

Teachers' Evaluation on Seventh Graders English Coursebooks: *English in Mind 1* and *When English Rings a Bell Revised Edition 2017*

Pristiwati Menangsih Sabat

UKWM Surabaya, Email: pristisabat@gmail.com

Abstract

This study evaluated two English coursebooks. The research questions stated in this research deal with whether English in Mind 1 and When English Rings a Bell revised edition 2017 meet the standard of a good coursebook in terms of its content, content organization, topic, skills covered in it, vocabulary, grammar, teacher's book, work book and CD-ROM. This study was conducted by analyzing the two coursebooks by using evaluation checklist of a good coursebook and the data were triangulated by distributing the coursebook evaluation checklists to English teachers who use the Coursebooks. The result showed that English in Mind 1 meets the standard of a good coursebooks . On the other hand, When English Rings a Bell revised edition 2017 does not meet the standard of a good coursebook in terms of its content, grammar, skills and CD-ROM. It is suggested that When English Rings a Bell revised edition 2017, can provide materials that consist of target language culture. Moreover, the grammar presented can be more varied and the language skills should be covered adequately. In addition, the coursebook should be completed with teaching aids such as audio, video or CD-ROM.

Key words: *coursebook, coursebook evaluation, macro evaluation of materials*

INTRODUCTION

An English coursebook is one of essential resources to determine students' achievement in learning target language. It provides teacher with some tips and optional activities to bring the materials for various kind of learners. It also offers teachers, a syllabus to follow, some guidance in using the coursebook and some guidance to evaluate how well the lessons went. Harmer (2001) stated that a coherent syllabus, satisfactory language control, motivating texts, tapes and other accessories such as videotapes, CD-ROMs, extra resource material, and useful web links are offered in good coursebooks.

A coursebook needs to be evaluated. Coursebook evaluation then is required to help teachers to understand whether materials included in a coursebook is suitable for learning process or not. In other words, by evaluating coursebooks teachers can select the right coursebook for the school or course.

The wrong choice of a coursebook may hinder students to achieve the target of learning. For example, in SMPIT Insan Kamil Sidoarjo, it was reported that the students were not enthusiastic to learn English because the coursebook was less interesting and too difficult for the learners.

To solve the problem, teachers then decided to use a coursebook entitled *English in Mind 1*. However, at the same time the government published an English coursebook entitled *When English Rings a Bell revised edition 2017* which is mostly used in a large number of state junior high schools in Sidoarjo and in teacher training or workshop of curriculum 2013. Then the teacher wonder whether or not the chosen coursebook entitled *English in Mind 1* is in accordance with teaching English at SMPIT Insan Kamil Sidoarjo or it should be supplemented with materials from *When English Rings a Bell revised edition 2017*.

For those reasons, the researcher evaluated the two coursebooks, *English in Mind 1* and *When English Rings a Bell revised edition 2017*. The materials were evaluated based on the objectives of learning and teaching English at SMPIT Insan Kamil Sidoarjo in terms of content, content organization, topics, skills, vocabulary, grammar, teacher's book, work book and CD- ROM. This is in line with Cunningsworth's (1995) suggestion that objectives of teaching program should be considered first before considering the teaching and learning situation.

Selecting the best coursebook

This study is based on a theory by Cunningsworth (1995) which posits that a good coursebook is the one which has the best fits to the learning or teaching context and the requirements that have to be met. That's why it's significant to prioritize the criteria which are going to be used in evaluating a coursebook. The criteria must be closely relevant with the learning or teaching context in which the materials will be used.

There are some steps that users of coursebook can do in evaluating the coursebook those are:

1. Identify the aims and the objectives of the teaching program.
2. Analyse the teaching or learning situation in which the materials will be used.
3. Draw up a list of potential coursebooks, using information from the publishers, advice from colleagues and the users' experience.

4. Eliminate some unsuitable criteria from the coursebooks.

Next, in evaluating a coursebook, it is suggested to view materials selection as a process involving several people working together and pooling their perception and experience.

