



When English Rings a Bell -2017 Revised Version- Is It a Good Book?

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Abstract

Coursebook is seen as a complete package of instructional material for teaching and learning process. It provides a framework for teachers, learning objectives and source of materials for students. In relation to this matter, this study exposed the analysis of English course book namely When English Rings a Bell (2017 Revised Version). The analysis was focused on the content of the course book to see if it matched the newest curriculum applied in Indonesia and can facilitate the English teaching process in grade seven. Checklist method was chosen since it was easier to be developed and more practical to be used. The checklist developed covered the relevance of the materials to the curriculum and syllabus, topic, language skills, supporting learning materials, language, and practical activities.

Keywords: Curriculum 2013, 2017 revised version book, course book analysis, grade seven

A. Introduction

In Indonesian educational system, there have been several different curricula implemented not only as an attempt to face both internal and external challenges of the global world; but also as a way improve the standard of the teaching and learning process. According to the Indonesian government regulation number 32 in 2013, the ministry of education and culture has launched a new curriculum to be implemented at schools, known as the 2013 Curriculum. This 2013 Curriculum has actually gone through some gradual changes to reach its fullest function. The latest revised version of the 2013 Curriculum was launched in 2017.

As the implication of the continuous changing in the curriculum, there is a crucial requirement for the availability of instructional materials which have been adjusted to the new curriculum implemented in Indonesia. Despite the numerous available resources that can be used as instructional materials, most of the teachers in Indonesia usually favor the ones designed in the form of textbooks due to its practicality issues. When the teachers feel reluctant to create their own instructional materials, textbook comes up to offer a source of materials to teach in the classroom. Not only that, Cunningsworth (1995) asserts that the textbook also provides both a framework that helps teachers achieve the teaching and learning objectives and a source of learning activities that students can do and practice in exploring the subject taught. In this case, textbook is seen as a complete package of instructional materials that all the teachers might need.

Before finally using a textbook as a source of instructional materials, it is highly recommended for the teachers to first evaluate whether or not the content of the textbook that they are going to use has been adjusted to the most recent curriculum implemented. A good textbook must clearly reflect which curriculum that is recently implemented since the relation between the two are like water and fish or sides of two coins; two but one, one but two (Tarigan & Tarigan, 1990:66). It should match with the goal of the curriculum; so that it can support the implementation of the curriculum and facilitate the teaching and learning process in the classroom.

Responding to the needs of the teachers in finding out a good textbook suitable with the 2013 Curriculum: 2017 revised version, the government publishes some textbooks which have been developed based on the core competence, basic competence, and learning approach stated in the curriculum. From all the textbooks published, one of them focuses on the teaching of English for the seventh-grade students in junior high school level. The title of the textbook is "When English Rings a Bell (2017 revised version)". This book is further published in two versions; student book and teacher book. The student book covers all the materials that will be learned by the students, whereas the teacher book provides complete information about how to use the student book.

Since no one can fully guarantee if the content of the English textbook entitled "When English Rings a Bell (2017 revised version)" for grade seven are relevant to core competencies and basic competencies stated in the most recent curriculum, an analysis toward the content of this textbook should be carried out. Due to the limitation of time, the writers will only analyze the content of the first three chapters, which are chapter one (Good morning. How are you?), chapter two (It's me!), and chapter three (What time is it?). The writers chose these three chapters to be analyzed because they present very basic materials, yet a very crucial competence to be accomplished by students. The very first time someone learns a new language, it is important for them to know how to greet, take leave, say thank you, apologize, introduce themselves, share about hobbies and favorites, introduce family members, mention names of days and months, state dates and years, and telling time in the target language. In short, the materials presented in the first three chapters are meaningful learning materials; it is useful in real life. Students can practically use or apply all the materials that they have learned at school in real life.

B. Literature review

1. Course Book Analysis.

Coursebook analysis is one of the processes in a course book evaluation. According to Hutchinson and Waters in Cheng, Hung, & Chiech (2011:93), course book evaluation is basically

a straightforward, analytical matching process: matching needs to available solutions. As stated by Wahab (2013:56), there are several reasons for evaluating a course book. One major reason is the need to adopt new course books. Another reason is to identify particular strengths and weaknesses in course books already in use. On the other hand, evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining if what the students learn actually get along with the curriculum implemented.

