

CHAPTER II THEORITICAL FRAMEWORK

A. Evaluating ELT Material

The ability to evaluate teaching materials effectively is a very important professional activity for all English as a Foreign Language (EFL) teachers, and there is the reasons why teachers need to evaluate materials in the first instance. The criteria that can be used to evaluate materials by suggesting a working model which we hope will be an effective one to use for teachers working in a variety of contexts. The model that we suggest is based on the view that it is useful for us as teachers to perform an external evaluation of materials first of all in order to gain an overview of the organizational principles involved.

Tomlinson (2003) in Mcdonough said ‘Materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials’.¹ It is probably reasonable to assume that there are very few teachers who do not use published course materials at some stage in their teaching career. In the first type of situation teachers may have quite a large amount of choice in the materials they select, perhaps being able to liaise freely with colleagues and a Director of Studies/Principal with respect to this material. However, there are many situations around the world where teachers in fact get a very limited choice or perhaps no

¹Jo Mcdnough. Jo Mcdonough. Material and Method in ELT, A Teachers Guide. P. 50

choice at all, and this second scenario mentioned above may well obtain for teachers who are ‘handed’ materials by a Ministry or a Director and have to cope as best they can within this framework. This situation will more than likely involve teachers in an understanding of why the materials have been written in such a way and how they can make effective use of them in the classroom. For the vast majority of teachers working in the first situation, that of having a good deal of choice in the selection of appropriate materials, writing their own material can be very time consuming and not necessarily cost-effective; hence the need to be able to discriminate effectively between all the textbooks on the market. Today there is a wealth of EFL material available, with literally hundreds of new, commercially available titles appearing every year in English-speaking countries. Wider choice means more need for evaluation prior to selection. In response to such a demand, there are some journals which have regular reviews of recently published materials (e.g. *ELT Journal*, *Modern English Teacher*, *English Teaching Professional*, and *TESOL Journal*).² Most of the reviews are about specific textbooks or courses, but the *ELT Journal* sometimes includes survey reviews of a number of current textbooks of the same sub-genre. Another fairly typical factor to consider is that teachers or course organizers are often under considerable professional and financial pressure to select a coursebook for an ELT programme that will then become the textbook for years to come. Added to this pressure is the fact that in many contexts, materials are often seen as being the core of a

² Jo Mcdonough. Material and Method in ELT. p. 51

particular programme and are often the most visible representation of what happens in the classroom. Thornbury (2000) in McDonough advocates teacher independence from coursebooks; for instance, writing their own materials but the reality for many is that the book may be the only choice open to them.³ The evaluation of current materials therefore merits serious consideration as an inappropriate choice may waste funds and time, not to mention the demotivating effect that it would have on students and possibly other colleagues.

For some teachers, the selection of a good textbook can be valuable, particularly in contexts where the assimilation of stimulating, authentic materials can be difficult to organize. Other teachers working with materials given to them by a Ministry or similar body will clearly have some different issues to contend with. They may, for example, have to work with materials they find very limiting, and will probably need to resort to adapting these materials as best they can to suit the needs of their particular context. Even though such teachers will not have to evaluate to adopt materials, they may well be interested in evaluation as a useful process in its own right, giving insight into the organizational principles of the materials and helping them to keep up with developments in the field. This in turn can help the teacher to focus on realistic ways of adapting the materials to a particular group of learners where pertinent. Tomlinson and Masuhara (2004) explain how evaluation criteria can be developed by teachers articulating their beliefs on language learning for their students within their contexts and then using them together with

³Jo McDonough. *Material and Method in ELT*. p. 53

learning principles from the literature for the evaluation, adaptation and development of materials.⁴ Masuhara used an example of an adaptation process that involves the use of self-developed evaluation criteria. She demonstrates how teachers can deepen their critical and creative awareness required for developing principled materials through adaptation.

No textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation. We nonetheless need some model for hard-pressed teachers or course planners that will be brief, practical to use and yet comprehensive in its coverage of criteria, given that everyone in the field will need to evaluate materials at some time or other. We hope to do this by offering a model that distinguishes the purpose behind the evaluation – be it to keep up to date with current developments or to adopt/select materials for a given course.

