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JURNAL LITRAYA

LITRAYA merupakan jurnal ilmiah berisi artikel ilmiah Sastra dan Budaya, baik yang ditulis dalam bahasa Indonesia maupun Inggris. Tulisan bisa berupa hasil analisis, kajian dan penerapan teori, penelitian dan pembahasan kepastakaan.

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TEXTBOOK EVALUATION OF *BAHASA INGGRIS*: BASIS FOR THE DEVELOPMENT OF A SUPPLEMENTARY LEARNING MATERIAL IN ENGLISH

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ABSTRACT

Textbook is a universal element of teaching, used by many teachers around the world in different level of education. It is important for teachers to be careful in selecting a textbook that match with the students' needs and characteristics, such as age of the students and also the learning style of students. Textbook evaluation can be used by teachers to help them in selecting textbook that suitable with students' need in order to facilitate them to accomplish the learning objectives effectively. This study attempts to evaluate the Bahasa Inggris textbook as a textbook for Grade XI senior high school and vocational school students. Specifically, it aims to find out the result of textbook evaluation along the general attributes and the learning-teaching content, the strengths and weaknesses of the textbook, and also the supplementary learning material in English that can be designed based from the findings of the study. The descriptive-evaluative method was used in this study. The data collected through textbook evaluation checklist and written document analysis such as curriculum and syllabus. The findings indicate that the result of evaluation shows that the general weighted mean of all criteria is 2.43 interpreted as strength. There are eight criteria namely pronunciation, reading, writing, speaking, vocabulary, general, and methodology are evaluated as strengths. Meanwhile, three criteria namely exercises, physical and utilitarian attributes, and listening are evaluated as weaknesses. Based from the findings of the study, a supplementary learning material in English can be designed. The supplementary learning material is intended to support the Bahasa Inggris textbook used by Grade XI senior high school and vocational school students.

Keywords: *Textbook, Textbook Evaluation, General Attributes, Learning-teaching content.*

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A. Introduction

The status and role of English in one country is different from others. In Indonesia, the status of English has not changed within the last 50 years or so, it is still served as the first foreign language. English as a foreign language is intended to access scientific knowledge and new technologies, as a lexical resource for the development and modernization of Indonesian, and as a way to get to know and learn about the native speakers, their language, culture, literature or expanding one's intellectual horizons (Bachrudin Mustafha, 2009). With this given status, the objectives of English language teaching in Indonesia are focused on the mastery of linguistic patterns as well as the development of English skills (listening, speaking, reading, writing). More specifically the

purpose of English language in teaching and learning in Indonesia is to develop students' ability to understand simple oral and written language.

Textbook as a universal element of teaching is used by many teachers around the world in different level of education. It can be seen through their tendency to rely heavily on textbook by just use all of the items provided in the textbook. Textbook is also known as a primary agent of conveying knowledge to the students through providing language input and language practice in a selected, easy, and organize way. Language input is presented in form of educational text, material skills, language concept, and even explanation. Hence, language practice is presented in form of activities, practice drills, exercise or worksheet. All those language input and practice are arranged orderly in a certain way that makes usually fit to be presented in a single volume of book, so it can be easily used by both teachers and students (Richards, 2002).

It is important for teachers to be careful in selecting a textbook that match with the students' needs and characteristics, such as age of the students and also the learning style of students. The existence of textbook is to enhance the effectiveness of teachers in teaching. Therefore, textbook supposedly should serve teachers not the other way around. However in many cases, teachers serves the textbook, where they place the textbook as their superior and just follow it around without selecting and adapting materials that appropriate for their students (McGrath, 2002). Textbook evaluation can be used by teachers to help them in selecting textbook that suitable with students' need in order to facilitate them to accomplish the learning objectives effectively (Cunningsworth, 2008). Through textbook evaluation, teachers are also able to figure out the strengths and weaknesses of a textbook before come to a decision to use certain textbook, so the textbook will not be wasted. There is a wide range of factors that can be taken into consideration in developing textbook evaluation, including the language content, language skills, topics, genre of texts, even the layout and visual of the textbook.

