

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data presentation, findings, and discussion of the research. This section covers discussion of data finding toward to the analysis and evaluation of Student English Textbook entitled “BRIGHT An English” for grade VIII published by Penerbit Erlangga.

A. Data Presentation

This section presents the data presentation of the textbook entitled “BRIGHT An English”, it is an student English textbook designed for eight graders of junior high school. This textbook also designed to support the process of teaching and learning and it is developed for the compatibility to the 2013 English Standard Competence. “BRIGHT An English” is printed in 204 pages. These pages are added with preface, table of contents, feature of the textbook, bibliography, and spaces for students’ notes. In total, there are 204 pages printed in this textbook. There are sixteen chapters presented in this textbook.

On each chapter, the textbook provides many activities that related to the lesson in each chapter and reflection table. In the activities, the authors give many various formulas and questions. For the reflection table, the students could use it after learning each unit as the reflection about what they are good at, what they are ok at, and what they are bad at. Furthermore, for each chapter in this book is divided into five parts: observing and questioning, collecting information, reflecting, associating and communicating. Expressions, grammar, explanation, and specific vocabularies that the students need for each activity and the students need to know are introduced and presented at the beginning of the activities, so that the students

could understand the materials better. Here, the presentation of the data in the textbook which has been analyzed.

Table 4.1: Data Presentation of English Textbook “BRIGHT An English” for Grade VIII of Junior High School

Chapter	Title	Core and Basic Competence	Learning Objectives	Page
1	Excuse Me	1, 2, 1.1, 2.1, 2.2, and 2.3	<ul style="list-style-type: none"> Identify and use expressions to get other's attention Identify and use expressions to show attention Identify and use expressions to check other's understanding Identify and use expressions that indicate understanding 	1-8
2	Good Job!	4 and 4.1	<ul style="list-style-type: none"> Identify and give compliments Identify and express responses to compliments 	9-16
3	Isn't It Good?	3 and 3.1	<ul style="list-style-type: none"> Identify and use expressions to ask for an opinion Identify and use expressions to give an opinion Identify and express responses to an opinion 	17-24
4	You Can Do It!	3, 4, 3.2 and 4.2	<ul style="list-style-type: none"> Identify and use expressions to ask about ability to do something Identify and use expressions to state ability and inability to do something Identify and use expressions to ask about willingness to do something Identify and use expressions to state willingness and unwillingness to do something Act out the dialogue expressing ability and willingness to do something 	25-36
5	Put on the Life Jacket, Please	3, 4, 3.3 and 4.3	<ul style="list-style-type: none"> Identify and use expressions to give an instructions/commands Identify and use expressions to respond to an instruction/command Identify and use expressions to prohibit someone from doing something Identify and use expressions to respond to prohibitions 	37-52

6	Will You Come to My Party?	3, 4, 3.4 and 4.4	<ul style="list-style-type: none"> Identify and use expressions to invite someone (to an event or to do something) Identify and use expressions to respond to an invitation Identify and use expressions to ask for permissions Identify and use expressions to respond to a request for permission 	53-64
7	Congratulations!	4 and 4.5	<ul style="list-style-type: none"> Identify the features of greetings card Write greeting cards 	65-80
8	There Are Many People	3, 4, 3.5, 3.10, 4.6, 4.11 and 4.12	<ul style="list-style-type: none"> Identify and use neutral quantifiers Describe something of a large or small quantity Use <i>there is/are</i> to describe something 	81-96
9	What Do You Usually Do?	3, 4, 3.6 and 4.7	<ul style="list-style-type: none"> Talk about things that are true in general State things that happen regularly Identify and use the simple present tense in the positive, negative, and interrogative forms Ask and answer whether something is the case or not 	97-110
10	What Are You Doing?	3, 4, 3.7, and 4.8	<ul style="list-style-type: none"> Describe an event that is happening at present Identify and use present continuous tense Identify and use pronouns 	111-122
11	As Timid As Rabbit	3, 4, 3.9, and 4.10	<ul style="list-style-type: none"> Compare two or more things Use comparative and superlative adjectives 	123-144
12	It Was Tasty!	3, 4, 3.11, and 4.13	<ul style="list-style-type: none"> Talk about past events using simple past tense Talk about past events using past continuous tense 	145-160
13	Let's Share Our Experience	3, 4, 3.12, 4.14 and 4.15	<ul style="list-style-type: none"> Use simple past and past continuous tense Analyze the structure of a recount text Talk about and write our experience 	161-180
14	I Want You to	3 and 3.13	<ul style="list-style-type: none"> Identify parts of a short message Write short messages Use <i>will going</i> to express plan or intention 	181-188

15	May I Have Your Attention, Please?	4, 4.16 and 4.17	<ul style="list-style-type: none"> • Identify the function and parts of an announcement/notice • Write an announcement/notice 	189-200
16	Music Time!	3, 4, 3.15, and 4.19	<ul style="list-style-type: none"> • Interpret the meaning of a song • Identify the purpose of writing a song 	201-204

