

**THE EVALUATION OF ENGLISH TEXTBOOKS BASED ON  
LITZ'S THEORY**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirement for S-1  
Degree**



**By:**

**Mega Niar Darmawanti**

**NPM: 1711040279**

**Study Program : English Education**  
**Advisor : Iwan Kurniawan, M.Pd**  
**Co-Advisor : Rohmatillah, M.Pd**

**FACULTY TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2021/2022**

## ABSTRACT

### **The Evaluation of English Textbooks Based on Litz's Theory**

In teaching and learning process, textbook has important role. Textbook is papers that contained words that formed a text which completed some pictures and create imagination of the readers. Realizing the important of using textbook in teaching and learning process, we need to evaluate textbook to know strengths and weakness. Textbook evaluation is an activity that completed some steps to finding the complex materials, and assessment in the textbook based on student grade. The aimed of this study was to evaluate of three English textbooks of X Senior Highs School from different publisher entitled "*Bahasa Inggris (revised edition) by Indonesian Ministry of Education and Culture, Talk Active by Yudhistira, and Pathway to English by Erlangga*".

This study adapted from students questionnaire from Litz about textbook evaluation included practical consideration, layout and design, activities and task, skills, language type, content and subject. This study used qualitative research. The data would be gathered from document analysis. Data analysis used three major steps they were data condensation, data display, drawing and verifying conclusion.

The finding showed that, firstly all three English textbooks was fulfilled criteria that proposed by Litz in terms of layout and design, activities and task, language type, subject and content. The data, finding showed that in Bahasa Inggris textbook there are layout and design, language type, subject and content criteria that exists. Besides, they were layout and design, activities and task, language type, subject and content criteria that available Pathway to English textbook. Secondly, based on the finding data showed that in Talk Active textbook was dominated the data percentage showed that language type (60%) activities (50%) skills (30%) layout and design (20%).

**Keyword: textbook, textbook evaluation, criteria of textbook evaluation proposed by Litz**

## DECLARATION

I, herewith, testify this research paper entitled “**The Evaluation of English Textbooks Based on Litz’s Theory**” is really my own writing with some quotations from some sources by using the acceptable scientific method of writing. Therefore, I will be responsible for any risk happened in the future if it is proved to offend the ethics of scientific writing.

Bandar Lampung, Augustus 2021

The Researcher



**MEGA NIAR DARMAWANTI**





**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Jl. Let. Kol H. Endro Suratmin Sukarame, Bandar Lampung Telp. 0721 703260*

**APPROVAL**

**Title : The Evaluation of English Textbooks  
Based on Litz Theory**

**Name : Mega Niar Darmawanti**

**Student's Number : 1711040279**

**Study Program : English Education**

**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

Was tested and defended in examination session  
at Tarbiyah and Teacher Training Faculty, State Islamic  
University of Raden Intan Lampung

**Advisor**

**Iwan Kurniawan, M.Pd**  
**NIP.197405202000031002**

**Co-Advisor**

**Rohmatillah, M.Pd**  
**NIP.198105082007102001**

**The Chairperson of  
English Education Study Program**

**Meisuri, M.Pd.**  
**NIP.198005152003122004**



KEMENTERIAN AGAMA  
UNIVERSITAS NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax.0721-780422

ADMISSION

A thesis entitled : **“THE EVALUATION OF ENGLISH TEXTBOOKS  
BASED ON LITZ’S THEORY”** , By : **Mega Niar Darmawanti, NPM :  
1711040279**, Study Program : English Education has been tested and defended in  
the examination session held on : Thursday, 21 October 2021

**Board of Examiner :**

Chairperson : Meisuri, M. Pd. (.....)

Secretary : Dian Reftyawati, M.Pd. (.....)

Primary Examiner : Agus Hidayat, M.Pd. (.....)

Co-Examiner I : Iwan Kurniawan, M. Pd. (.....)

Co-Examiner II : Rohmatillah, M. Pd. (.....)

The Dean of  
Tarbiyah and Teacher Training Faculty

  
Prof. Dr. H. Mirva Diana, M. Pd.  
NIP. 196408281988032002

## MOTTO

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ تَرَ أَنَّكَ  
أَلَّاكْرَمُ ۝

Read! In the name of your Lord, who created, He created man from a  
clot, Read and your Lord is most Honorable.