In Indonesian context, textbook evaluation is essential to be conducted, because textbook in English teaching is widely used. The students' needs are not the only factors to consider, the aims, methods, and values to the English teaching program as elaborated on the curriculum and syllabus are also important. Moreover, English textbook should relevant to the existing curriculum in order to reach the learning objectives stated in the syllabus. Guided by information gathered above, this study tried to evaluate the textbook entitled *Bahasa Inggris* which is published by the Ministry of Education of Indonesia in 2014 and intended for Grade XI senior high school and vocational school students. The identified strengths and weaknesses can be the basis in designing English learning material to support students' needs and to cultivate their self-reliance in learning English.

B. Review of the Literature

1. English Language Teaching (ELT) Textbook

Textbook plays an important part in determining the success or failure of an English language teaching course (Lawrence, 2011). However, the wrong choice of textbook would make teachers and students fail to reach the learning objectives. The materials that already organized into chapters, as well as guidelines that usually presented in the textbook make both students and teachers know which step they need to take in the classroom. In addition, textbook is counted as one of curriculum materials and also tool where curriculum is transferred and interpreted into teaching materials which will be learned in the classroom. Textbook actually is the realization of syllabus that the core is based on curriculum. Therefore, all the materials presented in the textbook should match with the

curriculum and syllabus. According to Richards (2002) in a language classroom, textbook serves as language input as well as language practice for the students through providing the content of the lesson and the kind of language practice the students take part in. Language input is presented in form of educational text, material skills, language concept, and even explanation. Meanwhile, language practice is presented in form of activities, practice drills, exercise or worksheet. All those language input and practice are arranged orderly in a certain way that makes usually fit to be presented in a single volume of book, so it can be easily used by both teachers and students.

2. Language Content in ELT Textbook

According to Richards and Rodgers (1986), language can be defined as a system of structurally related elements for the transmission of meaning which consist of phonological units, grammatical units, grammatical operations, and lexical items. Thus, language content in the textbook is essentially one of many aspects that need to be identified, in order to evaluate the suitability of the material. The actual items of language content are grammar, vocabulary, and phonology which are believed to be the base of everything else that contributes to the complex process of language teaching.

Patel and Jain (2008) defined grammar as a system of rules concern on the relation of words in a sentence. It is also refer to a major component of any general language course, thus a good textbook is expected to present an effective teaching of grammar though an understanding to use grammar that provides students with the ability to create their own utterances. The first thing to be noticed in the textbook is what grammar items are included and how far they correspond to students' needs. Grammar presented in the textbook can be emphasized on its use and form, for example through the reading passage before the form of the tense is explained to the students. Teaching grammar had a very important place in the past, where it is believed that in learning English, grammar must be taught first.

Vocabulary can be defined as the words taught in the foreign language. There are five items of vocabulary that needs to be taught, namely form (pronunciation and spelling), grammar, collocation, aspects of meaning and word formation. Textbook as one of teaching materials is believed to be helpful in equipping students with strategies with handling unfamiliar vocabulary. The first stage of teaching vocabulary is presenting the new vocabulary items by considering on how the meaning of the item would be presented to students who are encountering it for the first time. The last item of language content is phonology. It is also known as the sounds of the language is one of concept belongs to pronunciation. The aspect of phonology is included form, sound, stress and rhythm, and intonation. Pronunciation in ELT is not only to make students aware of different sounds and sounds features, but also able to improve their speaking immeasurably as well as give them more understanding of spoken English (Harmer, 2007)

3. Textbook Evaluation

Textbook evaluation can be used by teachers to help them in selecting textbook that suitable with students' need in order to facilitate them to accomplish the learning objectives effectively. Through textbook evaluation, teachers are also able to figure out the strengths and weaknesses of a textbook before come to a decision to use certain textbook, so the textbook will not be wasted. Moreover, this will enable teachers to make appropriate adaptations or supplementation to the material in their future instruction. According to Sun Min Lee (2013), the development of textbook evaluation was already started since the 1970s. The most prominent feature of the theory of textbook analysis in the 1990s is presented by McDonough and Shaw in 1993 which consist of two categories namely

Macro-Evaluation (External Evaluation) and Micro-Evaluation (Internal Evaluation). There are eight items of macro evaluation which include questions related to guidebook, visual, clear outline, culture, and contents of examination. The micro evaluation has the same amount of items as macro evaluation that includes questions related to presentation of language skills, grading of textbook contents. Based on the development of textbook evaluation theory from time to time, it can be seen that there are actually a wide range of factors that should be taken into consideration in evaluating textbook.