B. Findings

In order to find out the relevance between the materials written in the book with the core and basic competence of 2013 curriculum, and Harmer's theory of textbook evaluation, researcher used the observation checklist as the research instrument. The researcher made an observation checklist of core and basic competence of 2013 curriculum, and criteria of good textbook quality in Harmer's theory of textbook evaluation compared with the relevant materials in the textbook. The observation checklist was in the form of table. There were two parts of the observation checklist consisted two tables. The first table is consisted of six columns which are core competence, basic competence, chapter number and learning objectives, page, example of materials, and relevance with core and basic competence. In the following table, the sign (✓) means that the core and basic competence of 2013 curriculum and the materials are relevant and irrelevant. The second table is consisted of five columns which are areas for consideration, textbook evaluation's criteria, information, page, and suitability. In the following table, the sign (✓) means that the Harmer's theory of textbook evaluation and the information are suitable and unsuitable.

1. The Relevant Materials to the Core and Basic Competence of 2013

Curriculum

This was the first result in analyzing the relevant materials based on the core and basic competence of 2013 curriculum in student English

textbook entitled “BRIGHT An English”, the following table was the research data of the core and basic competence of 2013 curriculum.

Table 4.2: Research Data of the Relevant Materials to the Core and Basic Competence of 2013 Curriculum

Core Competence	Basic Competence	Chapter Number and Learning Objectives	Page	Example of Materials	Relevance with Core and Basic Competence	
					Relevant	Irrelevant
1. Appreciate and comprehend fully the followed religion doctrine .	1.1 Be grateful for the chance of studying English as international communication language which is proved by study seriously.	1.1 Identify and use expressions to get other’s attention	2-3	Listen to the dialogues. Ella: “ Listen, I’ve got some news? ” Anna: “ <i>What is it?</i> ” Ella: “ <i>We’re going to have a math test today.</i> ”	-	✓
2. Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and confidence behaviour in effective interaction with the social and natural environment.	2.1 Show the well-mannered in doing interpersonal communication with teacher and friends.	1.2 Identify and use expressions to show attention	3-4	Listen to the dialogues. Ethan: “ <i>Well, to find the answer to question number three, you must understand the whole paragraph two.</i> ” Lucas: “ I see. ”	✓	-
	2.2 Show the honesty, discipline, confidence, and responsibility behaviour in doing transactional conversation with teacher and friends.	1.3 Identify and use expressions to check other’s understanding	4-5	Listen to the dialogues. Ethan: “ <i>And to find the answer to question number four, you must understand the whole paragraph. Are you with me so far?</i> ” Lucas: “ <i>I’m not sure I get your point.</i> ”	✓	-
	2.3 Show the responsibility, care, cooperative, and	1.4 Identify and use expression that indicate	4-8	Listen to the dialogues.	✓	-

	peaceful behaviour in doing functional communication .	understanding		Ethan: “ <i>Well, you must understand the story before drawing conclusions.</i> ” Lucas: “ <i>Oh, I know what you mean. Thanks.</i> ”		
3. Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learner’s curiosity of science, technology, arts, and culture related to the visible phenomena .	3.1 Apply text structure and language feature to implement the social function of gaining attention, checking understanding, giving compliment, and asking and giving opinion expressions and responses according to context.	3.1 Identify and use expressions to ask for an opinion	18-20	Salma and Rita are currently at the flower exhibition in Java Mall. Listen to and complete the dialogue. - Do you think the purple one is beautiful? - The orchids are beautiful aren’t they? Rita: _____1) Salma: _____2)	✓	-
	3.2 Apply text structure and language feature to implement the social function of stating and asking ability and willingness according to context.	4.1 Identify and use expressions to ask about ability to do something	26-28	Listen to and act out the following dialogue. Ery: “ <i>My uncle, Anton, is very skillful person.</i> ” Nita: “ <i>Really?</i> ” Ery: “ <i>Yes. He can do many things.</i> ”	✓	-
	3.3 Apply text structure and language feature to implement the social function of giving instruction, giving invitation, giving prohibition,	5.1 Identify and use expressions to give an instructions/ commands	38-41	Listen to the dialogue. Aria: “ <i>Mum, it’s the first snow. I want to go outside and play.</i> ” Mrs Muphy: “ <i>Okay. Put on your jacket. It must be really cold. And put on your boots</i> ”	✓	-