(Q.S. Al- Alaq: 1-3)<sup>1</sup>



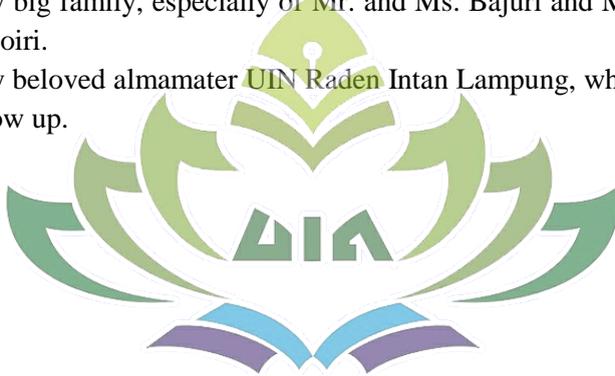
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<sup>1</sup> Al-Qur'an Online, Al-Alaq (95): 1-3. Available online at <https://quran.com>

## DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep heart and great love, I would like dedicate this thesis proudly to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. The greatest inspiration people in my life, my beloved parents Mr. M. Yasir Abdillah and Mrs. Nurhidayati who have always pray and support for my success, and love me unconditionally.
3. My beloved young brother, Ade Yusuf Sudrajad who have always support me and accompany me in good or bad condition to be a strong girl.
4. My big family, especially of Mr. and Ms. Bajuri and Mr. and Ms. Khoiri.
5. My beloved almamater UIN Raden Intan Lampung, who made me grow up.



## **CURRICULUM VITAE**

The researcher name is Mega Niar Darmawanti. She was born in Jember, Jawa Timur on March 23<sup>rd</sup> 1999. She is the first child of Mr. M. Yasir Abdillah and Mrs. Nurhidayati. She has one young brother named Ade Yusuf Sudrajad. She lives in Padang Cermin.

The researcher began her school at TK Muslimat 59 Ampel (Kindergarten) in 2005 and then she graduated from MI Madrasah Ibtidaiyah (Elementary School) in 2011, and then she continued her school to MTs Madrasah Tsanawiyah (Junior High School) and graduated in 2014, and continued her study in MA Madrasah Aliyah (Senior High School) and she graduated her study in 2017. After finished she continued to UIN Raden Intan Lampung majoring in English Education Study Program in 2017.



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First of all, praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then the best wishes and salutations be upon the great messenger our prophet Muhammad SAW peace be upon him.

This thesis entitled “The Evaluation of English Textbook Based on Litz Theory” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill student’s partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
2. Meisuri, M.Pd, as the chairperson of English Education study program of UIN Raden Intan Lampung.
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9. All the people who helped the writer, who cannot mention one by one.

Nevertheless, this thesis is far from being perfect. Any correction, suggestions, comments, ideas, criticism, for its improvement will be greatly appreciated and open-heartedly welcomed.

Bandar Lampung, 08 August 2021  
The Researcher

Mega Niar Darmawanti



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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Teaching as complex activity and delivered about the lesson to build understanding of the students. Teaching means a process to train skills and knowledge of teachers during learning process at the class. Smith cited in Bethel argues that teaching is the process to implement activities that experience has shown to be effective in getting students to learn.<sup>1</sup> It can be interpreted that teaching is an activity to attract the students at the class based on experiences has shown in learning process. Teaching process can be successful if students can understand well the materials.

Learning is an act of personality to accept the materials and create new understanding about new lessons to increase student's ability. Brocket and Roger assumed that a learning is the personal act of an individual for constructing full use of his potential.<sup>1</sup> That could be interpreted that learning activity is a process to catch, understand, elaborate and summarize the points of each lesson. In teaching and learning process, should complete students, teachers and textbook to support the activity.

The important thing to support teaching process in the class is using the textbook. Textbooks are one of the important parts in teaching learning process. It is known from teaching activity commonly use textbooks as a tool for delivering the materials in the class. Hutchinson and Tores argues that the textbook has an important and assertive role to play in teaching and learning.<sup>2</sup> It can be interpreted that textbooks can help students to be more understand for what they are going to be learn in the class. Textbook are useful to

---

<sup>1</sup>M.K. Smith, "Educational Development in Ghana", (*Accra, Unimax Publishers*),2004 : p.238

<sup>1</sup>Brocket Hiemstra. R, "Computerized Distance Education: the Role of Facilitators", *MPAE Journal of Adult Education* 22, no, 2 (1994): p.11-23

<sup>2</sup> Hutchinson T ,Tores E "Textbook as the agent of change ",*ELT Journals* 48 ,nmr 4,( 1994): p.315-328

complete the activities to build understanding of students and help motivate students in learning process.

Textbook contain many components in there, includes: words that build a text and contain from general knowledge into specific knowledge, pictures to increase the imaginations of the readers, textbook commonly provided CD to make easier the readers. Brown has pointed out if textbook is a type of a text, a book for using in an educational curriculum.<sup>3</sup> It can be concluded that textbook is a source of knowledge and generally applied in learning process. It is as a guidance to support teaching and learning process by the teacher.

