

## AN ANALYSIS OF SELECTED ELEVENTH GRADE ENGLISH TEXTBOOKS

Rizky Akbar

rizkyakbaririanto10@gmail.com

Department of English Education, Indonesia University of Education

**Abstract:** Textbooks play a pivotal role in language classrooms in all types of educational institutions. However, textbook selection and evaluation is often given little time or attention despite its central role in most language courses. This study aimed at determining the extent to which two selected eleventh grade English textbooks are appropriate in terms of content based on BSNP framework for textbook evaluation. Using descriptive qualitative method, this study attempted to find out the appropriateness of the content of the textbooks. A checklist adapted from BSNP (2014) framework for textbook evaluation was made, focused on the areas of relevance of materials with competency standards and basic competencies, materials accuracy, and supporting learning materials. The findings show that both textbooks were appropriate in terms of content based on BSNP framework for textbook evaluation.

**Keywords:** *textbook, textbook evaluation, BSNP framework for textbook evaluation on content aspect*

### Introduction

Evaluation plays a major part in education all around the world. Evaluation is the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students (Bloom, 1971). The process of delineating, obtaining, and providing useful information for judging decision alternatives is evaluation (Stufflebeam, 1971).

Language teaching is very closely tied to the textbook in situations where

there is a lack of trained teachers (Williams, 1983). In general, students' book comprised several things, such as chapter title and information regarding basic competencies which are relevant with the topic on each chapter. Each chapter is accompanied with a mind map, introduction, students activity (experimental and non-experimental or discussion), drilling questions, summary, evaluation, and tasks for learners (Rohim, 2015).

Undoubtedly, by providing useful material to both teachers and students, course books play a significant role in EFL

teaching and learning (Charalambous, 2011). There is no doubt that no textbook is perfect and every single one suffers from some shortcomings. The potential to supplement a textbook with certain materials based on their learners' learning styles and needs is a must for teachers (Riasati & Zare, 2010, p. 55).

In English Language Teaching, coursebooks usually serve multiple purposes, such as (Cunningsworth, 1995, cited in Tsiplakides, 2011, p. 758):

- a) A resource for presentation material (spoken/written).
- b) A source of activities for learner practice and communicative interaction.
- c) A reference source.
- d) A syllabus.
- e) A resource for self-directed learning or self-access work.
- f) A support for less experienced teachers.

One of the main factors for the students' achievement in English language is the ELT textbooks (Azizifar, Koosha, & Lotfi, 2012, p. 36). The content of English textbooks influences what teachers teach and learners learn, it should neither be too advanced nor too simple, it should also not contain any local cultural taboos, and the content should be of the kind that students can relate to for the teacher to have no problem (Fredriksson & Olsson, 2006, p. 7).

Many English textbooks are available out there; selecting the most suitable one is the problem. (Fredriksson & Olsson, 2006, p. 7). A textbook must be of an acceptable quality, useful, and appropriate for the context and people with whom they are being used if a teacher is going to use it in language teaching (Tok, 2010).

The choice of language teaching materials can determine the quality of learning-teaching procedure (Mukundan, Nimehchisalem, and Hajimohammadi, 2011). The need to evaluate materials retrospectively takes on special importance. Information which can be used to determine whether it is worthwhile using the materials again, which activities 'work' and which do not, and how to modify the materials to make them more effective for future use can be provided from such an evaluation (Ellis, 1997).

Even though textbooks may not be able to be rewritten periodically, the selection of textbooks can be done on a periodical basis. Ongoing and frequent evaluation of technical textbooks is advised (Chen & Chen, 2001).

Nothing that happens in education is anything more than a workable compromise and textbooks cannot be uniquely condemned because they are not a perfect fit. There is no reason to assume

that any other materials would be any better, and many reasons why they may be worse, given that a reasonable amount of thought has gone into the creation of the textbook by the publisher and to the choice of the textbook by the teachers (Hutchinson & Torres, 1994).