The Role of Coursebooks in EFL Classrooms

English language instruction has many important components but the essential components of many EFL classrooms and programs are the coursebooks and instruction materials that are often used by language instructors. Selecting coursebook involves matching the material to the context where it is going to be used, and many specialists argue that no coursebook that is designed for a general market will be completely appropriate and suitable for a particular group of learners. The goal of selecting coursebook would be to find the best possible one that fits to a particular learner group (Cunningsworth, 1995).

Besides, the use of a textbook in a program can guarantee that students in different classes will receive a similar content and thus, can be evaluated in the same way. In other words, coursebooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, CDs, etc., which makes the learning environment interesting and enjoyable for the learners.

Sheldon suggests that coursebooks do not only represent the visible heart of any ELT program, but also offer considerable advantages for both students and the teachers when they are being used in ESL/EFL classrooms (Sheldon, 1998). He believes that coursebooks are an effective resource for self-directed learning, an effective source for presentational material, a source of ideas and activities, and a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who are yet to gain confidence.

METHOD

Research Design

This study was a descriptive study in a survey form since it described two coursebooks and all their components based on questionnaire and interviews. The teacher questionnaire in this study consisted of an evaluation checklist of a coursebook. Besides, this study is a retrospective evaluation since the evaluation of the coursebooks was done after the coursebooks had been used in the school.

Subject

Subject of this study were thirteen English teachers from different schools. Four of the English teachers were the users of *English in Mind 1*. They were from four different schools. The other nine English teachers were the users of *When English Rings a Bell revised edition 2017*. They were from nine different schools.

Instruments

There were three instruments used in this study those are; the researcher herself, the teacher questionnaire and the interview. The teacher questionnaire consisted of coursebook evaluation checklists which were adapted from Cunningsworth (1995), Al – Yousef (2007), and Odzemir (2007). The checklist contained 50 items. Items number 1 to 7 are about the content, items number 8 to 13 are about the content organization, items number 14 to 19 are about the topics, items number 20 to 29 are about the skills (listening, speaking, reading and writing), items number 30 to 31 are about vocabulary, items number 32 to 34 are about the grammar, items number 35 to 40 are about the teacher book, items number 41 to 43 are about the work book, and items number 44 to 50 are about the CD-ROM. A scale ranging from 1 to 5 was used in the checklist. To obtain more valid data, interviews with the teachers who use the coursebooks were conducted.

Source of Data

The source of the data was taken from the respondents. The data for document analysis were taken from two English coursebooks. The respondents' responses toward interview were also recorded to get their perception on the two coursebooks.

The two English coursebooks were *English in Mind 1* which was published by Cambridge University Press and the other one is *When English Rings a Bell revised edition 2017* which was published by the Ministry of Education and Culture in Indonesia.

Data

The data of this study were (1) the content of the two English coursebooks, (2) the respondents' checklist toward the questionnaire, and (3) the respondents' responses toward the interview.

Data Collecting Procedures

Some steps were done to get the data. The first step done in this study was the researcher did the document analysis of two coursebooks by using the coursebook evaluation checklist which had been made. Next, the researcher distributed the teacher questionnaire which consisted of coursebook evaluation checklist to the English teachers who had used the two coursebooks. Then, the interviews with those English teachers were conducted.

The unit of analysis in this coursebook were (1) the content, (2) the content organization, (3) the topics, (4) the skills, (5) the vocabulary, (6) the grammar, (7) the teacher's book, (8) the workbook, and (9) the CD – ROM provided by the coursebooks.

The data from the coursebook evaluation checklist, both from the researcher as well as the teachers were analysed and descriptive statistics (frequency, percentage, mean) was carried out. The results of the evaluation of the two books were put in tables and compared to see their weaknesses and strengths.

Next, to obtain more supportive data, the result of the interview with the English teachers who had used the two coursebooks were transcribed and interpreted.

RESULTS AND DISCUSSION

Results of the study

The results and discussion were based on research questions stated earlier in Introduction. The answers were based on document analysis results and crosschecked with the results from the teacher questionnaire and teacher interviews. In this part *English in Mind 1* is abbreviated as *EIM* and *When English Rings a Bell revised 2017* was abbreviated as *WERB*.