In Indonesia textbook has crucial role in national education system since changed into new curriculum and it is called Curriculum 2013, for Elementary and High school. Curriculum is a set of principles and procedures for the planning, implementation, evaluation and management of an education.<sup>4</sup> It referred to curriculum as the set of program then procedure about objectives, assessment or learning materials

Realizing the important of using textbook in the class, textbook evaluation is an activity that completed some steps to finding the complex materials, and assessment in the textbook based on student grade. Hutchinson and Water cited in Sheldon had pointed out that textbook evaluation is basically convenient, analytical matching process: matching needs to available solution.<sup>6</sup> It refers textbook evaluation a way of selecting the book by considering students need and grade.

It is necessary for the teachers to selecting the suitable books to be utilized in learning processes. For knowing materials is good or not good in textbook. Evaluation can be useful for identifying the quality of the textbook. According to Cunningsworth and Ellis that textbook evaluation help teachers to assessment the textbook accurately and

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<sup>3</sup>DouglasH Brown ,”The Teaching by Principle Interactive Approach to Language Pedagogies ,Second Ed ,”( 2000 ) :p .141

<sup>4</sup>Nunan, “Syllabus Design”, Oxford : Oxford University Press, 1988, p.158

<sup>6</sup> Sheldon, L.E. “Evaluation ELT Textbook & Material”, *ELT Journal* 42, no 4, (1988): p.237

sistematically.<sup>7</sup> It means evaluation is important thing to be conducted before teaching in the classroom. It contains process of collection and analysis information about aspect in the book such as activities and assignments.

There are two ways to finish the process in evaluating textbook namely external and internal. McDonough explained external evaluation only focused on physical appearances like cover, introduction, table of contents. While, internal evaluation consisted of some exercises then tasks.<sup>8</sup> A collaboration of those factors in evaluating textbooks become the crucial things to be conducted.

Moreover, this research was found there are many schools that use different books and different publisher in learning processes. It was proved by asking teachers whether they have evaluated of English textbook that will used in classroom during learning process or not. Some teachers do not evaluate of English textbook that they used accordance with Litz's theory. Other reasons they did not evaluate of English textbook because they don't have enough time to evaluate that book, and they only evaluated the book based on the result score of student's are matched with score of minimum completeness criteria. If students got a good score so it can be interpreted that that books are appropriate to student's grade.

This research was proved by asking the teachers and students in different school about English textbook that they applied in learning process. There were three schools that used different book in teaching and learning process. The first school is SMKN 14 Padang Cermin that used the book entitled "*Bahasa Inggris*" (revised edition) that published by Indonesia ministry of education & culture. Second school is MAN 1 Bandar Lampung that used textbook entitled "*Path way to the English*" it published by Erlangga. Next, SMA Al-Kaustar that used the textbook entitled "*Talk Active*" and published by Yudistira.

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<sup>7</sup>Rod Ellis, "the Empirical Evaluation of Language Teaching Material", *ELT Journal* 51, (1997): p. 36-42

<sup>8</sup>Jo, McDonough, (et.al), "A Material and Method in ELT :Teachers Guide three ed", West Sussex :Wiley-black well,( 2013) p.53

There are some relevant studies due to evaluating of English textbook to support this research. First, based on the research that has been conducted by Aribowo entitled” *Evaluation of Seventh -Grade English Textbooks “When English Rings Bell: Survey Research”*.<sup>9</sup> The result of finding showed that several criteria were already fulfilled in these textbooks, but another criterias were not available. Presenting the topic, it is one of many strengths since it is suitable with students’ level then for all social situation in Indonesia. An illustration got in this textbook represented like ethnic, religion diversity, gender, the gender.

Second, based on research that has been conducted by Salsabila entitled” *Evaluation of Tenth Grade Learners English Textbook that Published by Ministry of the Education and Culture of Republic Indonesia 2016* “.<sup>10</sup> Result showed that tenth grade Learners English textbook has many criterias expected in adapted version of Nimehchisalem & Mukundan’s evaluation checklists. That believed to be greatly helpful with all total average scores of 2.95

This research focuses and analyze English textbooks entitled “*Bahasa Inggris*” (revised edition) published by Indonesia Ministry of Education, “*Pathway to English*” published by Elangga, and “*Talk Active*” published by Yudhistira using Litz evaluation checklist. By using this evaluation checklist hoped to find whether those three English textbooks is good to be the source by fulfilling the criteria that proposed by Litz. The researcher proposed this research entitled ‘**The Evaluation of English Textbook Based on Litz’s Theory.**’

## **B. Identification of the Problem**

The researcher identified and limited some problem as follow: There are so many teachers do not evaluate English textbook that they

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<sup>9</sup>TeguhAriwibowo, “Evaluation of Seventh -Grade Textbook” *When English Rings Bell* Survey Research “ (English Education Major ,Shanata Darma University ,Jogjakarta ,2017 )

<sup>10</sup>NastitiKurniasariSalsabila, “Evaluation of the Ten Grader learners of English textbook that Published by Ministry of Education & Cultures at Republic of Indonesia “,( English Education Program Language Art, Jember University, Jember, 2019)

used accordance with Litz's theory. Other reasons are they do not have enough time to evaluate that textbook, and they only evaluated the textbook based on the result score of student's are matched with score of minimum completeness criteria. If students got a good score, it can be interpreted that that books are appropriate to student's grade.