There are three basic methods of evaluating a course book according to Wahab (2013:56). The first method is called as an impressionistic method. It involves analyzing a course book on the basis of a general impression which can be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout, and visual. This method is not adequate in itself but could be combined with for example the second method, which is called the checklist method. This checklist method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very time consuming compared to other methods. The third method which is called as an in-depth method, suggests a careful examination or representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage of this method is that the selected section might not be representative of the book as a whole.

From the three methods that can be applied in evaluating a course book, the writers chose to apply checklist method since it is easier to be developed and more practical to be used.

2. *The Aspects Should be Considered in Analyzing the Content of the Course Book.*

Cunningsworth (1995) suggests that a course book analysis should at least cover some criteria, such as language content, selection and gradation of language items, presentation and practice of new language items, developing language skills and communicative abilities, supporting materials, conclusions, and overall evaluation. In order to be able to cover all the criteria, there some important aspects that should be considered in developing the checklist. They are: 1) aims and approaches, 2) design and organization, 3) language content, 4) skills, 5) topic, 6) methodology, and 7) teacher's guide. Another idea of the aspects that should be included in developing a checklist for a course book evaluation also comes from Ereksoussy (1993). In his book, he suggests that the checklist should consist of six aspects: 1) objectives, 2) content selection, 3) grading and recycling, 4) presentation frames, 5) practice activities (drills and exercises), 6) assessment models (model tests).

Unfortunately, since this current study only focuses on analyzing the content of a course book, the writers will not take all the aspects proposed by Cunningsworth (1995) and Ereksoussy (1993). Instead, the writers only included six aspects, which are: relevance of the materials to the curriculum and syllabus, topic, language skills, supporting learning materials, language, and practice activities. It is important to note that in the aspect of the relevance of the materials to the curriculum and syllabus, out of the four domains (religious, affective, cognitive, and psychomotor) available in 2013 Curriculum: 2017 revised version, there are only two possible domains to be included in a course book analysis. Those two domains are cognitive and psychomotor or more commonly called as basic competence 3 and basic competence 4.

Cognitive domain is related to the learner's thinking. It deals with remembering or reproducing something which has been learned. Bloom (1956) states that there are six learning levels of cognitive domain: knowledge, comprehension, application, analysis, synthesis, and evaluation. Then, Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, & Wittrock (2001) revise the cognitive domain in the learning taxonomy and made some changes. The most prominent changes are the names of the six categories from noun to verb forms and the slightly rearrangement of the learning levels. The revised learning levels of cognitive domain: remembering, understanding, applying, analyzing, evaluating, and creating. On the other hand, psychomotor domain is related to the learner's skill, including physical movement, coordination, and the use of motoric creativity. There are six levels of psychomotor domain: perception, set, guided response, mechanism, complex over response, adaptation, and origination.

C. Methodology

The course book analysis focusing on the content of an English course book entitled “When English Rings a Bell (2017 revised version) was carried out by using a checklist which was developed by the writers themselves. From all the aspects to be included in developing a course book analysis checklist stated by Cunningsworth (1995) and Ereksoussy (1993), the writers only included six aspects which were related to the analysis of a course book content. Those six aspects are relevance of the materials to the curriculum and syllabus (basic competence 3 and basic competence 4), topic, language skills, supporting learning materials, language, and practice activities.

The checklist developed basically consisted of three major columns: the aspect to be observed, the place to give check mark (yes/no), and the space to write important notes. Each of the aspect mentioned was further broken down into some sub-aspect. These sub-aspects contain more detailed specification which allows the writers to collect more thorough data to be analyzed. For more detailed information about the checklist, see the Appendix.

After finish developing the checklist, the writers asked an expert to validate the checklist. It is important to have validation from an expert in order to make sure if the checklist developed is suitable to the subject analyzed, easy to understand and, practical to be used. The writers then used the validated checklist to analyze the content of the course book.