	asking for permission expressions and responses according to context.			<i>so your toes won't freeze."</i>		
	3.4 Apply text structure and language feature to implement the social function of personal invitation letter and greeting card according to context.	6.1 Identify and use expressions to invite someone (to an event or to do something)	54-56	<p>Read Hendrik's schedule on his planner and practice the dialogue.</p> <p>Example: Firman: "Would you like to go to Sarah's party on Saturday evening?" Hendrik: "<i>I'd love to, but I can't. I Have to see my dentist at 6.30 p.m</i>"</p> <p>1. Sarah's party/Saturday evening</p>	✓	-
	3.5 Apply text structure and language feature to implement the social function of stating and asking the presence of people, things, and animal in uncountable amount according to context.	8.1 Identify and use neutral quantifiers	90-91	<p>Complete the sentence. Use several/a number of + one of the following words.</p> <p>- people - students</p> <p>Example: It's very cloudy today, but a number of children are playing in the park.</p> <p>1. _____ are absent today because of the extreme weather.</p>	✓	-
	3.6 Apply text structure and language	9.1 Talk about things that	98-100	Listen to an interview with a young	✓	-

	feature to implement the social function of stating and asking routine activity or general truth according to context.	are true in general		entrepreneur, Harlee Jordean. He is only 11 years old, but he has his own business. He is the Marble King. Reporter: <i>“what do you sell, Harlee?”</i> Harlee: <i>“I sell marbles. My customers are from many countries all around the world.”</i>		
	3.7 Apply text structure and language feature to implement the social function of stating and asking event that happens right now according to context.	10.1 Describe an event that is happening right now	112-115	Complete the following dialogues. Example: sleep Rick: <i>“Look! What is Sarah doing?”</i> Lucy: <i>“She’s sleeping.”</i> 1. do an experiment Mr Khan: <i>“What are the students doing”</i> Mrs Alabama: <i>“They _____”</i>	✓	-
	3.8 Apply text structure and language feature to implement the social function of stating and asking cause and effect relation and contrary relation according to context.	-	-	-	-	✓

	3.9 Apply text structure and language feature to implement the social function of stating and asking the amount and character comparison of people, animal, things, according to context.	11.1 Compare two or more things	124-134	Look and practice. Example: 1. (picture) tall (Mia and Nina) A: " <i>Mia and Nina are both tall, but Mia is taller.</i> " B: " <i>Mia is taller than Nina.</i> " 2. short (Tom and Andy) A: _____ B: _____	✓	-
	3.10 Apply the text structure and language feature to implement the social function of short descriptive text by stating and asking about the description of people, animal, and things according to context.	8.2 Describe something of a larger or small quantity	86-89	Answer the questions with a little or a few. Exmple: A: " <i>Do you have any money?</i> " B: " <i>Yes, a little</i> " A: " <i>Do you have any new novels?</i> " B: " _____ "	✓	-
	3.11 Apply text structure and language feature to implement the social function of stating and asking past events according to context.	12.1 Talk about past events using simple past tense	146-153	Works in pairs. Ask and answer about where you were last weekend. Example: A: " <i>Were you at the beach last weekend?</i> " B: " <i>No, I wasn't.</i> " A: " <i>Where were you?</i> " B: " <i>I was at the cinema.</i> " No: beach	✓	-

				Yes: cinema		
3.12 Apply text structure and language feature to implement the social function of short recount text by stating and asking about activity, event, and phenomena according to context.	13.1 Use simple past and past continuous tense	163-168	Use the simple past or past continuous. 1. Lucy: <i>“What’s wrong with your foot?”</i> Sarah: <i>“I (step) _____ on a snake while (run) _____ barefoot through the grass. It (bite) _____ me.”</i>	✓	-	
3.13 Apply text structure and language feature to implement the social function of short message and notice according to context.	14.1 Identify parts of a short message	182-183	Do you write simple message to your friend when you can’t talk to him/her? Here are some examples of simple messages. Read them carefully and answer the question. 1. From: Tina Hi Iva, please call me soon. I have something important to discuss. 1. Who is the sender of the first short message? 2. Why does Tina want Iva to call her soon?	✓	-	
3.14 Understand the social function, text structure, and language feature of narrative text in form of fable according to context.	-	-	-	-	✓	

	3.15 Apply text structure and language feature to implement the social function of song .	16.1 Interpret the meaning of a song	202-203	Can you guess what the songs are about ? 1. Old MacDonald 2. Rwinkle-Twinkle Little Star a. Friendship b. Animals in a farm	✓	-
4. Process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory.	4.1 Compose simple spoken text to express and respond gaining attention, checking understanding, and giving compliment expression by notice on the right social function, text structure, and language feature according to context.	2.2 Identify and express responses to compliments	13-16	Listen to and practice the following interview. Alitha Mislia Salsabila is the winner of the 2013 National Storytelling Contest. Reporter: <i>“Congratulation on your success as the winner of the Storytelling Contest.”</i> Alitha: <i>“Thank you. It’s a tremendous honour.”</i>	-	✓
	4.2 Compose spoken and written text to state and ask for ability and willingness to do something by notice on the right social function, text structure, and language feature according to context.	4.3 Identify and use expressions to ask about willingness to do something	30-34	Works in pairs. Complete the dialogues with the sentences in the box. Then practice them. 1. In the kitchen Mother: <i>“What are you doing?”</i> Bob: ” _____ ” a. Do you need any help b. Do you know how to do it.	✓	-

