

CHAPTER I INTRODUCTION

1.1 Background

The Indonesian government's role in education is comprehensive, encompassing the design and implementation of the national curriculum (Sumayadi & Yahya, 2020). It ensures that educational content aligns with national development goals and cultural values. The Ministry of Education and Culture is responsible for formulating educational policies, setting standards, and overseeing curriculum development.

Furthermore, the Indonesian government plays a crucial role in ensuring the quality of textbooks used in schools through a structured process of evaluation, approval, and distribution. By setting clear standards and criteria, the government ensures that textbooks are accurate, readable, well-designed, and educationally valuable.

The Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) is primarily responsible for overseeing the preparation, evaluation, and distribution of textbooks. It is well-defined by regulations such as Permendikbud No. 8 of 2016 and Permendikbudristek No. 22 of 2022. These regulations outline the processes for developing, evaluating, and distributing educational materials to ensure they meet specific standards and criteria, thereby maintaining the quality of education provided to students.

According to the regulations, the ministry collaborates with various stakeholders, including educators, authors, and publishers, to ensure the materials meet educational standards. The standards and criteria for textbooks are comprehensive and aim to ensure that the materials support effective teaching and learning. The key criteria include: Content Accuracy and Relevance, Language and Readability, Design and Presentation, Educational Value, and Compliance with National Standards.

However, these standards and criteria are too universal, as they are applicable to textbooks beyond the realm of Language Teaching. In language teaching it is very important to have a very specific standard that provided a comprehensive coverage of the main aspects and issues in materials development for language teaching (Tomlinson, 2013).

“When English Rings a Bell” is one of English textbooks published by Ministry of Education of Indonesia. It is currently utilized by 7th grade students at SMP Advent NusraNoelbaki, Kupang. The book must have met the quality standard defined by the ministry. A material evaluation on this book needs to be performed to assess the quality of the book in English language teaching. This evaluation is conducted against standards tailored specifically to English teaching.

That is why in this study, the writer is interested in evaluating the English textbook entitled When English Rings A Bell under the title **“A Material Evaluation on English Textbook “When English Rings A Bell” Textbook for Seventh Grade Student at SMP Advent NusraNoelbaki”**.

1.2 Research Problem

This study was conducted to answer the following question: To what extent the English textbook “When English Rings a Bell” textbook fulfill the evaluation criteria?

1.3 Aim of the Study

The study aims to find out investigate to what extent the English textbook “When English Rings a Bell” fulfill the evaluationcriteria for a quality English teaching textbook. This involves evaluating the textbook’s alignment with the curriculum, its content, and its overall design and organization to ensure it effectively supports English teaching objectives.

1.4 Significance of the Study

1. Theoretically
 - a. This study contributes to development of material evaluation theories.
 - b. This research can be used by English teacher to choose a suitable English textbook for their students.
2. Practically
 - a. This research can be used by curriculum developer to take account in the process of designing the English curriculum.
 - b. This research can be used by the writer of “When Englis Rings a Bell” to revise and make the book better for the students.