D. Findings and Discussion

1. *Relevance of the Materials to the Curriculum and Syllabus*

The content of the first chapter matches *Kompetensi Dasar* (KD – Basic competency) 3.1. This chapter allows the students to learn how to greet other people by using the expression of good morning, good afternoon, good evening, and good night even to the person they do not know in the street like a student and a police officer (see page 2-8). The students can also learn how to say goodbye to the others like mother, father, teacher, and friends (see page 11-12) and how to thank and apologize to others in the appropriate context (see page 14-17) in this chapter. These expressions can be applied in their daily life. Grammar and vocabulary are not directly taught in this chapter. The students can learn the structure of the text from the short conversations provided as examples. However, the content of the first chapter does not match KD 4.1. In this chapter, there is no single exercise that requires the students to create a short and simple interpersonal dialogue related to greeting, parting, thanking, and apologizing expressions in written form. Most of the time the students are asked to practice short dialogue to greet other people, say goodbye, say thank you and apologize (see page 9, 10, 11, 13, 14, 18) and make a list of people the greeted and said goodbye today (see page 10 and 13).

The content of the second chapter matches KD 3.2 and KD 4.2. From this chapter, the students can learn how to do a self-introduction covering the information of name, origin, and home address (see page 22); ask other people’s name, origin, and home address and how to answer it properly (see page 25); spell each other names (see page 28); share each other hobbies and favorites (see page 30-31); and tell each other family members (see page 33). This chapter tends to discuss more how to share each other identities, hobbies, favorites, and family members rather than how to inquire about such information from other people. It only provides examples of expression that can be used to inquire other people’s identities, such as name, origin, and home address but not their hobbies, favorites, and family members. There are many examples of expressions that can be used to share and inquire each other identities, name spelling, hobbies, favorites, and family members provided in this chapter. The students even also learn how to use proper preposition (in, on, at) for the places (see page 24). Moreover, related to KD 4.2, this chapter requires the students are asked to take notes of each student’s facts and present it orally (page 23 and 24), complete a form related to other students’ facts in real life (page 26), fill a library card (page 29), and exchange information about family in real life with their friends (page 35). To conclude, this particular chapter tends to provide more

practices on doing self-introduction in the form of guided writing and reading a short text rather than speaking.

The content of the third chapter does not match KD 3.3 and KD 4.3. In this chapter, the students can learn about name of the days (page 54), time (page 39, 41, 42), name of the months (page 49), dates (page 50 and 52), but not years. There is no material about how to state years in English found in this chapter. This chapter provides some examples on how to state names of the days and names of the months by using “before” and “after”, tell time related to some daily activities, ask someone’s daily activities on a Sunday morning, ask and state other people’s birthday and several National Days in Indonesia. Grammar and vocabulary are not directly taught in this chapter. Talking about the requirement stated in KD 4.3, this chapter requires the students to state names of the days by using “before” and “after” and fill the schedule table (see page 54, 56, 57); write other students’ meal time and present it orally (see page 40); draw the hands of the clock based on the statements given (see page 41-42); complete the daily activities table (see page 43); collect the information of other students’ daily activities then compare the results to their own table and make paragraph by using the information (see page 46-47); state names of the months by using “before” and “after” (page 48-49); and ask the classmates’ birthdays to complete a birthday table (page 51). Most of the exercises in this chapter allow the students to practice speaking and writing skills. Yet, in this chapter, there is no material about names of the months that allows the students to practice their writing skill..

2. Topic

a. Appropriateness

The topics presented in chapter one up to chapter three does not exactly match to the ones mentioned in the 2013 Curriculum and syllabus. There is a material related to years that the course book misses to cover in chapter three. The title for chapter one “Good Morning. How Are You?” which covers the topics related to greeting (page 2-10), parting (page 11-13), thanking and apologizing (page 14-18) expressions. Then, the title for chapter two is “This is me” which covers the topics related to sharing and inquiring about each other, including identities (page 22-29), hobbies and favorites (page 30-32), and family members (page 33-35). Lastly, the title for chapter three is “What Time Is It?” which covers the topics related to time (page 38-47), names of the days (page 53-56), names of the months (page 48-49), and date (page 50-52). Unfortunately, the arrangement of the topics covered in chapter three does not follow either the sequence of the topics stated in the syllabus or the sequence of topics stated in the chapter page (see page 37). It will be better if the topics in Chapter 3 are arranged based on the sequence of topics stated in the syllabus provided by the government or the sequence that has been stated in the chapter page as the book users tend to expect that the sequence of materials presented will go as what have been stated in the chapter page.