	<p>4.3 Compose simple spoken and written text to state, ask, and respond giving instruction, giving invitation, giving prohibition, asking for permission expressions by notice on the right social function, text structure, and language feature according to context.</p>	<p>5.3 Identify and use expressions to prohibit someone from doing something</p>	<p>46-49</p>	<p>Rewrite the sentences. Find another way to say each sentence using the words in the brackets.</p> <p>1. Lend me your cell phone. (Can) 2. Take this book to the office. (Would you mind) 3. Don't leave the door open. (Can)</p>	<p>✓</p>	<p>-</p>
	<p>4.4 Understood the meaning of personal invitation letter and greeting card.</p>	<p>6.2 Identify and use expressions to respond to an invitation</p>	<p>56-58</p>	<p>Study the dialogues. Then act it out with a friend.</p> <p>A: "<i>Louisa, are you free this afternoon?</i>" B: "<i>Yes, I am. Why?</i>" A: "<i>How about going shopping?</i>" B: "<i>That's a good idea. I need to buy some stuff.</i>"</p>	<p>✓</p>	<p>-</p>
	<p>4.5 Compose written text in form of very short and simple personal invitation letter and greeting card by notice on the right social function, text structure, and language feature</p>	<p>7.2 Write greetings cards</p>	<p>75-79</p>	<p>Create a greetings card. Choose one of the following situations. Write it on a piece of paper and decorate it with pictures.</p> <p>- One of your friend is sick - Mother's Day</p>	<p>✓</p>	<p>-</p>

	according to context.					
	4.6 Compose spoken and written text to state and ask about the presence of people, things, and animal in uncountable amount by notice on the right social function, text structure, and language feature according to context.	8.3 Use there is/are to describe something	92-95	Put There is/There are to complete the sentences. 1. _____ a big statue in front of the building. 2. _____ mice under the table.	✓	-
	4.7 Compose spoken and written text to state and ask for routine events or general truth by notice on the right social function, text structure, and language feature according to context.	9.2 State things that happen regularly	105-108	Look at the pictures and phrases. Wrote sentences about people's routines. Example: 1. (picture) Sunday morning (he/always) He always washes the car on Sunday morning. 2. (picture) Saturday afternoon (she/usually) _____ _____	✓	-
	4.8 Compose spoken and written text to state and ask about events that happen right now by notice on the right social	10.2 Identify and use present continuous tense	114-117	Look at the pictures and read the sentences. Match the pictures with the sentences. a. (picture) b. (picture)	✓	-

	function, text structure, and language feature according to context.			1. They're crossing the street. () 2. She's jogging. ()		
	4.9 Compose spoken and written text to state and ask about cause and effect relation and contrary relation by notice on the right social function, text structure, and language feature according to context.	-	-	-	-	✓
	4.10 Compose spoken and written text to state and ask for amount and character comparison of people, animal, and things by notice on the right social function, text structure, and language feature according to context.	11.2 Use comparative and superlative adjectives	131-143	Write down the comparative and the superlatives. Adjectives consisting three or more syllables, use more to form their comparative and most to form their superlative . Adjectives: Beautiful Expensive Comparative: More beautiful _____ Superlative: Most beautiful _____	✓	-
	4.11 Understood the meaning of	8.2 Describe something	86-89	Work in pairs. Look at the	✓	-

	short and simple spoken and written descriptive text.	of a large or small quantifiers		<p>pictures. Ask and answer. (pictures) A: <i>“How much milk do we have?”</i> B: <i>“We have two cartoons of milk.”</i></p> <p>(picture) (picture)</p>		
4.12	Compose short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context.	8.3 Use there is/are to describe something	92-95	<p>Read the following passage. Put there’s, there are, there isn’t or there aren’t in the blanks.</p> <p>I Like visiting Dolano Park because 1)_____ many fun things to do and play. 2)_____ a big chute to slide on and huge sandbox to play in.</p>	✓	-
4.13	Compose spoken and written text to state and ask past events by notice on the right social function, text structure, and language feature according to context.	12.2 Talk about past events using past continuous tense	154-159	<p>Combine the two sentences using when or while.</p> <p>Example: a. John was studying b. Tina was watching TV</p> <p>John was studying while Tina was watching TV Or While John was studying. Tina was watching TV</p> <p>1. The teacher entered the room The students were throwing chalk at each other.</p>	✓	-