B. Textbooks

a. Definition of Textbook

The term coursebook and textbook are often used interchangeably in EFL context. However, EFL practitioners specifically use the term textbook to refer to an instructional material of English as a subject matter taught at schools and which is designed for specific groups of learners in a defined context, such as in a specified educational context within a certain country. Cunningsworth in his book *Choosing Your*

⁴Jo Mcdonough et,al . *Material and Method in ELT*. p. 52

Coursebook mentions that the textbooks are used by students in the school as a book for supporting learning activities.⁵

This textbooks in the process has a very vital role for students because textbook help students when they don't know about subject they will learning in the class. With textbook students could imagine the material they learn and it make them easier in learning activities.

According to Pusbuk, textbooks are one source of knowledge for students at the school which is a tool that is very favorable to the process of teaching and learning activities.⁶

Acklam in Nunan (2003) defines textbooks as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas.⁷ In order to use a textbook systematically and flexibly, it is critical to understand how they are put together and how they can be adapted to meet the needs of particular learners. They may also include audio-cassettes or CDs, videos, workbooks, CD-ROMs, test packages, internet materials, and occasionally a teacher's guide

⁵ Alan Cunningsworth. *Choosing your Coursebook*. (Macmillan Publishers: 1995). p. 17

⁶ Departemen Pendidikan Nasional. *Pusat Perbukuan. Standar Penilaian Buku Pelajaran Bahasa dan Sastra Indonesia*. (Jakarta: Depdiknas, 2003), p. 12.

⁷ David Nunan. *Language Teaching Methodology*. p. 20

Textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge.

A speaking textbook might provide passages for students to read and discuss. A listening textbook together with audiocassettes or CDs might serve as the primary listening input in a listening course.

From definition about textbook above we can conclude textbook is a learning tool as a source of knowledge used by teachers and students to support teaching and learning activities.

There are actually some factors involved in the development of commercial textbooks: The first factor is the one representing the interests of the author. The author is generally concerned to produce a text that teachers find innovative, creative, relevant to their learners' need, and that they will enjoy teaching from. The author is generally hopeful that the book will be successful and make a financial profit because a large investment of the author's personal time and effort is involved.

The second factor is the one representing the interests of the publisher. The publisher is primarily motivated by

financial success. However, in order to achieve a profit, publishers generally recognize that a book must have qualities of excellence that will distinguish it from its competitors.

b. The Use of Textbooks

Graves in Nunan (2003) outlines the background to the design and use of textbooks as follows: clarifies that language books were used mainly in academic settings up to the mid-twentieth century in order to understand the written text of the target language.⁸ In this approach called grammar translation approach, textbooks contain long reading passages with vocabulary glossaries and grammar explanation in the students' native language. In addition, students are tested on their ability to translate text with grammatical accuracy.

Textbooks began to stress functional languages as well as pair and group work activities in which learners used the language to communicate with each other. English for Academic Purposes (EAP) and English for Specific Purposes (ESP) also influence the types of instructional materials being published. EAP textbooks focus on the development of one or two skills, such as writing or reading for academic purposes, while ESP coursebooks focus on the development of specific workplace skills such as public health administration.

EAP and ESP textbooks use authentic materials such as newspaper articles or quasi-authentic materials in order to

⁸David Nunan. *Language Teaching Methodology*, a textbook for teachers. p. 213

stimulate the use of language in real contexts. In the 1980s, task-based language teaching approach, in which language is learned through negotiation with other learners in problem-solving or task management situation that focus on meaning rather than form and not through learning prespecified grammar, functions, or notions, questioned the effectiveness of coursebooks.

Since textbooks specify language to be learned, they are seen as incompatible with this approach, become an operating manual that the teacher and students follow unquestioningly, and give little room for decision-making and adapting to the needs of the particular group. However, the proponents of textbooks argue that textbooks provide a needed structure for interaction in the classroom and that learners see textbook as a guide that helps them organize their learning and provides security. Many current textbooks has included tasks or projects to stimulate interaction and negotiation among learners.

c. The Role of Textbooks

Textbooks are best seen as a resource in achieving and objectives that have already been set in terms of learner needs. It is generally accepted that the role of textbooks is to be at the service of teachers and learners but not to their master. Its role is not to exercise a tyrannical function as the arbiter of course content and teaching methods. However, it has to be

recognized that teaching materials can exert considerable influence over what teachers teach and how they do it.