b. Sociocultural value

One of the important aspects in textbook for language learner is sociocultural value. Sunderland (1994) identifies the most common six dimensions covered in the analysis of stereotyping in textbooks, namely; invisibility (females commonly appear fewer than males); occupational stereotyping in type and range of jobs (women are not only fewer than men in number and have more menial jobs, but are also in roles that offer them a worse deal in the job market); relationship stereotyping (women are seen more often in relation to men than men are to women, usually in a relationship of flaunted heterosexuality or a perpetually happy nuclear family, and associated strongly with the domestic sphere); personal characteristic stereotyping; disempowering discourse roles for female characters (women and girls speak less than men and boys, initiate less in mixed-sex dialogues, and exemplify different and less assertive language functions); and degradation (sexism is blatant, often to point of misogyny). However, only some of the dimensions above are covered in the book.

Related to Indonesian Culture

There is no cultural bias presented in the course book. The pictures are appropriately presenting the diversity of Indonesians. There is a picture of a young girl wearing a veil representing how most Muslim women in Indonesia like to dress themselves and the other ones who are not wearing a veil representing the other five religions acknowledged by the

Indonesian government (page 5). The example of greeting the elders, especially parents is illustrated with hand-kissing (page 7). There is also a list of National Days that Indonesians have to celebrate (page 52) in chapter three as an exercise to practice stating dates.

Stereotypical-Free Materials

The course book only has a little stereotypical issue. The course book seems like holding to the belief that a police officer must be a man because they are physically look stronger than woman (see page 5), while in fact, it is perfectly fine for a woman to be a police officer too. The perception about job stereotypical should be seriously taken into account since young learners might misunderstand or judge everything in the way they perceive from schools. Yet, the common stereotypical issue about cooking always deals with women is not found here since there is also an illustration about a father who cooks for the family (see page 42). There also found an imbalance portion of older and younger people in that where older people appeared very rarely. Older people were stereotyped as less physically capable than younger people, less active, more likely to need help and assistance; gender and age combine in stereotypes of distribution of family roles, with grandparents providing moral precepts and knowledge, although gendered in relation to theme and focus (Equal Opportunity Commission of Hong Kong, 2001).

Good Role Model for Students' Social Development

There are some illustrations in the course book that can be used as a good role model for the students' social development. It provides an illustration on how the students should respect the elders, such as doing hand-kissing while greeting them (page 7). A good role model also appears in an illustration of a daughter and her mother who pray before eating and sleeping (page 42). In the end of chapter one, the book even provides a little note to remind the students that they have to greet others when they meet them, say goodbye when they leave them, thank others for doing good to them, and say sorry when they make mistake (page 19). Social skills are undoubtedly essential skills to be given to young learners. Ladd in Lynch & Simpson (2010), states that youngsters will learn these skills from the adults and other children in their environment who model and explain how to behave in particular circumstances. Furthermore, this skill is beneficial for them as it will become the basis for subsequent relationships that they develop in later childhood and adulthood (Ladd & Burgess, as cited in Lynch & Simpson, 2010).

Positive View of Ethnic Origins, Occupation, Age Groups, and Disability

The book provides various characters which portray the diversity of Indonesians. The characters are illustrated by having various skin complexions (from fair to dark skin complexion), various types of hair (short, long, curly, straight), various age groups (youngsters and adults), various religions (some characters are wearing a veil which usually symbolize that they are Muslims). The example of positive view toward the ethnic origins is illustrated by a group of students who have different skin complexions having a walk together (page 5). The example of positive view toward occupation is illustrated by the picture that a teacher can be both man and women (see page 5, 14, 15). The example of positive view toward age groups is illustrated by some pictures that show how to respect the elders, such as parents, teachers, etc. (see page 5, 7, 11). However, the book does not provide any materials related to disability or any characters with disability. It would be better if the book also provides such materials so that the students will learn how to respect and help the disable people and not underestimate them. Lack of contact with disabled people affected primary-level students' willingness to identify with, or to know much about, disabled characters in stories. Teachers are aware that disabled people in educational materials are never seen as actively contributing to society but as needing assistance. Teachers felt that this absence may be due to an unwillingness by the disabled to permit representation in materials and were unsure of how to deal with class discussions on disability (Equal Opportunity Commission of Hong Kong, 2001).