### **C. Formulation of the Problem**

The formulations of the problem are:

1. How do three English textbooks fulfill criteria that proposed by Litz?
2. What is the textbook that most fulfilled the criteria proposed by Litz in three English textbooks?

### **A. Objective of the Research**

The objectives are:

1. To find whether three English textbooks have fulfilled criteria that proposed by Litz ?
2. To find what is textbook most fulfilled criteria that proposed by Litz in three English textbooks.

### **E. Significance of the Research**

1. Theoretically

The result of this research was expected could give benefit and also support many theories in term of textbook evaluation.

2. Practically

- a. Learners

The learners could be used this thesis as a tool for learning practice.

- b. Teachers

All teachers could be implemented this result as tool for learning practice to increase their ability in evaluating textbook.

c. The researcher

This thesis results could be applied as references for all researcher in the future.

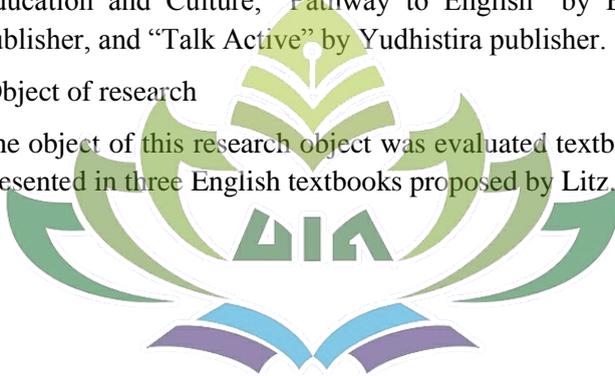
## **F. Scope of the Research**

1. subject of research

This research subject was three English textbooks for X grade. They were “Bahasa Inggris” by Indonesia Ministry of Education and Culture, “Pathway to English” by Erlangga publisher, and “Talk Active” by Yudhistira publisher.

2. Object of research

The object of this research object was evaluated textbook that presented in three English textbooks proposed by Litz.



## CHAPTER II

### REVIEW OF RELATED THEORY

#### A. Literature review

##### 1. Textbook

###### a. Definition of book

As we know that a book becomes one of the most important part to use and transfer knowledge and assess the information. A book is a printed paper that includes words, spaces, symbols, and contain important information about something. Zinkhan and Clark pointed out that printed book as the repository of knowledge and played the essential role in its dissemination.<sup>1</sup> It refers to a book is fundamental part in our life to get the knowledge and assess the information about something.

Books are used by people to read, entertain, learn, increase knowledge and grow. Regarding to this, there are so many changing innovation that happen in a book, namely e-books. E-book is book in a digital format also known as a digital book or an edition of printed book.<sup>2</sup> It can be concluded that, there two types of book such as printed book and e-book. Printed book is a book that includes words, images, spaces and important information. Besides, e-book is digital form version that consists of images, text, spaces and important information.

###### b. Definition of textbook

In learning process, textbook has various essential roles. Textbook is papers that contained words that formed a text which completed some pictures and create

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<sup>1</sup>Zinkhan , G.M. and Clark, T, “the Role of Books and Book Reviews in the Knowledge Dissemination Process”, *Journal of Marketing* 59, no,1 (1995): p.106

<sup>2</sup>PartoPartim Seal, “The Choice Between EBooks and Printed Books: A Study Among Hospitality and Learners”, *E-Journal* 39, no,21 (2020): p.4

imagination of the readers. According to Pingel textbook is a book is as resources, it can be printed or soft file form.<sup>3</sup> It can be interpreted that textbook becomes a tool to increase their knowledge by reading the materials based on the lesson.

Cunningsworth has pointed out, textbook as a source in presenting the materials, textbook as the source to all learners and complete activities.<sup>4</sup> It refers textbook has been crucial role in classroom during teaching and learning process. Textbook presented map that explain about the important component in there. It is seen from the first page that present about a map as guidance for teachers or students for easier to use.

Regarding to this, Ur pointed out that textbook contained the clear framework presenting messages on structure and improvement of their course.<sup>5</sup> It can be interpreted that textbook is the tool to support all learning process in classroom. By using a book teachers could deliver materials to the learners deeply.

### c. **Function of the Textbook**

Textbook is a source of knowledge for people who want to increase their ability. Textbook is a media to help teachers in preparing, adding, rejecting and developing the materials in the classroom. Textbook becomes a tool to increase student motivation in learning process and help student achieve their goals.