Hutchinson and Torres (1994) see the role of the textbook as a possible agent of change.⁹ This can be achieved when a number of conditions are met. First, the textbook need to become a vehicle for teacher and learner training. In other words, beside an explicit and detailed teacher's guide, the student book should also include appropriate learning-how-to-learn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides teacher with a clear picture of what the change will look like and clear practical guidance, on how to implement it in the classroom. Cunningsworth (1995) summarizes the role of materials, particularly course books in language teaching as¹⁰:

- a. A resource for presentation materials (spoken and written)
- b. A source of activities for learner practice and communicative interaction
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so forth
- d. A source of stimulation and ideas for classroom activities

⁹Hutchinson, T. & Eunice T. 1994. "The Textbook as Agent of Change." In *ELT Journal* Volume 48/4. Oxford University Press. p. 8.

¹⁰ Alan Cunningsworth. *Choosing your Coursebook*. (Macmillan Publishers: 1995), p. 7

- e. A syllabus where it reflects learning objectives that have already been determined
- f. A support for less experienced teachers who have yet to gain in confidence

The relationship between teacher and textbook is an important consideration and it the best when it is a partnership which shares common goals to which each side brings special contribution. The aim of the textbooks should correspond as closely as possible to the aim of teacher, and both should seek to meet the needs of the learners to the highest degree.

The partnership is helped when aims and objective are well defined, and when the different but complementary roles of teacher and textbook are clearly peceived and well balanced. A more balanced relationship between teacher and textbook holds where teachers are able to select material from a range of alternative courses, or where there is one basic textbook supported by a variety of supplementary materials. In situation such as these, the main textbook, which will often have been chosen by the techers themselves, serve as a useful framework for language content and sequencing but is used selectively, and is supplemented by other material whenever this is thought to be desirable.

d. Textbook Evaluation

There were some theories to take into account related to textbook evaluation. They were evaluation in general, textbook evaluation, textbook evaluation stages, and some

textbook evaluation criteria. Tomlinson (2003) defines material evaluation as a procedure that involves measuring the value of a set of learning materials.¹¹ Candlin (1987) in Nunan (2004) suggests that textbook evaluation should cover broad areas that includes problematicity, implementability, and combinability.¹²

Problematicity refers to the extent to which a given task within a textbook reveals variations in learners' abilities and knowledge, the extent to which it is diagnostic or explanatory, whether it provides monitoring and feedback, and whether it can be used as a basis for future action. Implementability involves a consideration of the resources required, the organizational and management complexity, and the adaptability of the task. Combinability requires evaluators to consider the extent to which the task in a textbook can be sequenced and integrated with other tasks.

Tomlison and Masuhara outlines three types of textbook evaluation which cover pre-use evaluation, whilst-use evaluation, and postuse evaluation.¹³

Pre-use evaluation examines the future potential or performance of a textbook. It is normally impressionistic, subjective, and unreliable, but can be reduced by using criterion-referenced items.

¹¹Brian Tomlinson. *Developing Material for Language Teaching*. p. 9

¹² David Nunan. *Language Teaching Methodology*. p. 19

¹³ Tomlinson. *Developing Material for Language Teaching*. p. 115

Whilst-use evaluation examines the textbook that is being used. It is objective and reliable, since it makes use of measurement rather than prediction. However, it is more limited to observable aspects such as the clarity of instruction, layout, the comprehensibility of text, the flexibility of text, the achievability of the tasks, and the appeal of the material.

Post-use evaluation examines the textbook that has been used. It measures the actual effects of the materials on the users regarding to short-term effects such as motivation, impact, achievability, and instant learning, and long-term effects such as durable learning and application. This research basically took whilst-use evaluation, because it examined two English textbooks that were being used in Junior High School in Indonesia. The evaluation was limited to several observable aspects such as content, language, and presentation.