Textbooks play a pivotal role in language classrooms in all types of educational institutions - state schools, colleges, language schools – all over the world (Rahimpour & Hashemi, 2011). Choosing an appropriate textbook is important because classroom teachers spend much time using textbooks in class (Miekeley, 2005).

A textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself (Garinger, 2002). Textbooks provide teachers and students with a common framework, however, using them from cover to cover, for meeting students' needs, is not enough (Ghorbani, 2011).

“Among the constituents of English Language Teaching (ELT) programs, textbooks have been viewed as the main resources in achieving aims and objectives that have already been set in terms of learners' needs” (Litz, 2001, cited in

Rashidi and Kehtarfard, 2014, p. 1). As such, “designing or selecting appropriate textbooks, reviewing, evaluating, and adapting them continually in response to evolving learners' needs are what should be included in almost all language programs” (e.g., Litz, 2001; Stoller, Horn, Grabe and Robinson, 2006, cited in Rashidi & Kehtarfard, 2014, p. 1).

There have been some researches in the field of textbook evaluation. Riasati and Zare (2010) evaluated The New Interchange Series to determine its suitability from Iranian EFL teachers' perception. Alemi and Sadehvandi (2012) evaluated The Pacesetter Series to determine its appropriateness and suitability in Iran as EFL educational setting and to spot the strengths and weaknesses of Pacesetter series in an Iranian EFL context. Rashidi and Kehtarfard (2014) evaluated an English textbook (the third-grade high school English book), which is being used in all state high schools in Iran, was evaluated by using a needs analysis framework.

In Indonesia, there have been several attempts of textbook evaluation. Haryanti (2013) investigated the textbooks used in a Private Elementary School in Cimahi determine their appropriateness for 4th and 5th graders and to find out teacher's and

student's opinion about the textbooks. Arba'ati (2015) analyzes an English textbook entitled Bahasa Inggris "When English Rings a Bell" for the eight year student of Junior High School based on the 2013 Curriculum. Latif (2015) conducted an evaluation of two different textbooks using acriteria synthesized from Pusat Perbukuan and other ELT experts. Al-Munawwarah (2015) conducted a study which portrayed the way of EFL textbook entitled 'Bahasa Inggris SMA/MA/SMK/MAK Kelas X' represents criteria of good EFL textbook and investigated whether the textbook is appropriate for English in Curriculum 2013.

## **Literature Review**

- **Textbook Evaluation**

Textbook evaluation is basically a straightforward, analytical 'matching process: matching needs to available solutions' (Hutchinson & Waters, 1987, p. 97, cited in Sheldon, 1988). However, Sheldon (1988, p. 237) explains that course books, whether we like it or not, representing for both students and teachers the visible heart of any ELT program.

There are situations which necessitate evaluating language learning materials. ELT materials evaluation in general addresses the systematic

assessment of the value of materials in relation to their objectives and objectives of learners using them (Hajar & Azizollah, 2012, p. 21).

Many teachers have had the responsibility of evaluating textbooks. Often, teachers have not been confident about what to base their judgments on, how to qualify their decisions, and how to report the results of their assessment. Teachers, students, and administers are all consumers of textbooks. Every single one of them may have conflicting views about what a good/standard textbook is (Ansary & Babaii, 2002, p. 3).

In a situation where there is considerable professional, financial and even political investment, the selection of a particular core volume signals an executive educational decision. The definition and application of systematic criteria for assessing course books are vital, as shown by this high profile (Sheldon, 1988).

- **Framework for Textbook Evaluation**

Williams (1983) shows how criteria can be developed for evaluating English language textbooks. The study presents a scheme for evaluation which can be used to draw up a checklist of items relevant to second (or foreign) language teaching.

Instructions for using the checklist are given as a way of suggesting how teachers can evolve their own criteria for different situations. He proposed an evaluative scheme which relates assumptions about teaching a second evaluation language to a set of linguistic, pedagogical, general, and technical criteria. The scheme was made based on four assumptions, such as up-to-date methodology of L2 teaching, guidance for non-native speakers of English, needs of learners, and relevance to socio-cultural environment.