The content of EIM and WERB

Both *EIM* and *WERB* provide warming up activities in each unit. *EIM* has a certain heading named warming up activities before the unit in its student's book and its teacher's book. The warming up activities mostly start by giving predictive or triggering questions related with the reading passage. While in *WERB* even though there is no certain heading named warming up activities, it provides students with warming up activities such as singing a song, listen and repeat after the teacher. However, for the activity of singing a song, it is not explained in the teacher's book. It just mentioned in the student's book.

The goals of *EIM* and *WERB* are clearly stated in their syllabus and the goals are mentioned before each unit in the students' book and teacher's book.

The solutions of the activities and exercises provided by both *EIM* and *WERB* are correct and clear. Next for *WERB*, the solutions are correct but the heading of the answer key in the teacher's book and the student's book doesn't match.

Optional activities and teaching tips for carrying out the activities and also its rationale are provided in *EIM*'s teacher's book under a heading named "Memo from Mario". On the other hand, *WERB* doesn't have a certain heading for teaching tips.

In *EIM*'s student's book, there is always a project at the end of units. Besides there is also a certain heading named "check your progress" after every two units. *EIM* also provides projects for students. three big projects. Next, in *WERB* student's book there is always a project of follow up at the end of the unit.

In *EIM*'s student's book, there is a certain heading which provides extra information about British or American culture named "Culture in mind" in odd - numbered units. On the opposite, there is less extra information about British or American Culture found in the *WERB* 's student's book. In *WERB*'s student's book the reading text focus to the Indonesian's culture or local culture.

The content organization of EIM and WERB

Both *EIM* and *WERB* are mostly organized according topics. However, for *EIM*, in each topic, it is organized based on structures, level of difficulty, and skills. While in *WERB*, in each topic, the materials are organized based on the steps in scientific approach such observing and asking questions, collecting information, reflection, associating, and communicating.

The topics of EIM and WERB

The topics in *EIM* are considered as interesting topics for the learners as the topics are challenging, informative and amusing. The topics provide opportunities for the learners in expanding their experience in general as well as in language learning. The topics in *EIM* help students to expand their awareness and enrich their experience. In *EIM* there is a certain heading named *Culture in Mind* which present the culture of the target language and other countries. This heading comes up in every odd unit. Next, In *EIM*, the other groups are presented, with reference to ethnic, occupation, disability, etc.

The topics in *WERB* are considered less interesting for the learners as it's not really challenging and don't provide opportunities the learners in expending their experience. In *WERB* there is less varieties and range topic as most of the topics are about students' daily life and the local culture of Indonesia. The social and cultural presented in the coursebook are all about Indonesian culture that help the students to relate the social and cultural context presented in the coursebook as it's near with them and their own culture but unfortunately there is no any target language culture presented in the coursebook that enable the students to get awareness about different cultures around the world. Next, different occupation and disability content is less presented in this course book.

The skills of EIM and WERB

In *EIM*, the four skills (listening, speaking, reading and writing skill) are covered adequately as in each unit there is a certain heading under those four skills. In every two units there is a certain heading called *Team Spirit*. It provides students with audio visual aids in which students can watch the video and also its subtitles. The subtitles can be hidden and also can appear if we click on the *subtitle* icon. It allows the students to collaborate their listening and reading skills to comprehend the content of the video. Next, after watching the video, the students can do some exercises that demand them to practice their writing skill. Besides, the material can be used as the discussion topic to practice students' speaking skill. The listening materials are well recorded but less authentic as it is made based on the material in the unit. The back ground information related with the listening skill is provided either in the student's book or in the teacher's book. The listening materials are also accompanied with questions and activities which help comprehension.

On the other hand, in *WERB* speaking and reading skills have bigger portion than writing and listening skills. There are fewer materials for the integrated skills work as it focuses a lot on the speaking and reading skills. Furthermore, there is no CD-ROM that provides the listening materials. In *WERB*, there is less listening material provided except some songs in several units but the teachers have to find the audio themselves as there is no CD ROM that provided the listening material. The listening materials are not accompanied with questions that help the comprehension.