McDonough and Shaw argue that textbook evaluation must be in the form of continuum of external and internal evaluation.¹⁴ External evaluation consists of an examination of the claims made on the cover of the student's and teacher's books, the introduction and the table of contents. On the other hand, internal evaluation requires an in-depth look at two or more units in order to investigate such aspects as the presentation of skills in the materials, the grading and sequencing of the materials, the kinds of texts used and the relationship between exercises and tests.

¹⁴Jo McDonough. *Material and Method in ELT, A Teachers Guide*. p. 88

This will help teachers to determine the intended audience, the proficiency level, the context in which the writers and of the materials intend them to be used, the way the language has been organised into teachable units and the writer's views on language and methodology. On the other hand, internal evaluation requires an in-depth look at two or more units in order to investigate such aspects as the presentation of skills in the materials, the grading and sequencing of the materials, the kinds of texts used and the relationship between exercises and tests.

Since it is a continuum, both external and internal evaluation must go with the following procedure: (1) Identification of relevant contextual information relating to the students, the teacher, the course syllabus and the institution, (2) Analysis of the features of the textbook followed by an overall rating of the text, and (3) The actual judging of the acceptability of the textbook, involving both the rating and weighting of specific evaluative criteria. This research took internal evaluation, since it evaluated only the inside part of the books in terms of content, language, and presentation.

e. Some Textbook Evaluation Criteria

There were five groups of textbook evaluation criteria to be considered in this research. The first group of textbook evaluation criteria was formulated by Cunningsworth(1995). The second one was formulated by McDonough (2013). The third one was formulated by Nation and Macalister (2010).

The fourth one was formulated by Penny Ur (2009). The last one was formulated by Pusat Perbukuan (2007).

a) Textbook Evaluation Criteria by Cunningsworth

Furthermore, some experts have certain criteria on evaluating textbooks. Cunningsworth (1995) lists eight criteria in evaluating textbooks. The criteria suggested include:

1) Aims and approaches

The criterion of aims and approaches seek to answer the questions on whether the aims of the textbook correspond closely with the aims of the teaching programme and with the needs of the learners, whether the textbook is suited to the learning/teaching situation, how comprehensive the textbook is, whether it covers most or all of what is needed, whether it is a good resource for students and teachers, and whether the textbook is flexible and allows different teaching and learning styles.

2) Design and organization

The criterion of design and organization seek to answer the questions on what components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes), how the content is organized (e.g., according to structures, functions, topics, skills, etc.), how the content is sequenced (e.g., on the basis of complexity, learnability, usefulness, etc.), whether the grading and progression are suitable for the learners, and whether

it allows them to complete the work needed to meet any external syllabus requirements.

3) Language content

The criterion of language content seeks to answer the questions on whether the textbook covers the main grammar items appropriate to each level and takes learners' need into account, whether the material for vocabulary teaching is adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning, whether the textbook includes material for pronunciation work and if so, what is covered: (individual sounds, word stress, sentence, stress, intonation, and so on), whether the textbook deals with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage, and whether style and appropriacy are dealt with. If so, it should be questioned whether language style is matched to social situation.

4) Skills

The criterion of skills seek to answer the questions on whether all four skills are adequately covered, bearing in mind the lesson objectives and syllabus requirements, whether there is material for

integrated skills work, whether reading passages and associated activities are suitable for the students' levels, interests, etc., whether there is there sufficient reading material, whether the listening material is well-recorded, as authentic as possible, accompanied by background information, questions, and activities which help comprehension, whether the material is for spoken English (dialogues, roleplays, etc.) and well-designed to equip learners for real-life interactions, and whether writing activities are suitable in terms of amount of guidance/control, and degree of accuracy.

5) Topic

The criterion of topic seeks to answer the questions of whether there is sufficient material of genuine interest to learners, whether there is enough variety and range of topic, whether the topic will help expand students' awareness and enrich their experience, whether the topics are sophisticated enough in content, yet within the learners' language level, whether the students will be able to relate to the social and cultural contexts presented in the textbook, whether women potrayed and represented equally with men, and whether other groups are represented, with reference to ethnic origin, occupation, disability, etc.