Regarding to statement above, Cunningsworth pointed out about function and roles of textbook in educational as follows:

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<sup>3</sup>Falk Pingel ,“Guiding book on the Textbook Research & Revision”,(*Braunschweig :Uniesco Education Sectors* )2010 :p .49

<sup>4</sup>Alan Cunningsworth, “Choosing your Coursebook”, Oxford : Heineman Publishers Ltd, (1995), p.7

<sup>5</sup> Ur .P ,”Course in Languages Teaching ,”( *Cambridge :Cambridge University Presses*) 1996 :p .184

- a) resources of the presentation materials
- b) sources of the activity to practice
- c) reference books( vocabularies, grammars, pronunciations)
- d) syllabus
- e) resources for self -directed learning
- f) supporting to less experienced teacher.<sup>6</sup>

From all explanation before, it could be asserted that a textbook has essential roles. Textbooks become resources for students to prepare their materials in their learning process .Role and function of textbook for all teachers can be as a reference to increase their experience in teaching process. It can be as a guide to train their ability in teaching at the classroom.

#### **d. The criteria of good textbook**

Teacher shall be notice types of textbook that would be utilized in classroom. Riddell proposed for five criteria. First, textbook shall be written by teacher's experience. Second, it shall be suitable to all learners' level. Third, it shall be visually appealing, then textbook shall contain some discussion and last the textbook shall contain many varieties then balanced pronunciations, grammars and also skill works.<sup>5</sup>

Textbook has been imperative role in the process of teaching and learning at classroom. Most teachers use textbook as a teaching to support in the class. It is reason the teacher should be selected to choose a textbook that was using in learning process.

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<sup>6</sup>Ibid , p .10

<sup>5</sup>David Riddell, "Teaching English as a Foreign Language", New York : Teach Yourself, 2003, p. 100

### e. Advantages of using Textbook

A textbook as a guidance and become the easiest and cheapest for helping teachers to run teaching process at the class. O'Neill argues that by using textbook we had chosen is that book created it possible to learners, for several reason.<sup>6</sup> From all explanation, that could be asserted that by choosing right book the teachers can attract student's enthusiasm in learning process.

Crawford cited in Richards and Renandya pointed out several advantages of using textbook during learning process in classroom, as follows:

- a) They provide structure and syllabus
- b) they provided varieties of the learning processes
- c) they were efficient
- d) they could provide an effective language models
- e) they could train all teachers
- f) They were visually appealed.<sup>7</sup>

Based on all description before, we could make a conclusion that a textbook became an essential tool to support in learning process.

### f. Roles of the textbook in English teaching

Textbooks are key element that applied in learning process. By using a book, teachers could teach their lesson as well as formats that they were using. Besides, a textbook became one of essential role when teaching English.

Hutchinson & Torres pointed out that there are some roles of a textbook in English:

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<sup>6</sup>Robert O'Neill, "Why We Use Textbooks?," *ELT Journal* 36, no 2 (1982): p.106

<sup>7</sup>Jack C Richards and Willy Renandya, "Methodology in Language Teaching: An Anthology of Current Practice", Cambridge : Cambridge University Press, 2002, p.254

- a. A textbook is the universal items in teaching then a guidance for all teachers, the permanent record to calculate what has been learned
- b. A textbook could become supplement to all teachers instruction when they in classroom
- c. A textbook could be guidance to all teachers to provide a systematic material for their learners.<sup>8</sup>

It could be asserted that a textbook became a vital element in learning English. It caused because that textbook guide then complete teachers in delivering their materials.

## 2. Textbook as a Media

### a. Definition of Textbook as a Media

As we know that media as a tool that used to deliver something for other people. In English language teaching, media as a tool for helping the teacher to delivers the materials knowledge to the students. According to Gagne et.al cited in Rahmi a media is being applied for sending information for all learners then stimulate them to learn it.<sup>9</sup> It can be concluded that media is a way to deliver something information, knowledge to other.

A media could make a message more attractive. Finochiaro cited in Kasbolah said that a media could construct all class situation would be alive since a media could interest learners' intention.<sup>10</sup> It can be concluded that media an essential part to support teaching and learning process at the classroom.

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<sup>8</sup> Hutchinson T,& Toress E ,”A *Textbook as the Agent of Change* “,E LT Journals 43 ,Nmr 04( 1994 :p .323

<sup>9</sup>Regina Rahmi, “The Implementation of Media in English Language Teaching “ ISBN 2086-1397 (2014):p.10

<sup>10</sup>KasbolahKasihani, “*Instructional Media for Young Learners of EFL*”, ELE. I Malang: IKIP Malang, (1995): p.16

As we know that textbook becomes one of printed media to deliver about the information, knowledge to the students or readers. Brown assumed a textbook could be called as a type of text, a book for using in the educational curriculum.<sup>11</sup>

### 3. Materials

#### a. Definition of Materials

Materials are one of components of the instructional process that must be notice by the teachers or learners. Omar and Tomlinson has pointed out that materials can be anything which used by the teachers and that could be a video, CD -Room, dictionary then grammar book, all readers workbooks, newspaper and instruction given by the teachers, etc.<sup>12</sup>

Materials are tools which could be applied to support all learning processes, it is usually used in the class during learning process. Tomlin so explained that a material is anything that utilizing by all teachers then students for facilitating in their process.<sup>13</sup>It can be interpreted that materials become an essential tool to transfer and support the lesson easily for the student in the classroom.