Regarding to the materials for spoken English (dialogue, role plays, etc) in *EIM* and *WERB*, they are well designed to equip learners for real –life interaction. However, the materials in *EIM* concern to encourage the learners to have discussion and share their ideas about several topics. While in *WERB* the spoken materials encourage the learners to practice the daily conversation which doesn't require the students' critical thinking to practice their speaking.

Next, related to the reading skills in *EIM* and *WERB*, In *EIM*, there is always reading material in every unit. It is provided in the beginning of the unit, and also in the culture in mind sections. So, there are enough reading materials for the learners. The reading passages and associated activities are suitable with students' level as they trigger the students to analyse and draw the conclusion about the grammatical points by taking some examples from the reading passage and the speaking activities also related with the reading passage. In *WERB*, there are less reading materials from chapter I until chapter 6. While in chapter 7 there are some reading texts but there is no any comprehension question afterwards. Next, in chapter VIII, there is no any reading material found. *WERB* has less reading passage and associated activities are less suitable for the learners as the activities are repeating which is considered less challenging for the learners.

For the writing skill, in *EIM*, at the end of each unit there is a writing skills task. There are opportunities for students to have experiment in the production of tasks in a variety of genres (e.g. letters, emails, reports, etc). There are model tests for the students to aid their own writing, and exercises providing guidance in terms of content and organisation. Through the completion of the writing tasks, students, if they wish, can also build up a bank of materials, or "portfolio", during their period of learning. In *WERB*, the writing activities always preceded by some guidance however the writing activities are at very simple task such as writing the name of things in the class, schedule, and simple sentence. So, there is no organization of longer pieces of writing (e.g paragraphing).

The vocabulary of EIM and WERB

In *EIM*, the vocabularies are graded from the high frequency used to the low frequency used and the vocabularies are recycled from the previous unit to the following unit. While in *WERB*, the vocabularies appear in the coursebook are mostly

high frequency used. The vocabularies in *WERB* are recycled when the topics have the strong correlation.

The grammar of EIM and WERB

In *EIM* the grammar rules are introduced explicitly under the heading of *grammar*. The grammar items in *EIM* suit students' language needs as it provides several grammar items which enables the students to learn how to express their ideas or activities that happen in the present, past and future time. The grammar items provided in *EIM* are as follows: *present simple, present continuous, past simple, have to / don't have to, countable and uncountable nouns, comparatives and superlatives, present continuous for future arrangements, will/ won't, too + adjective adverbs, be going to, must/mustn't, first conditional when and if, should/shouldn't, what is it like, present perfect + ever/ never*. The grammar items presented also support the students to use them to express their daily activities, their ideas and also their experiences that happen in the past.

In *WERB*, the grammar rules are introduced implicitly through the text. There is no certain heading of grammar. Mostly the tense used in the text from the eight chapters is simple present tense however there is no certain box or heading which explain the form or the use of simple present tense in detail. The grammar items mostly focus on the use of simple present tense from chapter I to chapter VIII so it less suit to the students' need as it doesn't provide the students with some expression about how to express some activities that happen in the past or in the future.

In *WERB* the form and the use of the grammar items are not really in balance as the focus of this coursebook is speaking skills which rarely emphasize to the grammar items.

The teacher's book of EIM and WERB

The teacher's book of *EIM* is very informative as it supplies lots of information about the student's book and also some tips for the teachers to bring the materials provided in the student's book. It provides teachers with some explanation of every heading provided in the student's book such as *reading text, grammar, pronunciation, check your progress, projects, every day English, unit check*, etc. Besides, the teacher's book also contains clear, simple, practical teaching notes on each unit and how important to implement the exercises as effectively as possible. The teacher's book also has the complete tape script for all listening and pronunciation activities, complete

answers to all exercises (grammar, vocabulary, comprehension questions, etc.) Optional further activities, for stronger or weaker classes, to facilitate the use of the material in mixed – ability classes also presented in the teacher's book. Next, there is also background notes relating to the information content (where appropriate) of reading texts and Culture in Mind pages. The teacher's book also provides language notes relating to grammatical areas, to assist less- experienced teachers who might have concerns about the target language and how it operates. Furthermore, it provides the teachers with *A Memo from Mario* page at the end of each unit of teaching notes and ideas for further exploitation of the material in student's book written by the well-known methodologist Mario Rinvolucri. And the last but not least is the teacher's book also provide teachers with photocopiable communication activities and photocopiable extra grammar exercises.