Sheldon (1988) presented what she calls as a 'bell-jar' summary of common-core factors that reviewers, administrators, teachers, learners, and educational advisers most frequently use in deciding whether or not a textbook is chosen. It includes factual details of the textbook, such as title, author, publisher, etc. It also includes several factors, such as rationale, availability, layout, authenticity, etc., which are going to be assessed into four criteria, poor, fair, good, or excellent.

Criteria for coursebook assessment were proposed by Ur (1996). According to the criteria, a textbook should contain:

a) Objectives explicitly laid out in an introduction and implemented in the material.

- b) Approach educationally and socially acceptable to target community.
- c) Clear attractive layout, print easy to read.
- d) Interesting topics and tasks.
- e) Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.
- f) Clear instructions.
- g) Systematic coverage of syllabus.
- h) Content clearly organized and graded (sequenced by difficulty).
- i) Periodic review and test sections.
- j) Plenty of authentic language.
- k) Good pronunciation explanation and practice.
- l) Good vocabulary explanation and practice.
- m) Good grammar presentation and practice.
- n) Fluency practice in all four skills.
- o) Encourage learners to develop own learning strategies and to become independent in their learning.
- p) Adequate guidance for the teacher, not too heavy preparation load.
- q) Audio cassettes.
- r) Readily available locally.

Chen and Chen (2001) proposed a QFD-based Technical textbook evaluation. The procedure consists of six steps as follows; identification of the product,

collection of the voices of the internal and external customers, documentation of customer requirements, the house of quality of course planning, the house of quality of textbook evaluation planning, identification of the finalized items for the evaluation of textbooks, and finally the evaluation of several textbooks is conducted.

Wong (2009) presented an evaluation checklist that can help ensure the examination of textbooks from several angles. The checklist focused on linguistic content, cultural and real world content, support for teachers, clear guidance for students, and practical concerns that play a role in textbook evaluation and selection. The evaluation takes into account these four perspectives—linguistic and other content, learner needs, teacher support, and practical considerations.

A suggested eclectic checklist for ELT coursebook evaluation was proposed by Demir and Ertas (2014). They argue that coursebook evaluation helps practitioners decide on the most appropriate coursebook to be exploited. Moreover, evaluation process enables to predict the potential strengths and weaknesses of a given coursebook. Checklist method is probably the most widely adopted way of judging coursebooks and there are plenty of ELT

coursebook evaluation checklists available designed for making material selection and evaluation process easier and systematic. As distinct from many other checklist development studies, their study attempts to suggest an eclectic checklist by borrowing items from quite different evaluation instruments available in the literature. Initially, more than thirty ELT coursebook evaluation forms and checklists were determined as a result of extensive review of literature. Afterwards, items were chosen from among those checklists by putting aside several of them on a utilitarian basis, accompanied by the researchers' own items.

- **Textbook Evaluation According to *Badan Standar Nasional Pendidikan* Framework for Textbook Evaluation**

*Badan Standar Nasional Pendidikan* (BSNP) published an instrument to evaluate textbooks in 2014, which was a revised version of the previous ones published in 2007 and 2011. A checklist adapted from BSNP framework for textbook evaluation was made. This study was focused on the content area of the textbooks. The content area was divided into three aspects, which was divided into several areas, and finally leads to twenty three items of the checklist.

Materials which must be covered in eleventh grade, according to the 2013 curriculum, are how to give and respond to advices, how to express and respond to opinion, how to express and respond to hope and wishes, simple formal invitation, simple personal letter, procedure text, passive voice, conditional sentence, factual report, analytical exposition texts, biography, and songs.

- **Relevance of Materials with Competency Standards and Basic Competencies**

The aspect of relevance of materials with competency standards and basic competencies covers materials completeness and materials depth.

Textbooks should contain and demand learners to explore at least the texts which are commonly used in English communication to provide the opportunity for students to understand and produce expressions in the functions of interpersonal communication, written and orally, to interact with the environment in the context of the communication. This area includes interpersonal texts, transactional texts, and functional texts,

Textbooks should contain expressions to conduct interpersonal communication with teachers and friends

in a polite and caring way. Interpersonal texts could be found in examples of utterances, sentences or in a conversation. There should be adequate examples of expressions and explanations related to the use of interpersonal text.

