

APPENDICES

Appendix A: The Conversion of fulfillment average by BSNP 2014

Range of Fulfillment Score	Criteria
90% - 100%	Excellent
60% - 89%	Good
30% - 59%	Poor
$\leq 30\%$	Very poor

Appendix B: the criteria of textbook evaluation

THE INSTRUMENT OF TEXTBOOK EVALUATION

1. Content aspects

Sub-aspect: The Relevance of Materials to the Curriculum

Area	No	Criteria : The Relevance of Materials To The Curriculum	The Fulfillment of Criteria	
			TB1	TB2
Material completeness	1.	The textbook should comprise an interpersonal text in the form of attention, ability, suggestion, instruction, greeting and position, simple present tense, present continuous tense, comparison, simple past tense.		
	2.	The textbook should include a transactional text that has aimed at asking for and giving something, offering, and refusing, and agreeing		

		related to the students' immediate context.		
	3.	The textbook should contain a short functional text giving the student opportunity to improve their ability in reading and writing.		
Materials Depth	4.	Exposure: the textbook should provide as much as exposure to the students by presenting many kinds of text which are relevant to them.		
	5.	Retention: the textbook should explain the retention of text that is the social function, meaning and linguistic feature.		
	6.	Production: the textbook should lead the students to produce both written and spoken text fulfilling its social function, meaning, and linguistic feature.		
Total				
Percentage				

Sub-aspect: The Materials Accuracy

Area	No	Criteria : The Materials Accuracy	The Fulfillment of Criteria	
			TB1	TB2
Social Function <i>The texts should lead to accomplish</i>	1.	Interpersonal communication has aimed at building an interpersonal communication with others.		
	2.	Transactional communication is employee to ask for/give goods services, and opinion related to the students' daily life in the form of spoken and written genre.		

<i>their social function that is relate to the interpersonal communication, transactional communication, and functional communication.</i>	3.	Functional communication functions in the short functional text as follows. Recount is use to tell personal experiences for example biography, unforgettable experiences, and the like. Narrative is aim at amusing the readers and promoting moral values. Descriptive used to give, identify differentiate, offer, compliment and criticize goods/people/animals.		
Generic Structure <i>The texts should lead to the developments of the students' logical and systematic thinking skills.</i>	4.	Descriptive must contain at least identification and description.		
	5.	Narrative must contain at least orientation, complication, and resolution.		
	6.	Recount must have at least orientation and events that are chronologically ordered.		
Linguistic Features	7.	The texts should develop the students' communication skills by using accurate and appropriate language based on the communicative context.		
Total				
Percentage				

Sub-aspect: The Supporting Learning materials

Area	No	Criteria : The Supporting Learning Materials	The Fulfillment of Criteria	
			TB1	TB2
Up-to-date	1.	The supporting learning materials accompanying texts (table, picture, appendix, etc.) taken from up to-date sources.		
	2.	The supporting learning materials accompanying texts (table, picture, appendix, etc.) taken from relevant sources.		

<p>Life Skills Development</p> <p><i>The texts and communicative events motivate the students' to do some life skills development including personal skills, social skills, academic skills, and vocational skills.</i></p>	3.	Personal skills: include the ability to recognize personal and other strengths and weaknesses as well as to develop himself as an autonomous and social person		
	4.	Social skills: involve the ability to be cooperative, tolerant, appreciating gender equity, peace and non-violent in communicating and interacting with other people.		
	5.	Academic skills: comprise gaining and using information, solving the problems, and making decisions.		
	6.	Vocational skills: include the ability, attitude and skills necessary to do certain job/profession.		
<p>Development of Insight on diversity</p> <p><i>The texts and communicative events lead the students' to appreciate multiculturalism and pluralism, to be aware of local and national genius, to appreciate democracy in local context, and to understand nationalism.</i></p>	7.	The texts and communicative events lead the students to appreciate cultural diversity and plural society including cultural values as well as local, national and global contents.		
	8.	The texts and communicative events lead the students to be aware of their local region's potential aspects in order to promote local and national potential aspects.		
	9.	The texts and communicative events lead the students to appreciate democratic values relevant to their local socio-cultural contexts.		
	10.	The texts and communicative events lead the students towards the internalization of insight on diversity values for promoting the sense of belonging to the motherland, nation and country.		
Character Building	11.	The character building activities are present to be apply in the students' daily life.		
Cultural Aspects	12.	The textbook present local culture to maintain the students' identify.		
	13.	The textbook present target culture in order to introduce the students with the culture of English-speaking country's people.		

	14.	The textbook promotes international culture to raise the students' awareness of diversity of English speakers nowadays.		
			Total	
			Percentage	

Sub-aspect: The Appropriateness of Language

Area	No	Criteria : The Appropriateness of Language	The Fulfillment of Criteria	
			TB1	TB2
The match between language and students' development	1.	The language of instruction and explanation should be suitable with the students' cognitive development.		
	2.	The language of instruction and explanation should be suitable with the students' socio-emotional condition.		
Communicativeness	3.	Message readability: the messages are clear and are understandable.		
	4.	Grammatical accuracy: the messages are present in correct English grammar.		
	5.	The language of instruction should be natural and real to promote real-life and meaningful communication.		
The coherence and unity of ideas	6.	The materials presented on one part/chapter/subchapter/paragraph/should be coherent.		
	7.	The materials should show unity of meaning on each part/chapter/subchapter/paragraph		
	8.	The materials must sequenced from easy to complex.		
Four skills	9.	Listening: there is a good presentation and practice of listening.		
	10.	Speaking: there is a good presentation and practice of speaking		
	11.	Reading: there is a good presentation and practice of reading.		
	12.	Writing: there is a good presentation and practice of writing.		