All could be asserted that a material is one of important tool to support and facilitate the learning language. It can be obviously textbooks, CD-Room, grammar books, newspaper, youtube video, and so on. Materials can help teachers or learners in learning and teaching process.

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<sup>11</sup>Brown H.D, "Doing Second Language Research", (USA: Oxford University), 2001:p.141

<sup>12</sup>Brian Timlinson , "A Material Development in the Language Teaching", (Cambridge University Presses ): (2011)p .02

<sup>13</sup>Ibid, 2

## **b. The definition of teaching material**

Teaching materials becomes one of important role in process of learning language. That process as part to facilitate the teaching and learning process of the language. Nikoopur argues that teaching materials could inform to all learners about language, presented experience of language in use then assist students to discover each language for themselves.<sup>14</sup> It refers to teaching materials is a way to help and increase student's ability about materials that they would be learned in their own classroom.

Teaching materials shall be designed by the teacher itself, the teachers must be created the materials from several resources. In addition teaching materials designed by take into consideration many things such as relevant the themes or the topics with the major and level of difficulty and relevant with student's grade. According to Dubbin and Olshtein in Nuranengsih teaching materials should be elaborated by providing clear teaching objectives and detailed teaching procedures.<sup>15</sup>

## **4. Textbook Evaluation**

### **a. Definition of Textbook Evaluation**

Textbook evaluation is step to evaluate, filter, reject the material of each lesson. In fact, a textbook evaluation referred to process in making judgment of its appropriateness according to several criteria. Cunningsworth explained a judgment process would be based on all views of any part to conduct it.<sup>16</sup>

Dudley-Evan & St John assumed that this textbook evaluation is the whole process which began with

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<sup>14</sup>Nikopur J and Farsani M.A., "English Language Teaching Material Development", *Journal of Language and Translation* 2, no.2, (2011): p.1-12

<sup>15</sup>Dubin F & Olshtein E, "Course Design" (*New York: Cambridge University Press*), 2000: p.235

<sup>16</sup>Ibid, p.9

determining message to collect then end with brought about a change in the current activity.<sup>17</sup> It is mean textbook evaluation is whole steps to finding something new, right or not about contents of each book. By doing evaluate textbook, it will change all the components of the book to be better version.

#### **b. Need of the textbook evaluation**

Various reason why needs evaluate a textbook, a good textbook would be determining about a success then failure in learning process. Evaluating textbook is a whole steps to recheck, and revise the textbook with student's level. Another reason from Cunningsworth believed is for identifying the particular strength or weakness in textbook already used.<sup>18</sup> It means by doing evaluate textbook teachers or researcher know the strength and weakness of the books.

Sheldon believed that if we needed for evaluating a textbook for several reasons. First, evaluation would assist all teachers to make their own decision in selecting a suitable textbook. Next, this evaluation for advantages then disadvantages of the textbook would be familiarize to all teachers with it's probably weakness and strengths.<sup>19</sup> It means choosing appropriate materials are important part in success or failure in education. By doing evaluate the books of each lesson teachers understood a dynamic in learning processes

Based on all explanations above, that could be interpreted that textbook evaluation becomes a crucial part in learning process. By evaluating a textbook the teachers could know the strength and weakness of the books.

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<sup>17</sup>Dudley-evans T and St. John, M.G, "Developments in English for Specific Purposes: A Multi-disciplinary Approach", Cambridge : Cambridge University Press, 2005, p.128

<sup>18</sup>Ibid, p.130

<sup>19</sup>Sheldon L.E, "Evaluating ELT Textbooks and Materials", *ELT Journal* 42, no,4 (1988): p.237-246

### c. Criteria Textbook Evaluation by Lit'z

Litz divided into six aspects of textbook evaluation, the explanation of each aspect would be explain below:<sup>20</sup>

#### 1. Practical Consideration

The first procedure to evaluate the textbook is about cover of the book. Litz has pointed out that, one of the most useful points in starting of analysis the textbook is an analysis of the author and the publisher.<sup>21</sup> Additional practical concerns are accessibility and availability. Litz argues that textbook have to purchasable in print and readily available for the readers.<sup>22</sup> It refers to textbook can be access in print and available at the bookstore. Besides, Litz also argues that all teachers guide then learner's workbook complete with tape cassettes or CD's that could be applied for supporting learner's process in individually or in classroom. The CD's or tape cassette should be contained a good enough quality with a relatively natural –sound recordings of the grammar point, conversations then various listening activity.<sup>23</sup> It is concluded that the textbook should complete CD or tape cassettes to clarify the topic related to speaking and pronunciation practice in each cub chapter of the textbook.