	4.14 Catch the meaning of short and simple spoken and written recount text about activity, event, and phenomenon.	13.2 Analyze the structure of a recount text	169-174	<p>Complete the following story with the connectors of sequence.</p> <p>My family and I had a great journey to Mountain Seorak National Park yesterday.</p> <p>1. _____, we bought the tickets for the cable car. 2. _____, we enjoyed the gorgeous view of the mountain on the cable car.</p>	✓	-
	4.15 Compose short and simple spoken and written recount text about activity, event, and phenomenon by notice on the right social function, text structure, and language feature according to context.	13.3 Talk about and write our experience	175-180	<p>What you did last weekend? Fill in the following outline.</p> <p>Orientations: - What did you do? - When did you do it? - Where did you do it? - With whom did you do it?</p>	✓	-
	4.16 Understood the meaning of very short and simple message and notice.	15.1 Identify the function and parts of an announcement/notice	190-195	<p>Listen to this announcement and fill in the blanks.</p> <p>Good morning. (1) _____. Today is very (2) _____ because it is our school's (3) _____</p>	✓	-
	4.17 Compose written text in form of very	15.2 Write an announcement	196-200	Write an announcement you may choose	✓	-

	short and simple message and notice by notice on the right social function, text structure, and language feature according to context.			one of the following situations or make up your own. 1. You are a librarian. You announce the new books the library has. 2. You are a captain of futsal team. You announce a change of the day and time of the raining.		
4.18	Understood the meaning of spoken and written narrative text in form of short and simple fable.	-	-	-	-	✓
4.19	Understood the meaning of song.	16.2 Identify the purpose of writing a song	204	Work in pairs. Answer the following questions. 1. How did you feel after singing the song? 2. What is likely the purpose of creating the song in Activity 6?	✓	-

The researcher classified the written materials then resumed the findings. Here, the researcher concluded the relevant materials in the textbook to the core and basic competence of 2013 curriculum in the following table:

Table 4.3: The Relevant Materials to the Core and Basic Competence of 2013 Curriculum

The Relevance	Core and Basic Competence
Relevant	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13, 3.15, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, and 4.19.
Irrelevant	1.1, 3.8, 3.14, 4.1, 4.9, and 4.18.

According to the table 4.3, it could be seen that there were some materials which were relevant and irrelevant with the core and basic competence. The materials which were relevant with core and basic competence were able to fulfill the purposes of the topic, language features, and social functions that had to be achieved by the students.

Here, the researcher made the data analysis of the relevant materials based on the core and basic competence. There were 38 materials included in the core and basic competence according to the 2013 Curriculum. The result of the percentages were as follows:

a. Relevant materials based on the core and basic competence

There were 34 materials which were relevant to the core and basic competence.

So, the percentage was:

$$\frac{32}{38} \times 100 \% = 84.21 \%$$

The percentage of the relevant materials was 84.21 %.

b. Irrelevant materials based on the core and basic competence

There were 4 materials which were irrelevant to the core and basic competence.

So, the percentage was:

$$\frac{6}{38} \times 100 \% = 15.79 \%$$

The percentage of the irrelevant materials was 15.79 %.

According to those percentages, the researcher concluded that the textbook was categorized “Excellent” by achieving score 84.21 % and relevant to the core and basic competence of 2013 curriculum and able to fulfill the purposes of the topic, language features, and social functions of the ideal materials that had to be achieved by the students.

2. The Textbook’s Quality to the Harmer’s Theory of Textbook Evaluation

This was the second result in evaluating the textbook’s quality based on the Harmer’s theory of textbook evaluation in student English textbook entitled “BRIGHT An English”, the following table was the research data of Harmer’s theory of textbook evaluation.

Table 4.4: Research Data of the Textbook's Quality to the Harmer's Theory of Textbook Evaluation

Areas for Consideration	Textbook Evaluation's Questions	Information	Page	Suitability	
				Yes	No
1. Price and availability	<ul style="list-style-type: none"> How much does the course book cost? 	The best price for this textbook is IDR 30.000.	-	✓	-
	<ul style="list-style-type: none"> Will students have to buy any extra material (workbook, etc.)? 	No, the textbook provides complete materials included text structure and exercise.	2, 10, 18, 26, 38, 54, 66, 82, 98, 112, 124, 146, 162, 182, 190, 202.	-	✓
	<ul style="list-style-type: none"> Are all the components (course book, workbook, teacher's guide, audio, etc.) available? 	No, the textbook allocates only students textbook itself that included course book, workbook, and audio for Listening Comprehension.	3, 11, 19, 27, 39, 55, 67, 83, 99, 113, 125, 147, 163, 183, 191, 203.	-	✓
	<ul style="list-style-type: none"> What about other levels? 	No, the textbook accommodates only students textbook itself	-	-	✓
	<ul style="list-style-type: none"> Is this good value for money? 	Yes, the textbook is not too pricey.	-	✓	-
	<ul style="list-style-type: none"> How much does the whole package (with all the components) cost? 	The textbook purveys only one package that is IDR 30.000	-	✓	-
2. Add-ons and extras	<ul style="list-style-type: none"> Apart from a workbook, what other extras are offered with the course? 	The textbook provides students' reflection to check their understanding of learning in each chapter.	8, 16, 24, 36, 52, 64, 80, 96, 110, 122, 144, 160, 180, 188, 200, 204.	✓	-
	<ul style="list-style-type: none"> Are there Internet sites with extra material (exercises, texts, etc), or 'meeting places' for users? 	Yes, there are barcode which can be scanned by Erlangga Reader application, it has Listening Comprehension material	2, 3, 4, 10, 13, 18, 20, 21, 26, 27, 38, 39, 41, 42, 45, 54, 58, 59, 98, 149, 158, 164, 190, 191.	✓	-