The teacher's book of *WERB* is informative enough as it provides some information that helps the teachers to use the student's book and also comprehend the method applied to bring the materials. The teacher's book start with the explanation about the characteristic of English learning, It tells the teachers about the English competence, the function of English learning, text characteristic, learning process, characteristic building aspect, cognitive aspect, skill aspect, learning methods, time allocation, materials mapping, remedial activities, learning media, learning sources, Assessment strategy, the form of character building, cognitive and skill assessment in English learning. The teacher's book also provides the example of character building, cognitive and skill assessments form. It also tells the teachers about assessment score and practical guidance to conduct teaching and learning process. Next, it also explains the learning principals, learning process, guidance to open the lesson in every chapter, guidance in observing and questioning, and how to be a role model for students. It also emphasizes that the teachers should guide the students to copy the text with their hand writing, and teachers should guide the students to listen, complete the dialogue, and also doing the drilling activities.

Related with the prediction of learning difficulties, In the teacher's book of *EIM*, learning difficulties are predicted and the teacher's book give advice and optional activities for it. The teacher's book also gives a certain method and tips for teachers to make the materials easy to understand. They are provided in the teacher's book under

the heading of *optional further activities* and A “Memo from Mario”. In the teacher’s book of *WERB*, learning difficulties are not predicted and there is no other optional activities or some tips for the weaker or stronger class.

Regarding to the approach applied, the approach used by the authors of *EIM* teacher’s book is a communicative, multi –skills approach while the approach used in *WERB* teacher’s book is scientific approach which consists of observing, questioning, analyzing, associating and *communicating* activities.

Next, both the teacher’s book of *EIM* and *WERB* provide the guidelines for evaluating how well lessons went. In *EIM* it is explained under the heading of check your progress while in *WERB*, it is explained under the heading of Assessment.

The work book of EIM and WERB

In *EIM*, it has a student’s work book which allows students to do independent work as it provides further practice in the language and skills covered in the student’s book. It was organised unit by unit, following the student’s book. Different from *EIM*, *WERB* doesn’t have a student’s work book, it only has student’s book which also allow students to do independent work however the portion is not really big.

The CD-ROM of EIM and WERB

EIM’s CD-ROM provides students with dialogue, stories in the form of audio and also stories in the form of video and songs. The speed is suitable, voices are clear and understandable for the students.

EIM’s CD-ROM allows the students to learn at home as it contains the listening material for the workbook (listening texts and pronunciation exercises) in MP3 format and a range of carefully graded grammar and vocabulary exercises to provide further practice of the language presented in each unit. It also contains the “Team Spirit” video stories corresponding to the seven photo stories in the student’s book. There are four exercises for each video story on the CD-ROM, including a “Videoke” one in which students record their voices onto a short section of the video story and can then play it back, either solo or as a pair with a friend. This provides a fun, sociable element, but also good practice of spoken English. The CD-ROM also includes games for students to practice in an enjoyable and motivating way.

In *EIM*, there is Classware CD-ROM for teachers. It contains the student’s book in digital format to project on a whiteboard or via computer with projector. Teachers

can enlarge parts of the page for a clearer focus. The “Team Spirit” video stories and class listening are also included, together with scripts.

On the other hand, WERB doesn't provide any CD-ROM as the part of teaching aids.

The result of teacher questionnaire. Table 4.10 showed the mean scores of the overall items in teacher questionnaire.