6) Methodology

The criterion of methodology seeks to answer the questions of what approach/approaches to language learning are taken by the textbook and whether it is appropriate to the learning/teaching situation, what level of active learner involvement can be expected and whether this matches the students' learning styles and expectations, what techniques are used for presenting/practising new language items and whether they are suitable for the learners, how the different skills are taught, how communicative abilities are developed, whether the material includes any advice/help to students on study skills and learning strategies, whether students are expected to take a degree of responsibility for their own learning (e.g., by setting their own individual learning targets).

7) Teachers' books

The criterion of teachers' book seeks to answer the questions of whether there is adequate guidance for the teachers who will be using the course book and its supporting materials, whether the teachers' books are comprehensive and supportive, whether they adequately cover teaching techniques, language items such as grammar rules and culture-specific information, whether the writers set out and justify the

basic premises and principles underlying the material, and whether keys to exercises are given.

8) Practical considerations.

The criterion of practical considerations seeks to answer the questions of what the whole package costs and whether this represents good value for money, whether the books are strong and long-lasting, whether they are attractive in appearance, whether they are easy to obtain and whether further supplies can be obtained at short notice, and whether any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player and whether it is reliable. If so, schools must have the equipment available for use.

b) Textbook Evaluation Criteria by McDonough

McDonough examines criteria in two stages; an external evaluation that offers a brief overview of the materials from the outside (cover, introduction, table of contents), which is then followed by a closer and more detailed internal evaluation. This is the criteria McDonough & Shaw (2003):

External Evaluation :

1. The intended audience
2. The proficiency level
3. The context in which the materials are to be used

4. How the language has been presented and organized into teachable units/lessons
5. The author's views on language and methodology
6. are the materials to be used as the main 'core' course or to be supplementary to it?
- 6.1. The author's views on language and methodology is the teacher's book in print and locally available?
7. Is a vocabulary list/index included?
8. What visual material does the book contain and is it actually integrated into the text?
 - 8.1. Is the layout and presentation clear or cluttered?
9. Is the material too culturally biased or specific...[or]...represent minority groups and/or women in a negative way?

Internal Investigation :

1. The presentation of the skills in the materials
2. The grading and sequencing of the materials
3. Where reading/'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?
4. Where listening skills are involved, are recordings 'authentic' or artificial?
5. Do you feel that the material is suitable for different learning styles, and is it sufficiently 'transparent' to motivate both students and teachers alike?

c) Textbook Evaluation Criteria by Nation and MacAlister

Supporting Cunningsworth, Nation and MacAlister (2010) also suggest a list of features to choose from when evaluating a textbook. It covers:

- 1) Goals, content, and sequencing
- 2) Format and presentation, and
- 3) Monitoring and assessment.

The criteria of goals, content, and sequencing comprise the following statements: 1) The ideas in the course should help learning in the classroom, 2) The ideas in the course should suit the age of the learners and should interest them, 3) The content should take account of what learners expect to see in an English course, 4) The sequencing of the content should allow for some learners being absent from some classes, 5) The language in the course should be able to be modelled and comprehended by the teacher, 6) The number of lessons in the course should suit the school term or year, 7) The ideas in the course should increase the acceptability and usefulness of the course outside the classroom, 8) The content should suit the proficiency level of the learners, 9) The content should take account of what learners want, and 10) The content should be what learners need.

The criteria of format and presentation comprise the following statements: 1) The layout of the content should attract the learners, 2) The learners should have the skills to do the activities, 3) The activities could be used for self-

study, 4) The activities should take account of whether the learners share the same first language, 5) The activities should be suitable for a range of levels of proficiency in a class, 6) The activities should suit the size of class, 7) The activities should fit the learning styles of the learners, 8) The activities should be able to be presented and managed by the teacher (e.g. the teacher should be able to organise group work), 9) The course book should be easy to carry, 10) The material in the course or the course book should not be too expensive, 11) The amount of material in a lesson should suit the length of a class, 12) The activities should suit the physical features of the classroom (e.g., move desks for group work; sound proof for oral work), 13) The learners should be able to successfully complete the activities, 14) The activities should take account of what the learners expect to do in a language learning course, and 15) The kinds of activities should be useful to the learners in their future use or future learning of the language (e.g. knowing how to rank; knowing how to negotiate).