Other language aspects (vocabulary, grammar, and pronunciation)	13.	Vocabulary: there is a good presentation and practice of vocabulary.		
	14.	Grammar: there is a good presentation and practice of grammar.		
	15.	Pronunciation: there is a good presentation and practice of pronunciation		
Total				
Percentage				

Sub-aspect: Presentation Technique

Area	No	Criteria : The Presentation Technique	The Fulfillment of Criteria	
			TB1	TB2
Organization	1.	The materials presented in the form of texts, communicative acts, illustrations, and symbols that should consist of, at least introduction, content and conclusion.		
The balance between chapter and unit	2.	The materials are presented in the form of texts, communicative acts, illustrations, and symbols which should be made balance in each chapter/ sub-chapter/unit		
Total				
Percentage				

Sub-aspect: The Teaching and Learning Technique

Area	No	Criteria : The Teaching and Learning Technique	The Fulfillment of Criteria	
			TB1	TB2
Student Centered Principle	1.	The materials encourage the students to communicate in English with their peer, teacher and wider community member.		
Development of Students' Initiative, Creativity, and	2.	The materials encourage the students to communicative activities in oral and written form based on their initiation creatively and critically.		


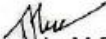
Critical Thinking				
Development of Autonomous Learning	3.	The materials encourage the students to be autonomous learners		
Development of Students' Reflection/Self Evaluation Ability	4.	The materials encourage the students to be aware of their achievement and lacks in teaching learning process.		
Total				
Percentage				

Sub-aspect: Presentation Coverage

Area	No	Criteria : Presentation Coverage	The Fulfillment of Criteria	
			TB1	TB2
Introductory Part <i>This part consist of at least preface and table of content</i>	1.	Preface: provide some basic information with regard to the reason of writing the book and acknowledgement.		
	2.	Table of content: make the readers easy to find chapter, sub chapter, and topic of the book.		
Content Part <i>This part consist of at least introduction, learning load, reference, summary, and reflection.</i>	3.	Introduction: contain some information in relation to the aim the book, the organization of the book, the preferred learning style, and so on.		
	4.	Learning load: comprise type equation here, three aspect that become the main part of the book namely face-to-face activity, exercise, and independent activity.		
	5.	Reference: cover any texts, tables, illustrations that have some identities.		
	6.	Summary: involve the main points of the materials on each chapter.		
	7.	Reflection: guide the students to reflect what they have learned in each unit		

Closing Part <i>This part consist of at least glossary, bibliography, and index</i>	8.	Glossary: contain some important terms and their explanation which are listed alphabetically		
	9.	Bibliography: contain the list of books used as a reference		
	10.	Index: comprise of the list of important words followed by the number of pages.		
Total				
Percentage				

Appendix C: SURAT SELESAI SEMINAR PROPOSAL

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI ANTASARI FAKULTAS TARBIIYAH DAN KEGURUAN BIRO SKRIPSI</p>
	<p>Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492 Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id</p>
<p><u>SURAT KETERANGAN</u></p>	
<p>Nomor: 1980Un.14/III.1.t/pp.00.9/12/2020</p>	
<p>Yang bertanda tangan di bawah ini, menerangkan bahwa:</p>	
Nama	: Noor Laily
N I M	: 1501241522
Jurusan/Prodi	: TBI
Alamat	: Jl.Vetran Komplek gardu mekar indah Rt.01 No.65
<p>adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:</p>	
<p>Evaluation and Analysis English Textbook for eighth grade "When English Rings a Bell and Headline English 2"</p>	
Pada Hari/Tanggal	: Jum'at, 25 September 2020
Tempat	: Online Via Whatsapp
<p>Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.</p>	
<p>Banjarmasin, 22 Desember 2020 Ketua,</p>	
<p> Mahmudah, M.Pd.I NIP. 198708212015032004</p>	

CURRICULUM VITAE

I. Personal Details

Name : NOOR LAILY
Place and Date of Birth : Banjarmasin, August 27th, 1997
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Muhammad Jazuli and Asiah
Siblings : Norliani and Maulida

II. Formal Educational Background

2001 - 2002 : Harapan Ibu Kindergarten (TK Harapan Ibu)
2003 - 2004 : State Elementary School of Ujung Pandang (SDN Bertingkat Layang, Makassar)
2004 - 2009 : State Islamic Elementary School Sungai Lulut (MIN Sungai Lulut)
2009 - 2012 : Islamic Junior High School Raudhatusyuban (MTs Raudhatusyuban)
2012 - 2015 : Vocational High School Of Muhammadiyah 3 Banjarmasin (SMK Muhammadiyah 3 Banjarmasin)
201 - 201 : English Education Department of Antasari State Islamic University Banjarmasin

Banjarmasin, 20 December 2021