#### 2. Layout and Design

Layout and design have significant influence in learners' learning process. Litz added that layout and design of textbook refers to its presentation of language items that presenting clearly. Learning objectives are clear, structure or grammar that will be

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<sup>20</sup>Litz, David R.A ,A textbook Evaluation &E LT Management :South Korean Case Studies " *Asian EFL Journals* , ( 2005): p. 12 -32

<sup>21</sup>*Ibid*, p.12

<sup>22</sup> *Ibid*, p .12

<sup>23</sup> *Ibid* .p 13

taught in each unit.<sup>24</sup> It is mean that the presentation and organization layout and design in each chapter of the textbook should present clearly.

### 3. Activities and Task

In this part, Litz pointed out that textbook should be balance between exercise, and the materials discussion in each chapter.<sup>25</sup>It refers to the exercises are not too much between the materials. It can be concluded, each chapter of textbook should contain activities, material discussion and tasks that balance that appeal student in doing activities and task creatively and independently.

Litz argues that, activities provide in a book should make students to work individual and group work or discuss their answers.<sup>26</sup> Regarding to this, there is impact textbook that provided individual work such as it can train their responsibility to finish their task in time. Besides, there are impacts in group-work activities in textbook such as it students can express their ideas and get feedback, greater motivation in learning.

### 4. Skills

According to Litz the textbook should contain a balance of the four skills. It covers and integrates both of receptive and productive skills. In this aspect, Litz has mentioned into three criteria such as:

#### a.) Receptive Skills- Reading and Listening

Litz pointed out that receptive skills are the activities that include about an active participation on part of all listeners . Several

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<sup>24</sup> *Ibid.* p.15

<sup>25</sup> *Opcit*,p.23

<sup>26</sup> Litz ,David R .A, A textbook evaluation & ELT Managements :South Korean Case Studies “.*Asian EFL Journals*,( 2005):p.21

activities should be presented in the textbook like skimming information, scanning then listening for details.<sup>27</sup>

It can be concluded that in textbook should present receptive skills include reading and listening skill to help the readers or students improve reading and listening ability.

#### b.) Productive Skills- Speaking

This skill took place through an oral presentation of new language points, in each role play activity and class activity. The other aspects of speaking were practicing pronunciation.<sup>28</sup>

It can be concluded that there are many activities involve in speaking practice such as: conversation dialogue, oral presentation, groups work and class activities. It is useful to practice in English language orally.

#### c.) Productive Skills- Writing

Litz argues that this writing skill is built on both aspects like process and product methods. The product-oriented focused on end results of writing. While, the process focused on those writing itself. Additionally, the product oriented engaged all learners to imitate activity while process oriented approach typically engage learners to editing activity.<sup>29</sup>

It can be concluded that there are activities that include in each unit of the book

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<sup>27</sup> *Ibid.p .25*

<sup>28</sup> *Ibid.p. 26*

<sup>29</sup> *Ibid, p.27 -28*

such as process-oriented approaches emphasize to do in editing activity in writing section. Besides, in product typically engage students to do in imitative activity in writing section also.

## 5. Language Type

Litz argues language type and content in textbook materials evaluation to investigate the materials was realistic and authentic. In additionally, analyzed the extent textbook encourage both students personalization and localization whereby student were required to use language that they had learned in order to engage in purposeful and genuine situations or talk about themselves and their life.<sup>30</sup>It is impact for students to produce new language. It can be concluded that, the using of appropriateness of the language for the student's level that must be pay attention. Because, it useful for students to produce new language.

## 6. Subject and Content

McDonough and Shaw cited in Litz pointed out that to end up familiar and fluent in a second language needs communicative competence and mostly communicative competence that includes of cultural understanding such as daily conversational, discourse nuances and society's norms, values and manner or etiquette.<sup>31</sup> It can be interpreted that, these factors set up the essential requirement for ELT textbook to be showed a precise portrayal the target language culture.

Prodoromou and Alptekin cited in Litz described that the presence of foreign subject matter and social

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<sup>30</sup>*Ibid*,p.28

<sup>31</sup>*Ibid*, p.31

constructs in ELT textbooks has the potential to build comprehension problems or other serious cultural misunderstanding.<sup>32</sup> It could be happened because the students might lack to interpret these foreign accurately. It can be fixed trough a humble explanation given by a teacher or native-speaker instructor.

## 5. Description of Three English Textbooks

### *a. Bahasa Inggris by Indonesia ministry of education culture*

*The series of Bahasa Inggris* textbook for Senior High School levels that publishing by Kemendikbud. That has three series of grade X, XI, XII and with same title. The book has 3<sup>rd</sup> edition, for the first, edition was published 2014, the second edition was published 2016, and the last edition was published 2017. The researcher choosing to use X grade that will be analyze, this book is written by Utami Widiati ,Furaidah, Zuliati Rohmah. it was published on 2017. This book has 220 pages and contains 15 chapters covering descriptive, recount text, and narrative text. Each unit has topics i.e. *“Talking About Self”*, *“Congratulating and Complementing Others”*, *“Giving Announcement”*, *“The Battle of Surabaya”* etc.