The criteria of monitoring and assessment comprise this statement: The course should show the learners that they are learning to do what they want to do.

d) Textbook Evaluation Criteria by Ur

Cambridge University Press (1996) in Ur (2009: 186) also suggests several criteria in evaluating a textbook. Those criteria are: 1) Objectively explicitly laid out in an introduction and implemented in the material, 2) Approach

educationally and socially acceptable to target community, 3) Clear effective layout, print easy to read, 4) Appropriate visual materials available, 5) Interesting topics and tasks, 6) Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc., 7) Clear instructions, 8) Systematic coverage of syllabus, 9) Content clearly organized and graded (sequenced by difficulty), 9) Periodic review and test sections, 10) Plenty of authentic language, 11) Good pronunciation explanation and practice, 12) Good vocabulary explanation and practice, 13) Good grammar presentation and practice, 14) Fluency practice in all four skills, 15) Encourages learners to develop own learning strategies and to become independent in their learning, 16) Adequate guidance for the teacher; not too heavy preparation load, 17) Audio cassettes, 18) Readily available locally.

e) Textbook Evaluation Criteria by Pusat Perbukuan (*Pusbuk*)

In 2007, *Pusbuk* (*Pusat Perbukuan*) also launched two instruments to evaluate English textbooks published in Indonesia. These two instruments are actually based on KTSP (School-based Curriculum). However, with some modifications, it can also be applied to evaluate 2013 Curriculum-based English textbooks, since both curricula apply genre-based approach. The first instrument consisted of one point: 1) content appropriateness. The second instrument consists of two points: 1) language

appropriateness and 2) presentation appropriateness. The first instrument is meant to evaluate content appropriateness. It evaluates 1) the appropriateness of material explanation with competency standard and basic competence, 2) material accuracy, and 3) supplementary materials.

When evaluating the appropriateness of material explanation with competency standard and basic competence, an evaluator will evaluate the material completeness, the material depth. The material completeness means a unit of a book must have three kinds of texts, that is short and simple interpersonal texts, transactional texts, and functional texts. Short interpersonal texts are related to learners' daily life which are meant to give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written, to interact with their closest environment, such as expressions for introduction, greeting and leave-taking, accepting or rejecting invitations, cancelling appointments, showing sympathy, thanking, complimenting, congratulating, complaining, showing regrets, promising, accusing, and so forth.

Transactional texts give learners opportunities to take and give things, service, information, and opinions related to learners' daily life and other subject matters, both oral and written, such as giving instructions, asking for and giving opinions and advice, warning, discussing

possibilities to do something, ordering, predicting, making judgements, asking about plans and purposes, and so forth.

Functional texts and short and simple monologues from various genres must be explored to improve learners' listening, speaking, reading and writing skills in regards to learners' daily life topics and other subject matters, such as formal and informal written and spoken texts (eg. *announcement, invitation, advertisement, recount, narrative, procedure, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review.*

The material depth focuses on 1) Exposure, 2) Retention on the rules of text production, and 3) Actual production. Exposure means in learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners' daily life with the objective to get learners accustomed to a particular type of text, particularly to its messages. Retention on the rules of text production means in learning every type of text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, that are social functions, generic structure, and linguistic features.

This should be conducted after learners have comprehended the message contained in a particular type of text. Actual production means in learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is

relevant to a particular type of text, by also considering the other two elements (generic structure and linguistic features). This is conducted when learners already have explicit comprehension about those three elements of text production.

Of all the textbook evaluation criteria mentioned above, the researcher found the one issued by *Cunningsworth* (1995) and *Pusbuk* most comprehensive, relevant and applicable for this research. Because the criteria were especially set and applied for evaluating English textbooks in generally. In this research writer used two criteria from Cunningsworth, first is Design and Organization and Language Content which is combine with characteristic from Pusbuk first is language appropriateness and textbook design.

Finally, the areas were elaborated into some items which became the criteria for evaluating the English textbooks. The items were elaborated further into some belief statements to make it easier for evaluation. This study attempted to evaluate two currently-published English textbooks entitled "Bright" from Erlangga Publisher and "When English Rings the Bell" from Ministry of Education grade VII of SMP/MTs and specifically to discover whether or not the English textbooks meet the criteria suggested by Cunningsworth (1995).