Textbooks should contain utterances to express experience and to communicate honestly, in a discipline way, confidently, and responsibly in implementing transactional communication in: stating, asking and responding to expressions to suggest / not to suggest doing anything with the explanation; stating and asking about: objects, actions / activities / events, conditional occurrence / doing something that is not real in the past / present through leaflet, banner, and factual report texts. Transactional texts could be found in examples of utterances, sentences or in a conversation. There should be sufficient examples of expressions and explanations related to the use of transactional text.

Textbooks should contain short functional texts, formal and non-formal, such as leaflet, proverb, riddle, poem and banner used in communicating functionally that shows responsible, caring, cooperative, and peaceful attitude. Functional texts could be found in an example of text or passage related to the use of such functional texts. There should

be adequate examples of functional texts and explanations related to the generic structures and language features of the relevant text types.

The area of materials depth includes exposure, retention, production, retention, and extension.

For learning any type of text, textbooks should contain and demand learners to explore enough texts that are relevant to the learners' daily lives with the intent to get the learners accustomed to the relevant text type, especially in terms of the content of the message, social attitudes and spiritual attitudes that are relevant to these texts in a natural delivery. Exposure could be seen from how many texts or examples of sentences related to the topic are provided for the students.

For learning any type of text, textbooks should contain guidance for learners to gain explicit understanding of the three elements of the formation of the relevant text types. (i.e., social function, elements and structures of meaning, and linguistic features), when the learners are accustomed to interact about the content of the messages contained in the text of the relevant kind., social attitudes and spiritual attitudes that are relevant to the texts. Retention could be seen from how clear is the guidance for learners to understand the formation of the relevant text types.

For learning any type of text, textbooks should contain guidance for learners to produce spoken and/or written text to achieve social functions which is relevant to the type of text, with attention to the other two elements (i.e., elements and structures of meaning, and linguistic features), when the learners possess an explicit understanding of the formation of the three elements of the text formation, social attitudes and spiritual attitudes that are relevant to the texts. Production could be seen from how clear are the guidance and how many exercises which lead to the production of the relevant text types.

For learning any type of text, textbooks should contain guidance so that learners conduct activities that will develop spoken and / or written texts that they have mastered to achieve higher level of mastery in realizing the social functions that are relevant to the type of text concerned, with attention to the other two elements (i.e., elements and structures of meaning and linguistic features), when students already have an explicit understanding of the formation of the three elements of the text formation, social attitudes and spiritual attitudes that are relevant to the texts. Extension could be seen from the explanation or exercises which will lead to higher mastery in



realizing the social function of the relevant text types.

- **Materials Accuracy**

The aspect of materials accuracy covers social function, elements and structure meaning, and linguistic features.

Texts given in the book and the results of learners' exploration are aimed at the achievement of social functions related to daily lives. This area includes interpersonal communication, transactional communication, and functional communication.

Textbooks should contain materials to establish interpersonal relationships (via interpersonal texts) and to use text functions as communication tool in order to fulfill the necessities of life (via transactional texts). There should be sufficient examples of expressions and explanations related to the use of interpersonal communication.

Textbooks should contain materials in asking / giving services / goods / facts / opinions, related to the learners' daily lives as well as other subjects, spoken and written. There should be adequate examples of expressions and explanations related to the use of transactional communication.

Textbooks should contain guidance for learners to play a special function in short functional text and monologue related to the relevant text types. There should be sufficient examples of expressions and explanations related to the use of functional communication.

Texts given in the book and the results of learners' exploration should aim at developing the ability to think coherently and systematically. This area includes interactive activities in interpersonal and transactional texts and generic structures in functional texts

In interpersonal and transactional texts, this element includes at least interactive activities consisting of initiation/initiative communication and response in the form of asking and giving information/goods/services. There should be adequate examples of expressions related to the use of interpersonal and transactional text through interactive activities.