Table 4. 10 Mean Scores of the Overall items in Teacher Questionnaire

ITEMS	<i>EIM</i>		<i>WERB</i>	
	N	MEAN	N	MEAN
Content:				
1. There are enough warming up activities before the units.	4	3,25	9	2,67
2. The goals are clearly stated.	4	3,25	9	3,22
3. The solutions of to the activities and exercise are correct and clear.	4	3,25	9	2,56
4. There are teaching tips for carrying out the activities.	4	2,75	9	2,56
5. There are optional activities for various types of learners.	4	2,5	9	2,78
6. There are projects of follow up at the end of the units.	4	3,25	9	3,11
7. There are extra information about British or American culture.	4	3,25	9	1,67
Content Organization:				
8. The content is organized according to structures.	4	3,25	9	2,56
9. The content is organized according to functions.	4	3,25	9	2,89
10. The content is organized according to topics.	4	3,5	9	3,11
11. The content is organized according to the skills such as: listening, speaking, reading and writing.	4	3,5	9	2,44
12. The content is organized according to the level of difficulty.	4	3,75	9	2,67
13. The organization of the coursebook is cyclical.	4	3,25	9	2,44
Cyclical – a particular teaching point is reviewed or recycled in the following culture.				
Topics:				
14. There are enough materials which are interesting for the learners.	4	2,75	9	2,67
15. There are varieties and range of topics.	4	3,5	9	2,44
16. The topics will help students' to expand their awareness and enrich their experience.	4	3,25	9	2,56
17. The students will be able to relate to the social and cultural contexts presented in the coursebook.	4	3,5	9	3,4

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18. The selected topics enhance the learners' motivation	4	3	9	2,67
19. The other groups are represented, with reference to ethnic origin, occupation, disability, etc.	4	2,75	9	2,33
Skills:				
20. The materials on the coursebook covered all four skills (listening, speaking, reading and writing skill) adequately.	4	4	9	2,44
21. There are materials for integrated skills work.	4	3,75	9	2,78
Listening:				
22. The listening materials are well recorded, as authentic as possible.	4	3,75	9	2,11
23. The listening materials are accompanied by background information, questions and activities which help comprehension.	4	3,75	9	2,33
Speaking:				
24. The materials for spoken English (dialogues, role plays, etc) are well designed to equip learners for real-life interaction.	4	4	9	2,78
25. There are activities to practice the speaking skill.	4	3,75	9	3,22
Reading:				
26. The reading passages and associated activities are suitable for students' level.	4	3	9	2,89
27. There are enough reading materials for the learners.	4	3,5	9	2,44
Writing:				
28. The writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing).	4	3	9	2,56
29. The writing activities use the appropriate styles.	4	2,75	9	2,56
Vocabulary:				
30. New vocabularies are graded from the high frequency to the low frequency	4	3,2	9	2,44
31. New vocabularies are recycled in the following units.	4	2,75	9	2,56
Grammar:				
32. The grammatical rules are introduced clearly and simply.	4	3	9	2,67
33. Grammar items suit students' language needs.	4	2,75	9	2,78
34. There is a balance between form and use.	4	3	9	2,67
Teacher's Book:				
35. The teacher's book is informative.	4	3,4	9	2,89
36. The teacher's book is written so as to be comprehensible for less experienced teachers.	4	3.2	9	2.78
37. Learning difficulties are predicted and appropriate advice is given.	4	2.6	9	2.89

38. The teacher's book provides keys to exercises and other activities.	4	3.4	9	2.67
39. The underlying learning approach of the authors is expressed clearly and explicitly in the teacher's book.	4	2.4	9	2.44
40. There are guidelines for evaluating how well lessons went.	4	3.2	9	2.44
Work Book:				
41. There are some materials in the students 'work book which allow them to do independent work.	4	3,5	9	3,22
42. The students' work book provides mechanical exercises.	4	3,5	9	3
43. The students' work book provides meaningful exercises.	4	2.75	9	2,78
CD - ROM				
44. The voices are clear and understandable.	4	3,25	9	1
45. The speed is suitable.	4	2,75	9	1
46. There are dialogues in the CD -ROM.	4	3,5	9	1
47. There are stories in the CD- ROM.	4	3,25	9	1
48. There are songs in the CD –ROM.	4	3,75	9	1
49. The CD-ROM allow the students to learn at home.	4	3,5	9	1
50. The CD-ROM provides some additional information for the teacher.	4	3,5	9	1