c. Gender bias

There is a balance visibility between male and female characters used in this course book. Even though sometimes we might find that in a certain page of the book all the characters are

illustrated as males or females, but overall, there is a fair distribution on the use of the male and female characters. However, it seems that the course book does not really pay attention to the occupational role issue. Since both man and woman are treated as equal now, it would be better for the course book to also have an illustration of a female character being a police officer. Yet, the course book has provided balance occupational role for men in women as a teacher. The writers cannot really judge the gender bias issue from the balance proportion of the male and female pronouns used in the course book. There is very limited use of male and female pronouns found in this course book. The course book only emphasizes the use of male and female pronouns in chapter two, particularly in the part which discusses about sharing and inquiring each other family members. Most often, the male and female characters are directly addressed by using their names and appropriate nouns related to the gender, such as for male characters: Beni, Mr. Ahmad, Dad, Sir and for female characters: Siti, Mrs. Lina, Mom. In fact, the equality of male and female proportions in a text book could affect the students' personality and feelings such as lowered expectations, exclusion, devaluation and alienation (Gharbavi & Mousavi, 2012). Thus, it is highly recommended that the textbook should mention the role and appearance of male and female equally in each chapter.

3. Language skills

a. Listening

In general, there are two main types of listening materials, they are dialogue and monologue. According to Kadagidze (2006), listening materials for general ELT course should have dialogues as they are the significant part of authentic communication. Therefore, it is expected that the content of the course book analysed provide more dialogues to practice listening skills.

Unfortunately, there is no specific listening material provided both in chapter one up to chapter three. The course book is not completed with any CD intended to teach listening. Therefore, the listening materials are mostly presented in the form of listen and repeat the words/expressions/ utterances that the teacher says. For chapter one, the listen and repeat activity to practice greeting, parting, thanking, and apologizing expressions can be found on page 4, 11, and 14. For chapter two, the listen and repeat activity to practice sharing and inquiring each other identities, hobbies, favorites, and family members can be found on page 22, 25, 27-28, 30-31, and 33. Lastly, for chapter three, the listen and repeat activity to practice stating names of the days (mentioning the names of the days in a week, stating name of the day by using "before" and "after", and mentioning the name of the days and the subjects that the students have to learn for that day) can be found on page 53-55. The listen and repeat activity to practice stating names of the months (mentioning the names of the months in a year and stating the name of the day by using "before" and "after") can be found on page 48-49. The listen and repeat activity to practice telling time can be found on page 39, 41-42, and 44. The listen and repeat activity to practice stating dates (mentioning the ordinal number from 1 up to 30 and mentioning the dates of some National Days in Indonesia) can be found on page 50 and 52. In regards to the material about the ordinal number in chapter three, it would be better to have the list of ordinal number from 1 up to 31. There are some months, such as January, March, May, July, August, September, October, and December which have 31 days. As one of the exercises in the course book requires the students to ask ten classmates' birthdays, it is important to provide the complete ordinal number starting from 1 up to 31 since there is a high probability for the students to be born on the 31st of the month.

b. Speaking

Speaking materials in the course book match the basic competences stated in the syllabus. All the materials provided are appropriate with the topic and can facilitate the students to practice their speaking communicatively. Some of the speaking materials provided are even combined with values of Indonesian culture. According to Liu & Laohawiryanon (2013), inserting the culture in the learning materials can cultivate learners' knowledge of their own culture in English. In other words, the speaking materials provided in the course book can fulfil the students' need to practice the target language as well as to let the students know better about their own culture.