Cunningsworth (2008) proposed some specific criteria for evaluating textbook namely:

1. Textbook should match the aims and objectives of the language learning program in order to correspond to students' needs.
2. Textbook should be able to equip students to use language effectively for their own purpose.
3. Textbook should consider students' needs as learners and should facilitate their learning process without dogmatically imposing a rigid 'method'.
4. Textbook should have a clear role as a support for learning.

Based on Cunningsworth's criteria, teachers should select a textbook that match with the aims and objectives of the learning program; a textbook that facilitate students to use language effectively; a textbook that consider students' needs and beneficial to students. Another criterion is presented by Mukundan, Hajimohammadi & Nimehchisalem (2011) who divided the list of textbook evaluation criteria into the two general categories namely general attributes and learning-teaching content. The first category is general attributes that evaluate the textbook based on its relation to suitability with syllabus and curriculum; methodology; the learners; the physical and utilitarian attributes, such as the layout and visual of the textbook; supplementary materials such as teachers' guidance book. Meanwhile, the learning-teaching content consists of language skills (listening, speaking, reading, writing), language content (grammar, vocabulary, pronunciation) and exercises.

4. Methods of Textbook Evaluation

McGrath (2002) presents three types of methods namely the impressionistic method, the checklist method, and the in-depth method. The checklist method consists of a list of items which is referred to for comparison, identification, or verification where the items being checked off once their presence has been confirmed. As applied in this study the method use to evaluate the textbook is checklist which is considered systematic, cost effective, convenient, and explicit. Systematic means that all the elements that are considered important are on the list. Cost effective refers to the ability to record all of information needed in short space of time. Convenient means the information is easy to be compared with sets of material. Explicit refers to the ability of all categories to be understood by respondents. Furthermore, the checklist developed in this study is based on the criteria proposed by Mukundan, Hajimohammadi & Nimehchisalem (2011).

5. Research Gap

The previous studies analyzed and evaluated textbook used in different objects, aspects, and different perspectives. Siti Nurhayati Diniyah (2013) and Tok (2010) tried to present the teachers' perception toward textbook evaluation. Meanwhile, Shabani and Nejad (2013) as well as Mohamadi and Abdi (2014) focused on the pedagogical value of the textbook. On the other hand, Nematy (2009) focused on the systematic vocabulary evaluation. So far, not one among the previous studies mentioned closely related to this research. Although, Mukundan and Kalajahi (2013) also focused on the evaluation of general attributes and the learning-teaching content of the textbook which is the same with

the present study, but they focus on Malaysian English textbook for grade school. Meanwhile, a research conducted by Ruri Supatmi (2016) was also evaluated Indonesian English textbook. However, her research is focused on English textbook used by vocational school students. However, in term of interpretation, both of them use likert-type scale. The other one is a research done by Sophia Fithri Al-Munawwarah (2015) that focuses on evaluating an EFL Textbook for Tenth Grade Senior High School Students. Her research is more focused on revealing the extent of the textbook in representing the criteria of good EFL textbook and the appropriateness of the textbook based on the curriculum 2013 as elaborated in the syllabus. However, the syllabus based on the curriculum 2013 is also used in the present study.

C. Research Methods

The research used the descriptive-evaluative method to determine the data needed under present investigation. Hood (2009) stated that descriptive method is intended to present only a detailed, contextualized picture of a particular phenomenon. This method is designed to know more of the facts or current condition related to the nature or characteristic of a group of person or a class of events which may involve organization, classification, analysis, enumeration, and measurement. Meanwhile, evaluation research defined as a type of study that standardized social research methods for evaluative purpose as specific research methodology, as well as an assessment process that employs special techniques to the evaluation of social program. In this study, descriptive evaluative method describes the evaluation of *Bahasa Inggris* textbook. In addition, this study employs multiple data collection methods including textbook evaluation checklist and written document analysis, in order to provide in-depth description and analysis of the conditions being looked into (Crocker, 2009). The textbook was evaluated based on textbook evaluation criteria that consist of two categories namely general attributes and learning-teaching content. Those categories were presented in form of textbook evaluation checklist developed by Mukundan, Hajimohammadi & Nimehchisalem (2011). Meanwhile, the curriculum and syllabus are included in written document analysis. The respondents of this study were the six English Teachers of SMA 2 Tasikmalaya, West Java, Indonesia.