The result of the teacher questionnaire showed that the users of *EIM* are satisfied with *EIM* especially in terms of its skills in which it got the highest score among the criteria while for its content, it got the lowest score among the criteria. However the mean score is still considered that the teachers are satisfied with the content of *EIM*. On the other hand the users of *WERB* are less satisfied with *WERB* especially in terms of its topic. They are also not satisfied with *WERB* in terms of *CD-ROM* as there is no *CD_ROM* provided in *WERB*.

The result of teacher interview

The teacher's interview was presented into two parts. The first part was the result of teacher's interview that use *EIM* and the second part was the teacher who use *WERB*. Based on the interview that was done with the teachers who use *EIM*, it was found that the teachers are satisfied with *EIM* in terms of its in terms of its content, content organization, topic, skills covered in it, vocabulary, grammar, teacher's book, work book and *CD-ROM* . The interview result confirmed that the data taken from document analysis and teachers questionnaire were valid.

Teachers also stated that the teacher's book is informative. However for the inexperienced teacher, it is suggested for them to follow or join *EIM* seminar and workshop in order they can use the teacher's book optimally. And for the work book, it provided students with exercises that allow the students to have more practice and to do independent learning.

The teacher's interview with the teachers that use *WERB* showed that teachers are satisfied enough with *WERB* in terms of its content, content organization, topic, skills covered in it, vocabulary, grammar, teacher's book, work book and CD-ROM . The interview conducted with teachers who use *WERB* supported in the data taken from document analysis and teacher questionnaire.

Discussion

Based on document analysis, teacher questionnaire and teacher interview, *EIM* fulfils the objectives of teaching English at SMPIT Insan Kamil Sidoarjo.

In terms of its content, *EIM* fulfils the objectives of teaching English at SMPIT Insan Kamil Sidoarjo as it provides learners with warming up activities before the units that make the learners eager to know deeper what they are going to learn. Moreover, The teaching tips and optional activities for various types of learners that are provided in the coursebook help teacher to get some insights to make the class more interesting. In addition, *EIM* also provides extra information about British or American Culture which allow the learners to have social and cultural awareness. At this point, the extra information about the target language are comprehensible for the learners that enable the learners to relate their social and cultural background with the target language culture appeared in the coursebook. The learners also know some utterances which usually come up in the target language culture, so they may know how to make their language use to be more acceptable in target language culture. Cunningsworth (1995) emphasizes that it is necessary to ensure that the coursebook sets its material in social and culture contexts that are comprehensible and familiar with the learners so that they can relate their language used to be acceptable with the social context.

In terms of its content organization, *EIM* is organized based on the topics, grammar, functions and skills. The organization based on the topics also followed by the cyclical vocabularies which help the learners to have new vocabularies from the new unit and also help the learners to recall their vocabularies from the previous unit.

Moreover, the organization based on the grammar also helps the learners in comprehending the grammar from the simple use to the complex use. According to Ornstein and Hunkins (1998) sequence refers to continuing development and understanding. It suggests that each successive learning experience should build upon the preceding one and go more broadly and deeply into matters involved.

In terms of its topics, according to the checklist that Skierso (1991) offers, what subject matter (topics, content) is covered, whether the topics are interesting for the learners or not. *EIM* provides the learners with varieties and range of topics which are interesting for the learners. The topics also help the learners to expand their awareness and enrich their experience. Cunningsworth (1995) stated that interesting materials can give the learners opportunities to enlarge their experience in general as well as in language learning. Furthermore, the topics also present groups with reference to ethnic origin, occupation, disability, etc.

In terms of its skills, *EIM* covered the four skills (listening, speaking, reading and writing adequately. According to Cunningsworth (1995) each unit of the coursebook should contain sections on listening, speaking and reading, while writing skills are integrated into most activities. Each unit in *EIM* has headings named listening, speaking, reading and writing. Moreover, *EIM* also provides follow up project for learners that provide learners opportunities to have integrated skills activities.