In chapter one, the speaking materials to practice greeting, parting, thanking, and apologizing are presented in the form of imitating (page 4, 11, 14), role playing (page 4-8, 11-12, 14),

creating some simple interpersonal dialogues (page 9), and giving appropriate respond to a situation stated by the teacher (page 13, 18). The writers had drawn their attention toward the instructions on page 14. The instruction given on page 14 is somehow inappropriate since it does not match the two pictures provided. Analyzing from the previous pages, the instruction on this page should have been about requiring the students to listen and repeat the expressions of thanking and apologizing that the teacher reads from the course book. Therefore, it would be better to revise the instruction on page 14 as the ones stated on page 4 and 11. Then next, in chapter two, the speaking materials to practice sharing and inquiring each other identities, hobbies, favorites, and family members are presented in the form of imitating (page 22, 25, 27-28, 30-31, 33); introducing other people (page 23); doing a self-introduction (page 24); inquiring other people's name, origin, and home address (page 26); spelling each other names (page 27-28); role playing (page 30-31); sharing each other hobbies and favorites (page 32); retelling the family members provided as examples (page 33); and sharing information about the family members that the students have in real life (page 35). Lastly, in chapter three, the speaking materials to practice telling time and stating names of the days, names of the months, and dates are presented in the form of imitating (page 39, 41-42, 48-50, 53-55), drilling (page 49, 54), mentioning the lesson schedule from Monday to Friday (page 56), telling other people's meal times in a day (page 40), role playing (page 44), interviewing a friend to know his/her daily activities and what time he/she does each activity (page 46), asking ten classmates about their birthdays (page 51), and mentioning the date of National Days that the teacher states (page 52). In this chapter, the writer found that there was no clear distinction between the instruction provided on page 34 and 35. However, the teacher book has the answer key for the exercise on page 34 (see page 56 on the teacher book). Rather than asking the students to work on the same activity for twice, it is highly suggested to change the instruction on page 34 into a listening session. So, the teacher can read aloud the answer key provided in the teacher book and ask the students to fill the form with the correct answer.

c. Reading

The selection of reading materials should consider factors directly related to the students: students' level, students' interests, students' needs, students' background knowledge and the aspects related to the text: relevance, content, authenticity (Arias, 2007). In the factors directly related to the students, the reading materials presented in the course book are appropriate to the students' level, interests, needs, and background knowledge. Moreover, in the aspects related to the text, the reading materials presented in the course book provide relevance materials and appropriate content for beginners but not authentic materials.

The reading materials provided in the course book are very limited although they match all the basic competences stated in the syllabus. The reading materials are mostly presented in the form of examples related to the topic being learned. The students can make use of these examples to enrich their knowledge. In chapter one, the examples of greeting, parting, thanking and apologizing expressions can be found on page 5-8, 12, and 15-17. In chapter two, the examples of how to do a self-introduction, inquiring other people's name, origin, and home address, spelling each other names, sharing each other hobbies and favorites, and telling each other family members can be found on page 22, 25, 27-28, 30-31, and 33. Lastly, in chapter three, the examples about how to state names of the months by using "before" and "after" and state names of the days by using "before", "after", "tomorrow", and "yesterday" can be found on page 49 and 54. The course book has more variation of reading materials for the topic of time and dates. The reading materials related to time are presented in the form of drawing the hands of the clock to show the time stated in the statements (page 39, 41-42) and completing a table by reading the statements provided (page 41-43, 44-45). Meanwhile, the reading materials related to dates are presented in the form of a short conversation about asking and stating other people's birthday (page 50), list of National Days in Indonesia (page 52) and a short conversation about asking and stating the celebrations of some National Days in Indonesia (page 52).

d. Writing

The course book only has a few materials to practice writing. Supposedly, the course book should have provided more activities and instructions that allow the students to create short dialogue or short text to practice their writing. As it is suggested by Hosseini, Taghizadeh,

Abedin, and Naseri (2013) that any reading and language curriculum must think about the multidimensional nature of writing in instructional practices, evaluation procedures, and language development. Providing ample amount of activities and instructions that truly reflect the nature of writing in the course book will eventually help the students to stimulate their ability in English.