	<ul style="list-style-type: none"> What else does the publisher offer to support the course? 	The textbook promotes short explanation and learning objectives in the cover of each chapter.	1, 9, 17, 25, 37, 53, 65, 81, 97, 111, 123, 145, 161, 181, 189, 201.	✓	-
	<ul style="list-style-type: none"> What value should we place on the extras that are available? 	Both the teachers and students can easily understand the materials.	4, 12, 20, 28, 40, 56, 68, 84, 100, 114, 126, 148, 164, 184, 192, 204.	✓	-
3. Layout and design	<ul style="list-style-type: none"> Is the book attractive? 	Yes, the materials make the learners comfortable in doing activities from the textbook.	5, 13, 21, 29, 41, 57, 69, 85, 101, 115, 127, 149, 165, 185, 193, 202.	✓	-
	<ul style="list-style-type: none"> Is its design appropriate for (a) the students, and (b) the teacher? 	Yes, the textbook accommodates good supported materials with clear orders.	6, 14, 22, 30, 42, 58, 70, 86, 102, 116, 128, 150, 166, 186, 194, 203.	✓	-
	<ul style="list-style-type: none"> Does the design of the book make it easy to follow? 	Yes, the textbook purveys clear instruction.	7, 15, 23, 31, 43, 59, 71, 87, 103, 117, 129, 151, 167, 187, 195, 204.	✓	-
4. Instructions	<ul style="list-style-type: none"> Are the instructions clear and unambiguous? 	Yes, the textbook provides evident instructions in each activity.	8, 16, 24, 32, 44, 60, 72, 88, 104, 118, 130, 152, 168, 188, 196, 202.	✓	-
	<ul style="list-style-type: none"> Are they written in language that the students will understand? 	Yes, the textbook uses standard language.	2, 10, 18, 33, 45, 61, 73, 89, 105, 119, 131, 153, 169, 182, 197, 203.	✓	-
	<ul style="list-style-type: none"> Can the textbook be used by students working on their own, or is a teacher necessary to show them how to use it? 	Yes, the students can easily understand what the instructions of the textbook because it shows in order.	3, 11, 19, 34, 46, 62, 74, 90, 106, 120, 132, 156, 170, 183, 198, 204.	✓	-
5. Methodology	<ul style="list-style-type: none"> What kind of teaching and learning does the textbook promote? 	There are some kinds of teaching and learning, such as students do task individually and in groups, also doing task in indoor and outdoor.	4, 12, 20, 35, 47, 63, 75, 91, 107, 121, 133, 157, 171, 184, 199, 202.	✓	-

	<ul style="list-style-type: none"> Is there a good balance between study and activation? 	Yes, the textbook provides explanation and exercise in balance.	5, 13, 21, 26, 48, 54, 76, 92, 108, 112, 134, 158, 172, 185, 200, 203.	✓	-
	<ul style="list-style-type: none"> How do the authors appear to think that people learn languages and do we agree with them? 	The authors appear in the outer cover of the textbook specifically in the end of the textbook and they promote that this textbook fulfills the standard of teaching and learning.	-	✓	-
6. Syllabus	<ul style="list-style-type: none"> Is the syllabus appropriate for our students? 	Yes, the textbook promotes good components to increase the students' ability of English.	6, 14, 22, 27, 49, 53, 77, 93, 109, 113, 135, 159, 173, 186, 190, 204.	✓	-
	<ul style="list-style-type: none"> Does it cover the language areas (grammar, vocabulary, functions, pronunciation, etc.) that we would expect? 	Yes, the textbook allocates complete materials included all those language areas.	7, 15, 23, 28, 50, 54, 78, 94, 98, 114, 136, 159, 174, 187, 191, 202.	✓	-
	<ul style="list-style-type: none"> Do we and our students like the sequencing of language and topics, etc.? 	Yes, both the teachers and students can easily process the materials which should be learned first or later.	1, 9, 17, 25, 37, 53, 65, 81, 97, 111, 123, 145, 161, 181, 189, 201.	✓	-
	<ul style="list-style-type: none"> Does the textbook build in a feeling of progress? 	Yes, after learning each chapter, students improve their ability in English.	8, 16, 24, 29, 52, 64, 80, 96, 110, 122, 144, 146, 180, 188, 200, 204.	✓	-
7. Language skills	<ul style="list-style-type: none"> Does the textbook have the appropriate balance of skills? 	Yes, the textbook provides all the skills which is necessary in learning English namely Listening, Reading, Speaking, and Writing.	2, 10, 18, 30, 53, 65, 81, 97, 111, 123, 145, 147, 162, 182, 190, 202.	✓	-
	<ul style="list-style-type: none"> Is the skills work really designed to promote the skills (e.g. writing-for-writing, not writing-for-learning)? 	Yes, the textbook purveys supporting materials to promote skills such as activity and exercise.	3, 11, 19, 31, 54, 66, 82, 98, 112, 124, 146, 148, 163, 183, 191, 203.	✓	-