In terms of its vocabularies, *EIM* presents the vocabularies from the high frequency used to the low frequency used. Moreover, the vocabularies are cyclical. These help the learner to manipulate the new vocabularies and understand the meaning of the new vocabularies in a context.

In terms of its grammar, the grammar in *EIM* is introduced through some example which are taken from the reading passage. Then the students are instructed to complete the rule in the table. In addition, the level of the grammar suit with the students' need. The grammar is presented in cyclical way. It helps the learners to reinforce their grammar use in the different context and situation.

In terms of its teacher's book, *EIM* teacher's book is informative. In the teacher's book, learning difficulties are predicted. The teacher's book also provides keys to exercises and other activities. Moreover, it provides teacher with guidelines for evaluating how well lessons went. Cunningsworth (1995) stated, "A good teacher's

book, among other things, should provide the teacher with guidelines on how to make the best use of the course, detailed unit plans and keys to the exercises". Besides, the underlying approach of the author is expressed clearly and explicitly in the teacher's book in which the author uses a communicative approach.

In terms of its workbook, *EIM*'s workbook provides learners some mechanical exercises and meaningful exercises. The workbook also allows the learners to do independent work.

In terms of its CD-ROM, *EIM*'s CD-ROM has clear and understandable voice and speed. However, teachers sometimes need to play the audio for more than two times. *EIM*'s CD-ROM also provides dialogue, stories and songs. The CD-ROM also consists of some exercises, quiz and game that enable the learners to study at home. Moreover, some additional information for teacher is also provided in the classware CD-ROM.

On the other hand, *WERB* does not fulfil the objectives of teaching English at SMPIT Insan Kamil Sidoarjo as the content of the coursebook doesn't provide students with the target language culture. Moreover, the teacher's book doesn't provide teacher with optional activities and teaching tips for carrying out the activities. Besides, the coursebook doesn't provide a balance portion for the skills, such as listening, speaking, reading and writing skills. The coursebook emphasizes a lot in the speaking skills.

CONCLUSION AND SUGGESTION

Conclusion

Basically both *EIM* and *WERB* fulfil the objectives of teaching English at SMPIT Insan Kamil Sidoarjo in terms of its content, in terms of its content, content organization, topic, skills covered in it, vocabulary, grammar, teacher's book, work book and CD-ROM. However, each of the book got its strength and weaknesses. For example in *EIM*, the result of teacher questionnaire showed that from the nine criteria, the coursebook got 3,2 as the mean score which means that teachers are satisfied with the coursebook. However in the aspect of grammar, it got the lowest mean score as it was inferred from the document analyses that the grammar is introduced deductively which is considered to be complicated for the students to follow so the teacher needs to explain the pattern and the use of the grammar in detail. Next, different from the *EIM*, the result of the teacher questionnaire showed the mean score from the nine criteria of

this coursebook is 2,38 which showed that most of the teachers are less satisfied with the coursebook as the coursebook doesn't cover the four skills (listening, speaking, reading and writing) in balance. The coursebook gives a big portion in speaking skill. Furthermore, teachers couldn't find any CD-ROM as one of the teaching aid. Teachers also agreed that there is no a certain heading for grammar aspect in the coursebook. So, the grammar is introduced through the text.

Suggestion

The result of this study might give a new perspective of the two coursebooks based on teacher's perspective. First, for *EIM*, it is considered that the instruction of the speaking skill and grammar aspect can be simplified. So, it can be easier for the students to follow. Next, for the teacher's book, it might be completed with the guidance and the form to assess the students' character building.

Second, for *WERB*, it is considered to enrich the material especially for the listening and writing skills. Besides, the coursebook may also need CD-ROM as teaching aid that provides some audios and videos to support listening and speaking skills. Next, some culture about the target language culture may also be supplemented in this coursebook to enlarge the students' awareness about the target language's culture. Next, a certain heading named grammar may also given in the coursebook to dig student's awareness about the important of grammar in learning the language.

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