In short functional texts and monologues, it should include at least elements of meaning contained in each of the short functional text and monologues of the relevant text types. There should be sufficient examples and explanations related to the generic structures of relevant text types.

The area of linguistic features includes accurate and appropriate language use.

Texts given in the textbooks and the results of learners' exploration should aim at developing communication skills with accurate and acceptable linguistic quality, according to the context of ongoing communication as well as the type of text used in order to achieve every social function in question. Language used in the textbooks should provide and act as an example of how to use language accurately and appropriately.

- **Supporting Learning Materials**

The aspect of supporting learning materials covers up-to-date aspect of learning materials, life skills development, and development of insight on diversity.

The up-to-date area includes relevance of materials and referred sources and recentness of materials and referred sources.

Teaching materials (text, tables, images, attachments, etc.) and learning experiences for every kind of text should be taken from sources that are relevant to the discussed topic. This could be seen from how aligned are the images or texts provided in the textbook with the topic and lessons discussed.

Teaching materials (text, tables, images, attachments, etc.) and learning experiences should be taken from the latest sources about the discussed topic. This could be seen from information of where and/or when texts or images provided in textbooks are taken.

Texts and communicative acts in textbooks should motivate learners to develop life skills. This includes personal skills, social skills, academic skills, and vocational skills.

Materials in the textbooks should guide learners to know the strengths and weaknesses of oneself and others, and to develop oneself as an independent person, social person, and God's creation. This could be seen from how elaborate is the rubric to develop the learners' personal skills or whether there are any activities which will ultimately lead to the development of the learners' personal skills.

Materials in the textbooks should motivate learners to cooperate, be tolerant, respect gender equality, be peaceful, and be anti-violence in communicating and interacting with others. This could be seen from how activities provided in the textbook develop learners' social skills.

Materials in the textbooks should guide learners to explore and use information, solve problems, and make

decisions in scientific work. This could be seen from how activities provided in the textbook develop learners' academic skills.

Materials in the textbooks should motivate learners to have the ability, attitude, and skills needed to perform certain job/profession. This could be seen from how activities provided in the textbook develop learners' vocational skills.

Texts and communicative acts in the textbooks should motivate learners to develop insight on diversity. This includes respect for cultural diversity and pluralism of the community, awareness of local potential and wealth, appreciation of democratic values, and an understanding of the insight on diversity.

Materials in the textbooks should motivate learners to have respect for cultural diversity and pluralism of the community, which includes a variety of cultural values and local, national, and global wisdom. This could be seen from the use of names from various cultures in a conversation provided in the textbook, or texts which discuss diverse culture or plural community.

Materials in the textbooks should guide learners to be aware of regional potential and wealth to promote local and national potential/wealth. This could be

seen from texts or conversations provided in the textbook which talks about the wealth and potential of our nation.

Materials in the textbooks should motivate learners to appreciate democratic values in accordance with the socio-cultural context. This could be seen from texts or conversations provided in the textbook which discuss democratic value, or activities which lead to the use of democratic value.

Materials in the textbooks should motivate learners to possess the understanding of the insight on diversity to develop love for homeland, nation, and country. This could be seen from the texts or conversations provided in the textbook which talks about diversity or activities which lead to students' understandings of diversity.

## **Methodology**

This study used descriptive qualitative method classified into document or content analysis which focuses on analyzing and interpreting recorded material (Ary, Jacobs, & Sorensen, 2010, p. 29). Analyzing data for description and theme by employing text analysis and interpreting meaning which is bigger than the findings is one characteristic of qualitative research (Creswell, 2015, p. 31). This study was

conducted to determine to what extent the textbooks are appropriate in terms of English Language Teaching. Each element regarding English Language Teaching materials in the textbook as the subject of this study were analyzed as the basis for evaluation. The analysis was interpreted accordingly.

- **Data Resources**

The data resources for this research were two selected eleventh grade English textbooks. Both were students' book for compulsory English subject. The textbooks were produced by private publishers and published in 2014. The textbook written by two authors was referred to as Textbook 1. Meanwhile, the textbook with only one author was referred to as Textbook 2. Those books were developed based on *Kurikulum 2013*.