	<ul style="list-style-type: none"> Are there possibilities for both study and activation in the skills areas? 	Yes, after learning the materials the students have to do tasks that related to it.	4, 12, 20, 32, 55, 67, 83, 99, 113, 125, 147, 149, 164, 184, 192, 204.	✓	-
	<ul style="list-style-type: none"> Are the skills activities likely to engage students? 	Yes, most of the exercise in the textbook engage students well.	5, 13, 21, 32, 56, 68, 84, 100, 114, 126, 148, 150, 165, 185, 193, 202.	✓	-
8. Topics	<ul style="list-style-type: none"> Does the book contain a variety of topics? 	Yes, most of the chapter has different topics.	1, 9, 17, 25, 37, 53, 65, 81, 97, 111, 123, 145, 161, 181, 189, 201.	✓	-
	<ul style="list-style-type: none"> On balance, are the topics appropriate for the kind of students who will be using the textbook? 	Yes, the students are told step by step until they do task by their own.	6, 14, 22, 33, 57, 69, 85, 101, 115, 127, 149, 151, 166, 186, 194, 203.	✓	-
	<ul style="list-style-type: none"> Are the topics likely to engage the students? 	Yes, most of the exercise in the textbook engage students well.	7, 15, 23, 34, 58, 70, 86, 102, 116, 128, 150, 152, 167, 187, 195, 204.	✓	-
9. Cultural compatibility	<ul style="list-style-type: none"> Is the material appropriate for the cultural situation that the students are in? 	Yes, most of the materials in the textbook are designed overall for the students who are learning English as foreign language such as Indonesian students	8, 16, 24, 35, 59, 71, 87, 103, 117, 129, 151, 153, 168, 188, 196, 202.	✓	-
	<ul style="list-style-type: none"> Do the texts contain culturally insensitive material? 	No, most of texts are suitable for any culture in Indonesia.	2, 10, 18, 26, 60, 72, 88, 104, 118, 130, 152, 154, 169, 182, 197, 203.	-	✓
	<ul style="list-style-type: none"> Are the activities appropriate for the learning culture? 	Yes, most of the materials support students to increase their ability in English based on learning culture.	3, 11, 19, 27, 61, 73, 89, 105, 119, 131, 153, 155, 170, 183, 198, 204.	✓	-
	<ul style="list-style-type: none"> Is the textbook unprejudiced in the way it deals with different customs, ethnicities, races and sexes? 	Yes, the textbook is appropriate for all gender all the various things related to it.	4, 12, 20, 28, 44, 74, 90, 106, 120, 132, 148, 156, 171, 184, 199, 204.	✓	-

10. Teacher's guide	• Does the textbook have an accompanying teacher's guide?	No, the textbook has only students textbook itself.	-	-	✓
	• Is it easy to use?	-	-	-	✓
	• Does it explain things clearly?	-	-	-	✓
	• Does it offer alternatives to the textbook activities?	-	-	-	✓
	• Does it have all the answers that teachers and students need?	-	-	-	✓
	• Does it provide differentiated activities for fast and slow learners?	-	-	-	✓

Here, the researcher made the data evaluation of the suitability of the textbook's quality based on the Harmer's theory of textbook evaluation. There were 10 areas for consideration with 40 information included in the Harmer's theory of textbook evaluation. The results of the percentages were:

- a. The suitability of the textbook's quality based on the Harmer's theory of textbook Evaluation

There were 30 information which were suitable to the Harmer's theory of textbook evaluation.

So, the percentage was:

$$\frac{30}{40} \times 100\% = 75\%$$

The percentage of the suitability of question and information was 75 %.

- b. The unsuitability of the textbook's quality based on the Harmer's theory of textbook evaluation

There were 10 information which were unsuitable to the Harmer's theory of textbook evaluation.

So, the percentage was:

$$\frac{10}{40} \times 100 \% = 25 \%$$

The percentage of the unsuitability of question and information was 25 %.

According to those percentages, the researcher concluded that the textbook was categorized "**Very Good**" by achieving score 75 % and almost achieve good quality textbook to the Harmer's theory of textbook evaluation and able to fulfill the objective of good and standardized English textbook that could facilitate the students to learn English optimally.

C. Discussion

This part of the study was aimed to discuss the result of the study focused on the relevance materials in the textbook to the core and basic competence, and the quality of the textbook to the Harmer's theory of textbook evaluation. The results of analysis showed that the most of the materials in this student English textbook were quite relevant to the core and basic competence of 2013 curriculum. Moreover, the quality of the material in the textbook were also quite good to facilitate the student in learning English. The discussion was divided into two major points. They were the discussion related to the relevant materials in the textbook to the core and basic competence, and the discussion related to the quality of the textbook to the Harmer's theory of textbook evaluation.