Since the data was in numerical form, statistical analysis was applied. The weighted mean was used to evaluate the textbook used by Grade XI senior high school and vocational school. The formula used is:

$$WM = \frac{\sum fx}{N}$$

Where

WM = the weighted mean

$\sum fx$ = sum of all products of each weight

N = number of respondents

To interpret the computed weighted mean for each area, the likert-type scale was used in quantifying, interpreting and determining the weighted mean with the following:

Scale	Range	Interpretation
4	3.24 – 4.00	Excellent / Strength
3	2.50 – 3.24	Very Good / Strength
2	1.75 - 2.49	Good / Strength
1	1.00 – 1.74	Fair/ Weakness

Ranking was used to determine the ordinal arrangement of the numerical result from the highest to lowest in the need analysis.

D. Result of the Research

1 Teachers' Evaluation of *Bahasa Inggris* Textbook

Table 1 shows the weighted mean for the first criterion of general attributes. The relation to syllabus obtained 1.75, interpreted good. The methodology, 3.00 and 2.83, all interpreted as very good. Based on the evaluation result, all the teachers assumed very good that the textbook matches the specification of the syllabus.

Table 1
Result of Teachers' Evaluation of *Bahasa Inggris* Textbook

Criteria	WM	VI	Rank
I. General Attributes			
a. Methodology			
1. It matches the specification of the syllabus	1.75	Good	1
2. The activities can be exploited fully and can embrace the various methodologies in ELT	3.00	Very Good	3
3. Activities can work well with methodologies in ELT	2.83	Very Good	2
Average Weighted Mean	2.53	Very Good	
b. Physical and Utilitarian attributes			
1. Its layout is attractive	1.30	Fair	2.5
2. It indicates efficient use of texts and visuals	1.35	Fair	4
3. It is durable	1.25	Fair	1
4. It is cost-effective	3.25	Excellent	5
5. The book is supported efficiently by essential like audio-materials	1.30	Fair	2.5
Average Weighted Mean	1.69	Fair	

Chanie (2013) argues that the existing syllabus should be considered by teachers in order to ensure that the textbook utilized in EFL classes may contribute to the students' success. Thus, the appropriateness between textbook used in the classroom with the specification of the syllabus is important to be considered by teachers, in order to help students to accomplish their learning objectives. The activities provided in textbook are able to be fully exploited so that students can easily grasp the concepts and skills being taught. The activities provided in the chapter begins with reading and end with speaking, as generally believed that students need to be part of receptive competence before become part of productive competence. It means in order to produce language, students need to receive the language and understand it first. The weighted mean for the physical and utilitarian attributes are the following: the efficiency use of texts and visual is 1.35, the durability is 2.33, the attractiveness of layout is 1.30, the availability of audio-materials is 1.30 are all interpreted as fair. The use of texts and visual in textbook are important, not only to attract students' attention but also to support the topic and activity which being discussed. The visual mostly represented by colorful texts, illustration or picture. The table shows that the efficiency use of texts and visual in the textbook is fair. It means the book still not provide the texts and visual efficiently. In terms of durability, the paper used by the textbook is not too thick or thin, but strong enough to be used. Thus, it appears that the book is physically strong and well binding. The table shows that the book ability to provide audio-materials is considered as fair. Graves (2002) added that textbook should include supporting materials such as audio to guide teacher and to make the learning environment more interesting and enjoyable. The existence of audio-materials is important especially for supporting listening activity. The weighted mean for the effective cost of the

book is 3.25, interpreted as excellent. The textbook is published by Indonesian Ministry of Education, so the students don't have to pay for it. They just need to return it to the library at the end of semester.