The area which was the focus of the analysis of this research was the appropriateness of content. The content area is divided into three aspects, including relevance of materials with competency standards and basic competencies, materials accuracy, and supporting learning materials.

- **Data Collection**

In order to gather data needed for answering the research questions, the

researcher used document analysis. The main source of data for this research was gathered through textbook analysis. The content of English Language Teaching materials included in the textbooks were analyzed as the basis for evaluation.

The instrument used for this study is a checklist adapted from *Badan Standar Nasional Pendidikan* (2014) framework for textbook evaluation. It focused on content area, which consists of three aspects, namely relevance of materials with competency standards and basic competencies, materials accuracy, and supporting learning materials. The checklist consisted of twenty three items and each item has a description of its own. It was then used as a basis for analysis on both textbooks.

In qualitative research, researcher is an integral part of the process and is viewed as an instrument through which data collection and analysis are conducted (Malik & Hamied, 2016, p. 174).

- **Data Analysis**

A checklist adapted from *Badan Standar Nasional Pendidikan* (2014) framework for textbook evaluation was used to determine the appropriateness of English Language Teaching materials within the textbook. The checklist acted as a tool to guide the researcher to find the

appropriateness of content of teaching materials within the textbooks. The analysis was conducted per item on the checklist.

Each item on the checklist was scored in scale of 1 to 5. The score 1 means very poor, 2 means poor, 3 means fair, 4 means good, and 5 means very good. After every aspects have been analyzed, a calculation was made. The total score was divided by the maximum score it could achieve; it was then be multiplied by 100%. A textbook was classified as appropriate if it was categorized at least “fair” in the final calculation. The result of final calculation was classified into one of four criteria proposed by *Pusat Perbukuan* (cited in Latif, 2015, p. 72) as follows.

Range of Fulfillment Score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Sufficient
0%-50%	Poor

Qualitative researchers should reclaim responsibility for reliability and validity by implementing verification strategies (Morse, Barrett, Mayan, Olson, & Spiers, 2002). As such, the researcher verified the analysis regarding the findings of this study with two teachers who have had many years of experience in English Language Teaching. Both teachers had

twenty two years of experience in teaching English. Those teachers also had the experiences of using many English textbooks over their experiences, including the two textbooks which were analyzed in this research. The verification was conducted by giving the same checklist used as the instrument for this research and having the teachers scored it. Both Teacher A (Evaluator A) and Teacher B (Evaluator B) scored Textbook 1 and 2.

### Data Presentation and Discussion

Based on the data obtained through analysis by the researcher, Textbook 1 was categorized as “good” with an average score of 88%. Out of three aspects, two aspects were classified as “good” for Textbook 1, namely relevance of materials with competency standards and basic competencies (91%) and materials accuracy (100%). Another aspect, supporting learning materials, was categorized as “fair” (78%).

Textbook 2 was classified as “fair” with an average score of 78%. Two aspects were considered “fair”, namely relevance of materials with competency standards basic competencies (74%) and supporting learning materials (78%). The aspect of materials accuracy was categorized as good (83%).

Since Textbook 1 and 2 were classified as “good” and “fair”, respectively, both were considered to be appropriate to be used in English Language Teaching. A summary of the evaluation could be seen on the table below.

Meanwhile, Evaluator A scored Textbook 1 as “good” with 90% fulfillment ratio of all items. All aspects were also classified as “good”, which were relevance of materials with competency standards and basic competencies (97%) and materials accuracy (100%), and supporting learning materials (78%). Textbook 2, on the other hand, was classified as “fair” with 79% fulfillment ratio. Two aspects were categorized as good, namely relevance of materials with competency standards and basic competencies (80%) and supporting learning materials (80%). The remaining aspect, materials accuracy, was rated as “fair” (77%).