According to the tables, presented in the chapter four, the materials in the textbook were quite relevant to the core and basic competence of 2013 curriculum. The basic competence consisted of thirty eight indicators. There were thirty four indicators were fulfilled by the materials in the textbook. The materials could fulfill the objectives of the main topics, language features, and social functions. However, there were four indicators of the basic competence which could not be fulfilled by the materials in the textbook.

Briefly, this present study showed that the English textbook “BRIGHT An English” for grade VIII had improved the relevant materials based on the 2013 Curriculum. The previous study stated that this textbook only achieved the “fair” category (Heriati, 2017), while the result of this present study showed that this textbook achieved “excellent” and “very good” category. This textbook achieved the higher level of category than the previous textbook especially in the core and basic competence (84.21%). So, this would give the better quality in teaching and learning process to implement the 2013 curriculum.

Harmer (2007, p. 153) states that evaluating is the important thing to do, it uses the consideration to see how is the comparison between the textbook to each other, probably, the best way of doing this is to select areas that interest us (e.g. layout and design, methodology, topics, etc.), write short description of how our ideal textbook would deal with such areas, and then use the descriptions to see whether the textbook we are looking at match up to them. The Harmer’s theory of textbook evaluation which the purpose emphasized on the criteria of good textbook were quite suitable to this textbook. As had been stated on the Chapter II that there were ten areas for consideration with forty questions of textbook evaluation by Harmer (2007). The textbook “BRIGHT An English” for grade VIII could fulfill

30 questions. The fulfilled questions were: 1) How much does the course book cost?, 2) Is this good value for money?, 3) How much does the whole package (with all the components) cost?, 4) Apart from a workbook, what other extras are offered with the course?, 5) Are there Internet sites with extra material (exercises, texts, etc), or 'meeting places' for users?, 6) What else does the publisher offer to support the course?, 7) What value should we place on the extras that are available?, 8) Is the book attractive?, 9) Is its design appropriate for (a) the students, and (b) the teacher?, 10) Does the design of the book make it easy to follow?, 11) Are the instructions clear and unambiguous?, 12) Are they written in language that the students will understand?, 13) Can the textbook be used by students working on their own, or is a teacher necessary to show them how to use it?, 14) What kind of teaching and learning does the textbook promote?, 15) Is there a good balance between study and activation?, 16) How do the authors appear to think that people learn languages and do we agree with them?, 17) Is the syllabus appropriate for our students?, 18) Does it cover the language areas (grammar, vocabulary, functions, pronunciation, etc.) that we would expect?, 19) Do we and our students like the sequencing of language and topics, etc.?, 20) Does the textbook build in a feeling of progress?, 21) Does the textbook have the appropriate balance of skills?, 22) Is the skills work really designed to promote the skills (e.g. writing-for-writing, not writing-for-learning)?, 23) Are there possibilities for both study and activation in the skills areas?, 24) Are the skills activities likely to engage students?, 25) Does the book contain a variety of topics?, 26) On balance, are the topics appropriate for the kind of students who will be using the textbook?, 27) Are the topics likely to engage the students?, 28) Is the material appropriate for the cultural situation that the students are in?, 29) Are the activities appropriate for the learning culture?, and

30) Is the textbook unprejudiced in the way it deals with different customs, ethnicities, races and sexes?. Meanwhile, the textbook did not fulfill ten questions. The questions which could not be fulfilled were: 1) Will students have to buy any extra material (workbook, etc.)?, 2) Are all the components (course book, workbook, teacher's guide, audio, etc.) available?, 3) What about other levels?, 4) Do the texts contain culturally insensitive material?, 5) Does the textbook have an accompanying teacher's guide?, 6) Is it easy to use?, 7) Does it explain things clearly?, 8) Does it offer alternatives to the textbook activities?, 9) Does it have all the answers that teachers and students need?, and 10) Does it provide differentiated activities for fast and slow learners?. Therefore, the percentage of the relevant materials in the textbook to the Harmer's theory of textbook evaluation was 75 %. It could be concluded that the textbook "BRIGHT An English" was suitable and quite relevant to be used as the main English textbook for grade VIII.

According to the elaboration above, the materials in this textbook were quite relevant based on the core and basic competence of 2013 curriculum, and the quality of the textbook were quite suitable to the Harmer's theory of textbook evaluation. The area that has the most suitable information is "Language Skills", because almost every page in the textbook fulfilled the questions of that criteria. The materials in the textbook based on the core and basic competence of 2013 curriculum achieved "**Excellent**" category and the quality of the textbook based on textbook evaluation by Harmer's theory achieved "**Very Good**" category. Most of the materials were qualified and relevant to the core and basic competence of 2013 curriculum so that it could facilitate the students had better and proper textbook as the source in learning English.