Table 2 shows the second criterion of learning-teaching content. The weighted means for general criteria are the following: the consideration of cultural sensitivity is 2, 83, the achievability of task objectives is 3.00, the arrangement of task from simple to complex is 2.50, the situation created in the dialogues sound natural and real is 2.50, the language in the textbook is natural and real is 3.16, all interpreted as very good. Learning a new language means more than gaining knowledge and skill of the language. Fadeeva and Kalinin (20012) added that the ability to use language in socially and culturally appropriate ways is important. In a real situation, students not only able to use the language with appropriate grammar or pronunciation, but also know what are appropriate to say to whom, and in what situations. Other criteria such is the tasks that are interesting, obtained a weighted mean of 2.33, interpreted as good. The tasks arrangement should be organized from simple to complex. It can be seen in each chapter which usually starts with warming activity that explore students' prior knowledge before continue to reading, pronunciation practice, speaking, and finally produce their own text through writing. The weighted mean for the following criteria belongs to listening: the appropriateness of listening tasks with well-defined goals of the book is 1.69, the authenticity of the tasks that close to real language situations is 1.62, the grade of tasks according to complexity is 1.65, all interpreted as fair. The fair almost poor performance also shown with the fact that the book is not supported with audio-materials. The weighted mean obtained by criteria belong to speaking are the following: the speaking activities in the book that developed to initiate meaningful communication is 2.67 and the speaking activities that balance between individual response, pair work and group work is 2.83, all interpreted as very good. McKay (2008) assumes that in language learning speaking is important. It acts as a base to the students when they start to learn a language, as well as a way to communicate with each other. Thus, speaking activities should be provided in the textbook. The activities usually can be in form of role play, dialogue or interview. The weighted mean for the following criteria belongs to reading where each criterion obtained 2.83 and interpreted as very good. Reading usually got plenty of exposure in the textbook. All five chapters in the textbook provide reading activities. Litz (2005) claimed that the materials used in textbook should be meaningful contextual in order to help learners to promote genuine communication in realistic context. In addition, the book provides texts in various genres that should be learnt by Grade XI senior high school and vocational school students, namely interpersonal and functional texts.

Table 2
Result of Teachers' Evaluation of Bahasa Inggris Textbook

Criteria	WM	VI	Rank
II. Learning-Teaching Content			
a. General			
1. Most of the tasks in the book are interesting	2.33	Good	1
2. Tasks move from simple to complex	2.50	Very Good	2.5
3. Task objectives are achievable	3.00	Very Good	4
4. Cultural sensitivities have been considered	2.83	Very Good	3
5. The language in the textbook is natural and real	3.16	Very Good	5
6. The situation created in the dialogues sound natural and real	2.50	Very Good	2.5
Average Weighted Mean	2.72	Very Good	

b. Listening			
1. The book has appropriate listening tasks with well-defined goals	1.69	Fair	3
2. Tasks are efficiently graded according to complexity	1.65	Fair	2
3. Tasks are authentic or close to real language situations	1.62	Fair	1
Average Weighted Mean	1.65	Fair	
c. Speaking			
1. Activities are developed to initiate meaningful communication	2.67	Very Good	1
2. Activities are balanced between individual response, pair work and group work	2.83	Very Good	2
Average Weighted Mean	2.75	Very Good	
d. Reading			
1. Texts are graded	2.83	Very Good	1.5
2. Texts are interesting	2.83	Very Good	1.5
Average Weighted Mean	2.83	Very Good	
e. Writing			
1. Tasks have achievable goals and take into consideration learner capabilities	2.50	Very Good	1
2. Tasks are interesting	2.60	Very Good	2
Average Weighted Mean	2.55	Very Good	
f. Vocabulary			
1. The load (number of new words in each lesson) is appropriate to the level	3.00	Very Good	2
2. The vocabulary distribution from simple to complex	2.50	Very Good	1
Average Weighted Mean	2.75	Very Good	
g. Grammar			
1. The spread of grammar is achievable	2.67	Very Good	3
2. The grammar is contextualized	2.83	Very Good	4
3. Grammar is introduced explicitly throughout the book	2.00	Good	1
4. Example are interesting	2.16	Good	2
5. Grammar is reworked implicitly through the book	3.00	Very Good	5
Average Weighted Mean	2.53	Very Good	
h. Pronunciation			
1. It is contextualized	2.67	Very Good	1
2. It is easy to learn	3.33	Excellent	2
Average Weighted Mean	3.00	Very Good	
i. Exercises			
1. They have clear instruction	1.95	Good	3
2. They are adequate	1.64	Fair	2
3. They help students who are under/over-achiever	1.60	Fair	1
Average Weighted Mean	1.73	Fair	

