sampara and Hasbiah. In 2002, she registered as a student of elementary school in SDN 74 Garege and graduated in 2007. In the same year, she registered in senior high school as a student of SMP Negeri 4 Rumbia Jeneponto and graduated in 2010. Then, she continued her study at SMAN 3 Bantaeng and graduated in 2013. In the same year, she went to study English at Muhammadiyah University of Makassar. And at the end of her study, she could finish her thesis entitled: *“Evaluation the Implementation of the English course book A Descriptive Study at SMP Negeri 3 Sungguminasa Gowa”*.