### *b. Talk Active by Yudhistira*

Talk Active by Yudhistira has several series of grade X, IX, XII. The book has 194 chapter which include several unit of each chapter start from chapter one until chapter ten. It has several materials of each chapter i.e. *“Self-Introduction”*, *“Compliments and Congratulations”*, *“Good Plan”*, *“Wonderful Indonesia”*, etc. The researcher will use X grade that will be analyze, this book was written by Lanny Kurniawan. The researcher use third edition that will be analyze and this book was published 2016.

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<sup>32</sup>*Ibid*,p.32

### c. *Pathway to English* by Erlangga

This book has several series of grade X, XI, XII and complete with several version namely for “*Kelompok Perminatan*” version and “*Kelompok Wajib*” version. The researcher will use *Pathway to English, Kelompok Wajib* version for X Grade in Senior High School. This book was written by Th. M. Sudarwati and Eudia Grace. It was edited by Dwi Wahyu Priyanto, Yuniar Widiastuti .The textbook completed several materials of each chapter i.e. “*Hi My Name is*”, “*Well- Done!*”, “*Congratulation*”, etc. This book was published 2016.

## B. Relevance of studies

There have been several studies related to evaluate of English textbook. The first study was completed by Sri Handayani, entitled “*Evaluation of English Textbook for Seven Grader of Junior High School*”. This research aim was to evaluate quality of this English textbook by title “*When English Rings a Bell*”. The researcher used qualitative design. The data collected method by using checklist that was developed by Litz. Those were checklist consisted of six criteria. Result of this research showed that a textbook fits criteria of great English textbook in the expression of layout and design, practical consideration then activity or skill.

The second previous research entitled” *Textbook Evaluations and ELT Managements: South Korean Case Studies*” it was completed by David R .A Litz. The researcher used textbook by title” *English Firstrand 2* ”by using at of Sung Kyun Kwan University as his research subject. The researcher used some questionnaires then needed an analysis for collecting several data. This research was used all the active participant of eight of the intermediate English course instructors who were enrolled in the 2000-2001 program and all the teachers at Sung Kyun Kwan University. The questionnaires presented of the research are seven components which has parts in there, they

were: textbook, layout and designs, skills, activities, language types then subject and content, overall consensus. There are ten parts of student analysis that contain in this research. The result showed that English Firsthand 2 raised their learners interest in further language study.

The third previous research was conducted by Gebri Adinda entitled” *Score Categorization Survey of EFL Textbook* “.This research goals is to evaluate textbooks that applied in the Academic Writing elementary class in CILACS UII .researcher was using a quantitative approach that adopted from Litz. A questionnaire as an instrument for collecting several data. This research population was all teachers and learners that contribute in academic writing classes at elementary level on January 2016 - January 2017 that consisted of 4 teachers then 36 learners. That result showed highest average score of learners textbook evaluation pattern is in the practical consideration 3 .11 then lowest average score is in the layout and design 2 .78. Furthermore, highest average score of the teacher textbook evaluation is language types 3 .21then lower average score is category 2 .05

### **C. Conceptual Framework**

Textbooks are learning reference that most teachers utilized in their learning processes. Basically, the textbook as device to assist the teachers for preparing materials in during learning process. Moreover, textbook as a guide line for students to learn independently. Besides, in English textbook should presents of important skills like reading, writing then speaking and listening for training then completely in student activity in learning process.

As the teachers, we must be able to choose a good and appropriate textbook accordance with student need. Textbook evaluation is to help teachers to identifying the books in the learning processes. The researcher utilized an evaluation criteria proposed by Litz to evaluate the textbook, they were layout and

designs, textbook packages, tasks, activities, language types then subject and contents.

Firstly, textbook package refers to the information about the author of textbook as follows the textbook should contained company information like address, year of publishing book then background of an author. Secondly, textbook should contain layout and design. It refers to the textbook should present with component of the book clearly and interest design to arranged students in motivate during learning process. Thirdly, the textbook should present with activities and task. Textbook should complete with activities and task to build student's language ability.

Fourthly, textbook should contain four important skills (speaking, reading, writing and listening) that help students to train their ability. Five, English textbook should complete with language type and content. It refers to textbook should complete with language was realistic and appropriate with student's level. Last, textbook should contain subject and content were interesting it means textbook should complete with variety interest topics and make enjoyable the students.

According to all explanation, it could be assumed that a textbook is crucial tool for completing all learning process. Basically, textbook becomes a tool to measured knowledge of the teachers in teaching process. Regarding to this, teachers must attention in selecting of the textbook.

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