The weighted mean obtained by criteria belong to writing are: achievable goals and take into consideration learner capabilities is 2.50, interpreted as fair; tasks are interesting obtained 2.60 and considered as very good. Writing which is a productive skill that require students to produce language in written form usually place at the end activity. The weighted mean of vocabulary are: the load is appropriate to the level obtained a weighted mean of 3.00 and the vocabulary distribution from simple to complex is 2.50, interpreted as very good. It is found that Chapter 1 and 4 contains vocabulary activity where students are asked

to fill the blanks based on the word lists given before. The weighted mean obtained by criteria belong to grammar are: the spread of grammar that achievable is 2.67, the grammar that is contextualized is 2.83, and the grammar that is reworked implicitly through the book is 3.00, all interpreted as very good. The other criteria namely grammar that introduced explicitly and examples that are interesting obtained a weighted mean of 2 and 2.16 which interpreted as good. Grammar section provided in the textbook should be related to the text that should be mastered by the students. The activity should help them to understand the text better. The weighted mean obtained by criteria of pronunciation are: the pronunciation is contextualized is the 2.67 and the pronunciation that easy to learn is 3.33, interpreted as excellent. Pronunciation section is not only help students to figure out how pronounce certain words that probably new for them, but also added with the meaning of certain words. The weighted mean of the last criteria of learning-teaching content named exercises are: exercises that have clear instruction obtained a weighted mean of 1.95 and interpreted as good. Meanwhile, the exercises that adequate and exercises that help students who are under/over-achiever are only 1.64 and 1.60, all interpreted as fair.

2. The Strengths and Weaknesses of the Textbook

Based on the result of evaluation of *Bahasa Inggris* textbook, the general weighted mean of all criteria is 2.43 interpreted as strength. As shown on table 3, eight criteria namely pronunciation, reading, writing, speaking, vocabulary, general, and methodology are evaluated as strengths. Meanwhile, three criteria namely exercises, physical and utilitarian attributes, and listening are evaluated as weaknesses. The *Bahasa Inggris* textbook consists of five chapters. Each chapter also has at least two basic competences like mentioned in the syllabus based on curriculum 2013. However, only four chapters of the book that appropriate with the syllabus. The third chapter is not met the spesification mentioned in the syllabus.

Table 3
Result of the Textbook Evaluation
Strengths and Weaknesses

Criteria	WM	VI	Rank
I. General Attributes			
A. Methodology	2.53	Strength	7.5
B. Physical and Utilitarian Attributes	1.69	Weakness	10
II. Learning-Teaching Content			
A. General	2.72	Strength	5
B. Listening	1.65	Weakness	11
C. Speaking	2.75	Strength	3.5
D. Reading	2.83	Strength	2
E. Writing	2.55	Strength	6
F. Vocabulary	2.75	Strength	3.5
G. Grammar	2.53	Strength	7.5
H. Pronunciation	3.00	Strength	1
I. Exercises	1.73	Weakness	9
General Weighted Mean	2.43	Strength	

It is found thar only a series of activities in chapter 2 and 5 that almost fulfilled all the basic competences in the syllabus. However, there are shortcomings which appear in the series of activities in chapter 1 and 4. Based on the analysis, it reveals that only five or least of half of indicators that can be obtained based on the activities provided in each chapter. In chapter 4, the activities provided are jumped to indicators from different basic

competence which mostly focused on writing skills. According to this finding, it can be said that teachers should make some modification or improvement to help the students to fulfil demand of English language teaching, particularly as elaborated in the basic competences as mentioned above.

Picture or illustration is commonly used in teaching and learning process. It is not only to attract students' attention, but also to help students in contextualizing the language to be used (Cameron, 2005). However, based on the findings not all the illustrations and pictures provided in the textbook represent the real life situations. Some of them are connected to the topic presented but not easy to be found by the students in their daily life, such as the dancing scene with formal suit and gown. Another aspect that should be analyzed of a textbook is its durability. The paper of each page is not too thick or thin, but the shadow of the previous page can be seen quite easy in the next page. Hence, the durability need to be improved. The other weakness found is that the book is not supported efficiently by essential like audio materials. Audio materials used for listening are not available. Moreover, there is no activity presented in the textbook that support the listening skill. Based on the evaluation result, the language in the textbook is quite natural and real. Thus, it is apparent that the texts provided in the textbook can be considered meaningful since the context used in each chapter are related to everyday activities and/or related to students' social experiences. As can be seen in the book on chapter 1, 2, and 5, which talk about activities, particularly interpersonal text both spoken and written, related to social experience. Dealing with this, it is necessary to ensure that the language used in the teaching and learning process is meaningful since it will help the students understanding in learning a language. As it said in the previous explanation, the textbook is not supported by audio materials. Furthermore, there is no activity labeled as listening part that can be found in the textbook. This result can be stated as one of the weaknesses of the textbook. Reading is the skill that got plenty of exposure in the textbook. All five chapters provide reading activities. In addition, each chapter begins with pre-reading before move on to reading activity. According to the syllabus, there are two functional texts that should be learnt by Grade XI students, namely analytical exposition and explanation text. However, those kinds of text are not found in the textbook.