In chapter one, the materials that allow the students to practice their writing are presented in the form of completing some tables which require the students to list the people that the students greeted that day and what greeting expression should be addressed according to the time (page 10); and the people that the students say goodbye to what parting expression should be addressed according to the time (page 13). Relating to the material presented on page 13, the writers suggest to just omit the time for the parting exercise because there is no specific parting expression related to time in English. Then, in chapter two, the materials that allow the students to practice writing are presented in the form of taking note on a friend's name, origin, and home address to introduce other people (page 23) and inquire other people's identity (page 26); taking notes on the student's own name, origin, and home address to do self-introduction (page 24); translating the students' ID card into English and completing the information required in the ID card (page 29); taking notes on the family members mentioned as the example (page 33) and the student's family members in real life (page 35). Lastly, in chapter three, the materials that allow the students to practice writing are presented in the form of writing down some simple sentences about the subjects to learn from Monday to Friday by regarding to the information provided in the table (page 56), creating a table to write down the lesson schedule that the students have in real life completed with the information of time (page 57), writing down some simple sentences by using the information in the table of lesson schedule that the students have created (page 57), filling a table with the information got from an interview with a friend (page 46), filling a table with the information about the student's own daily activities (page 46), reporting the information from the table about the student's own daily activities into a good paragraph (page 47), listing ten classmates' birthdays in the table and write down two simple sentences for stating each of the classmate's birthday (page 51). Unfortunately, there is no material that allows the students to practice their writing in the topic of names of the months.

4. Supported Learning Materials

a. CD for Listening

The course book does not provide any CD or any well-recorded materials for listening activity. The listening activity is only done manually by listening to the teacher's pronunciation and repeat what the teacher said. Therefore, the teacher should be able to select and compile some listening materials taken from internet or any other source that matches the basic competences in the syllabus.

b. Script for Listening Materials

The course book does not have script for listening material since it does not have CD or well-recorded materials for listening activities.

c. Vocabulary List

The vocabulary used in the course book is simple and easy to comprehend. The colorful pictures help the students understand the vocabulary easier. Thus, there is no such a list for difficult vocabulary or meaning.

d. Answer Key

The student book is not completed with answer key so that the students will try their best to find the correct answer. Though, the answer key for the exercises in the student book can be found in the teacher book.

e. Teacher Book

This course book comes with a teacher book as guidance for the teacher which provides complete information on how to use the book to teach the eight chapters mentioned in the course book. The teacher book provides complete steps about what the teacher should do in the teaching and learning process. It provides some options on how some materials should be delivered in the class. Not only that, it also has a complete information about the materials distribution, the time allocation, how to score the students' competences, the scoring rubrics

that can be used to score speaking and writing, the materials that the students should learn, how the teaching and learning process should be done regarding to the curriculum, etc.

5. *Language*

a. Language Appropriateness

The languages used in this course book are appropriate for the students' cognitive development. The expressions in the chapter one up to three use a simple language and are related to the students' daily activities. Thus, the students can practice it even with their family member. The expressions provided in the course book are very basic yet it is appropriate for the beginner level. In addition, the illustrations help the students to express and respond some information or questions in a good way.

b. Grammar

The book has paid sufficient attention to grammatical aspect. Although there is an expression on page 5-6 that do not follow English native speaker's common sense, but there are no mistyped words, grammatical error, and misused words. Overall, the course book has grammatically correct sentences, so that the course book is expected to give a good input for the students' language competence.

c. Vocabulary (Diction)

The vocabularies or dictions used in the course book are simple. The vocabulary mentioned in the book can be a good input to develop the seventh-grade students' ability in using English to communicate their ideas or feelings. There are no inappropriate or out of context vocabularies or diction used in the course book.

6. *Practice Activities*

The course book provides sufficient variety of practices that covers all the basic competences in the syllabus. The various types of activities that the course book provides will eventually prevent the students from getting bored or feeling exhausted. The number of items given in each exercise is also reasonable and appropriate. Moreover, the course book also uses very clear instruction for each of the exercise or activity. All the instructions use appropriate words and are easy to understand. Hence, it is expected that the students can do all the instruction correctly.