Likewise, Evaluator B rated Textbook 1 as “good” with an average score of 88%. Relevance of materials with competency standards and basic competencies, materials accuracy, and supporting learning materials were all classified “good” with 89%, 100%, and 80% fulfillment ratio, respectively. Textbook 2 was scored as “good” with an

average score of 82%. Two aspects were considered “good”, namely materials accuracy (87%) and supporting learning materials (82%). The aspect of relevance of materials with competency standards basic competencies was categorized as fair (77%).

- **Relevance of Materials with Competency Standards and Basic Competencies**

Regarding the relevance of materials with competency standards and basic competencies, Textbook 1 was classified as very good in four items, including interpersonal texts, exposure, retention, and production. Meanwhile, there were also three items in which Textbook 1 was categorized as good, which were transactional texts, functional texts, and extension. For this category, Textbook 1 got 91% fulfillment ratio, which means that it was good in the aspect of relevance of materials with competency standards and basic competencies.

Textbook 2 was classified as poor in one item, which was retention. Production part in Textbook 2 was categorized as fair. The items on interpersonal texts, transactional texts, functional texts, and extension were classified as good, while the item on exposure was categorized as very good. Textbook 2 got a 74% ratio

fulfillment for this aspect, implying that it was fair in the aspect of relevance of materials with competency standards and basic competencies.

- **Materials Accuracy**

In terms of materials accuracy, Textbook 1 scored very good in all aspects. Those were in establishing interpersonal relationships through interpersonal texts, getting things done through transactional texts, accomplishing social function through functional texts, development of students' ability to think coherently and systematically through interactive interpersonal and transactional texts, development of students' ability to think coherently and systematically through generic structure of texts, and accuracy and acceptability of linguistic features. With regards to the ratio of fulfillment criteria, Textbook 1 got a percentage of 100%, which means it has a high level of materials accuracy.

Textbook 2 was classified as very in good in three items, namely getting things done through transactional texts, development of students' ability to think coherently and systematically through interactive interpersonal and transactional texts, and accuracy and acceptability of linguistic features. It also scored good in

two items, which were establishing interpersonal relationships through interpersonal texts and accomplishing social function through functional texts. An item was categorized as poor, which was development of students' ability to think coherently and systematically through generic structure of texts. In sum, Textbook 2 was classified as "good" in the aspect of materials accuracy with a fulfillment ratio of 83%.

- **Supporting Learning Materials**

In relation to supporting learning materials, textbook 1 was categorized very good in four items, namely relevance of materials and referred sources, social skills, academic skills and respect for cultural diversity and pluralism of the community. Four items were classified as good, including personal skills, awareness of local potential and wealth, appreciation of democratic values, and an understanding of the insight on diversity. However, two other items were categorized as poor and very poor, which were recentness of materials and referred sources, and vocational skills, respectively. With regards to the criteria, Textbook 1 achieved 78% which means it has fair supporting learning materials.

On other hand, Textbook 2 scored very good in six items, which were relevance of materials and referred sources, social skills, academic skills, respect for cultural diversity and pluralism of the community, awareness of local potential and wealth, and an understanding of the insight on diversity. Its appreciation of democratic values was classified as

## CONCLUSION

This study evaluated two selected eleventh grade English textbooks through document analysis. A set of checklist, adapted from *Badan Standar Nasional Pendidikan*, was made focusing on the contents of the book. The study focused on determining to what extent are the textbooks appropriate in terms of English Language Teaching. The textbooks would be considered appropriate to be used if it was categorized at least “fair” in the final calculation of their total score. Based on

good. One item was categorized as fair, while the last two items were classified as very poor, those were recentness of materials and referred sources, personal skills, and vocational skills, respectively. In total, Textbook 2 got 78% fulfillment ratio, which means that it also has fair supporting learning materials.

the results of the evaluation, a conclusion was made. The results of the analysis showed that both textbooks are appropriate in terms of content based on BSNP framework for textbook evaluation.

Even though both textbooks were considered appropriate in all aspects, nevertheless there were still some parts of the books that could be improved, such as the quantity and frequency of various text types, materials accuracy, and supporting learning materials.

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