Speaking acts as a base to the students when they start to learn a language, as well as a way to communicate with each other. Thus, speaking activities should be provided in the textbook. The speaking activities are provided in most all the chapters, except the first chapter. According to the data, there are three types of speaking tasks/activities suggested in the book. Those activities include role play (Chapter 2, p.24; chapter 5, p.106), interview (Chapter 3, p.60), and dialogues (Chapter 4, p.84;). In terms of writing part, the writing activity of each chapter is divided into two types of writing activities; namely, writing connection and let's create/contribute. One activity found in the book (Chapter 5, p.103) shows that students are asked to write a letter on their own with the format they learnt in the previous activity. Meanwhile, students usually have to work in pair in let's create/contribute part. Those activities mean that the tasks have achievable goals and consider students' capabilities, where they need to accomplish task by themselves or still need help from teachers and friends. Textbook as one of teaching materials is believed to be helpful in equipping students with strategies with handling unfamiliar vocabulary. Relying on this, it is found that Chapter 1 and 4 contains vocabulary activity where students are asked to fill the blanks based on the word lists given before. As a major component of language, grammar can be emphasized on its use and form. Grammar section provided in the textbook should be related to the text that should be

mastered by the students. In relation to the grammar exercises provided in the book, the evaluation reveals that grammar section is not provided in all chapters, but can only be found on chapter 1, 2, and 3. The grammar in the textbook is contextualized, it can be seen on page 44 as a part of how to express hope by using "ing-verbs". Apart from grammar activities, the textbook provides pronunciation practice in each chapter. All the words are related to the topics given. Thus it can be said that the pronunciation section is contextualized. The availability of pronunciation activity in the textbook is not only help students to figure out how pronounce certain words that probably new for them, but also added with the meaning of certain words. The phonetic symbol placed after the word makes the students easier to pronounce each word. Exercises are another weakness found from the evaluation result. Although the instruction is clear and considered good, but the exercises still considered as inadequate and can't help students who are under/over-achiever fully. In chapter 2, students are asked to write their opinion individually based on the situations given, without being asked to work an exercise in pair first. The exercise done by students should be from controlled to uncontrolled one. They should write with guidance and maybe in pair first, before write individually. To conclude, there are eight criteria of the textbook considered as strengths and three criteria considered as weaknesses.

3 English Learning Material

Based from the findings of the study, a supplementary learning material in English can be designed. Entitled *Let's Learn English*, the supplementary learning material is intended to support the *Bahasa Inggris* textbook used by Grade XI senior high school and vocational school students. *Let's Learn English* is divided into four chapters with different topics; types of text; language use; and grammar focus. It also contains summary and reflection sections at the end of each chapter. Based on the syllabus, there are two functional texts namely analytical exposition and explanation text that should be learnt by Grade XI senior high school and vocational school students. However these two texts can't be found in *Bahasa Inggris* textbook. Thus, their appearance can be seen in chapter 1 and 4 under the title "Drug Ruin Lives" and "What Is Weather Phenomenon?". Through the activities provided in *Let's Learn English*, students are able to work in pair or individually. Its organization is simple and easy to use. It uses various graphics and pictures that will help students to relate it with the topics they are going to learn.

E. Conclusion

The *Bahasa Inggris* textbook was evaluated as fair in terms of physical and utilitarian attributes, listening, and exercises. Meanwhile, the criteria that were considered as very good are methodology, general, speaking, reading, writing, grammar, and pronunciation. Eight criteria namely pronunciation, reading, writing, speaking, vocabulary, general, and methodology are evaluated as strengths. Meanwhile, three criteria namely exercises, physical and utilitarian attributes, and listening are evaluated as weaknesses. Based from the findings, a supplementary learning material in English can be designed to support students' need in learning English. It can be concluded that, teachers must not rely merely on single textbooks, thus they need to look for other supplementary materials, teachers should be able to recognize the strengths and weaknesses of textbook they use in the teaching and learning process, and teachers should develop their own learning material that are suitable to students' needs, abilities, and interest in English.

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