Additionally, the practice activities in the course book also cover individual work and group work. According to Bruning, Schraw, & Ronning (1995), Jacobs & Ball (1996) as cited in Litz (2016), the best type of activities that encourage and promote positive and facilitate individual accountability are those through cooperative learning strategies. Thus, it is very crucial to have group work activities in the classroom as it helps students to better understand the task assign by having a discussion with other group members. After having group work, it is expected that the students can improve their performance in using the target language. Supporting the idea of how group work may help students learn the target language better, in each chapter of the course book there are at least three different activities accommodated in a group work or even an individual work.

E. **Conclusion**

1. Conclusion

According to the result of the finding and the discussion, it can be concluded that the course book entitled "When English Rings a Bell (2017 revised version) can be used as a good source of learning materials to teach the seventh-grade students during the implementation of 2013 Curriculum: 2017 revised version. This course book covers most of the topics stated in the curriculum and syllabus; it only misses to provide a topic about how to state years in English. This course book has an adequate number of exercises that allow the students to practice their English and deepen their understanding about the topic learned. There are various types of activities that the students can do for each of the topic learned. It is a good thing though since it will prevent the students to easily get bored while learning English. The illustration of the characters presented in the course book reflects the diversity of the Indonesian citizen and the activities that the characters do can indirectly help the students develop their social affair with the people around them. More importantly, this course book comes out with a teacher book

which gives complete information and instruction on how to use the course book for the English teaching and learning process in the classroom.

Despite of all the strengths that it has, there are also some weakness that can be pointed out from the course book. The first crucial thing to point out is that this course book seems to focus more on drilling the students to practice their speaking skill. There is a limited exercises or activities that allows the students to practice the other three skills. The second thing is that the stereotypes related to the occupational roles that is presented in the course book.

2. Suggestions

There are three suggestions that can be taken into consideration for the publishers in order to make this course book better.

The first one is related to the fair distribution of the exercises and activities to practice listening, speaking, reading, and writing. The course book should have provided fair portion of materials to practice the four language skills since to learn a new language actually means to be able to master all the language skills as a whole piece. The publisher also should have provided a well-recorded CD for listening so that the students can get the authentic example on how to pronounce the words and state the utterances correctly.

The second one is related to the spelling that the course book used. The course book should have been very consistent whether to use American or British spelling. In the first chapter and most parts of the course book, it can be seen that the course book uses American spelling. We may notice it from the way it spells the word "Mom". However, as we go to the second chapter, the book seems to mix the American English with the British English. For example, on page 30-32, the book discusses a topic about how to share and inquiry each other hobbies and favorites. On page 30 and 32, the book spells the word "color" by using American English spelling and the word "favorite" by using British English. Meanwhile, on page 31, the book spells the word "color" and "favorite" by using American English. It is an open secret that mixing American English and British English is not a big deal in a developing country like Indonesia. However, consistently using only one English style will surely do greater good for the credibility of the book and not confuse the seventh-grade students who have just start to officially learn English as a compulsory subject at school.

Then, the last one is related to the expressions provided as examples. As this book is widely used by most junior high schools in Indonesia to facilitate the English teaching and learning process in the classroom, it will be much better to provide the examples of English expressions which are more acceptable to the English native speakers' sense. For example, on page 6, the book provides examples of various expressions which are usually used while meeting other people. The first picture uses "And you?" meanwhile the second picture uses "How about you?" to ask how someone has been doing in return. In this case, the utterance "How about you?" is way more acceptable to the native speakers' sense and is more grammatically correct compared to "And you?". The same thing goes on page 22. In doing a self-introduction, English native speakers rarely use such expression like "I live in Bandung, in Kampung Pandan, on Jalan Serai. Precisely, I live at 46 Jalan Serai, Bandung" nor "I live in Kupang, in Kecamatan Angkasa, on Jalan Denpasar. Precisely, I live at 5 Jalan Denpasar.". Rather than saying "precisely" or "to be more precise", English native speakers tend to directly mention their complete home address. It is Indonesians who usually like to assert that such words to inform other people their complete home address. This what makes the examples provided in the book look like English but sound so Indonesian.

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