

**AN ANALYSIS OF ENGLISH TEXTBOOK BASED ON
EVALUATION CHECKLIST BY MUKUNDAN AND
NIMEHCHISALEM OF THE NINTH GRADE
JUNIOR HIGH SCHOOL**

A Thesis

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

By:

NOVITA SARI

NPM: 1711040106

Study Program : English Education
Advisor : Rohmatillah, M.Pd.
Co-Advisor : Agus Hidayat, M.Pd.



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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ABSTRACT

Most language programs rely heavily on textbook. In other cases, they serve as the foundation for most of the language input and practice that students get in the classroom. The objective of the study is to find out if the English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior High School fulfills the criteria of a textbook based on the evaluation checklist developed by Mukundan and Nimehchisalem.

The descriptive qualitative was applied as the design of the research. The primary data source for this research was the English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior High School. The book was written by Siti Wachidah, Asep Gunawan and Diyantari. It was firstly published by Department of Curriculum and Research of Indonesian Ministry of Education in 2015. The data then was analyzed through the stage of data reduction, data display and conclusion drawing.

The findings of the research revealed that; First, the book “Think Globally Act Locally” for the ninth grade students of Junior High School covered the aspects of methodology, suitability to the learners, general (i.e., task quality, cultural sensitivity, linguistic and situational realism), writing, vocabulary, grammar. Second, the book “Think Globally Act Locally” for the ninth grade students of Junior High School partly covered the aspects of attractiveness of the layout, the point of interest of the tasks and the real nature of the language used in the textbook. Third, the book “Think Globally Act Locally” for the ninth grade students of Junior High School partly covered the specification of the syllabus and the compatibility to the need of the learners. Overall the result of the counting revealed that the average score for all the items of the evaluation checklist was 3.8. This score indicated that the book mostly has met the criteria listed on the checklist, with only several criteria that did not really meet the checklist criteria as previously stated by one of the teacher, particularly concerning the specification stated on the syllabus. Hence, based on the table of the interpretation guide for the quality of the book, the textbook “Think Globally Act Locally” for the ninth grade students of Junior High School belonged to the criteria of “Very High Usefulness” based on the evaluation checklist of Mukundan and Nimechisalem.

Key words: Textbook, Textbook Evaluation, Evaluation Checklist



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jl. LetkolEndroSuratminSukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title : “AN ANALYSIS OF ENGLISH TEXTBOOK BASED ON
EVALUATION CHECKLIST BY MUKUNDAN &
NIMEHCHISALEM OF THE NINTH GRADE JUNIOR
HIGH SCHOOL”

Student’s Name : Novita Sari

Student’s Number : 1711040106

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

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

Advisor,

Rohmatillah, M.Pd
NIP. 198105082007102001

Co-Advisor,

Agus Hidavat, M.Pd
NIP.

**The Chairperson of
English Education Study Program,**

Dr. M. Muhassin, M. Hum
NIP. 197708182008011012



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

Alamat : Jln. Letkol. H. Endro Suratmin Sukarame, Bandar Lampung 35131 Telp. (0721)703260

ADMISSION LETTER

A thesis entitled: "AN ANALYSIS OF ENGLISH TEXTBOOK BASED ON EVALUATION CHECKLIST BY MUKUNDAN AND NIMEHCHISALEM OF THE NINTH GRADE JUNIOR HIGH SCHOOL", written by: Novita Sari, NPM: 1711040106, Study Program: English Education, has been successfully defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on Monday, July 25th, 2022.

Board of Examiners:

The Chairperson : Prof. Dr. Idham Kholid, M. Ag (.....)

The Secretary : M. Fikri Nugraha Kholid, M.Pd (.....)

Primary Examiner : Nurul Puspita M.Pd (.....)

The First Co- Examiner : Rohmatillah, M.Pd (.....)

The Second Co- Examiner : Agus Hidayat M.Pd (.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. H. Nirva Diana, M.Pd

NIP. 196408281988032002

Free Plagiarism Letter

I hereby declared that this thesis entitled “An Analysis of English Textbook Based on Evaluation Checklist by Mukundan and Nimehchsalem of the Ninth Grade Junior High School” is entirely my own work and based on research. I also declare that all materials and source consulted in the preparation of this thesis, such as from books, journals, articles, and other types of documents related to this study, which are properly recognized in footnotes and bibliographies.

Bandar Lampung, March 2022



MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُرْأْ سَمَابِ رَبِّكَ لَذْبَا خَلْقَ

. Meaning: “Read! In the name of your lord, who created”¹

(Q.S Al-Alaq: 1)

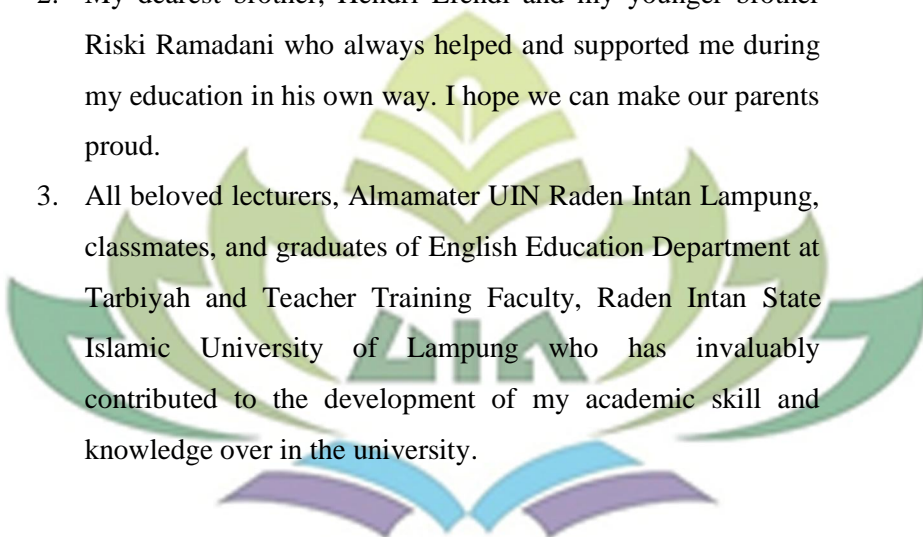


¹Ali, MaulawiSher. (2021). The Holy Qur'an Islam International Publicatins Limited

DEDICATION

In the name of Allah SWT, because only with Allah permission and grace, this thesis can be made and completed. And with infinite gratitude and as an expression of gratitude, I dedicate this thesis to:

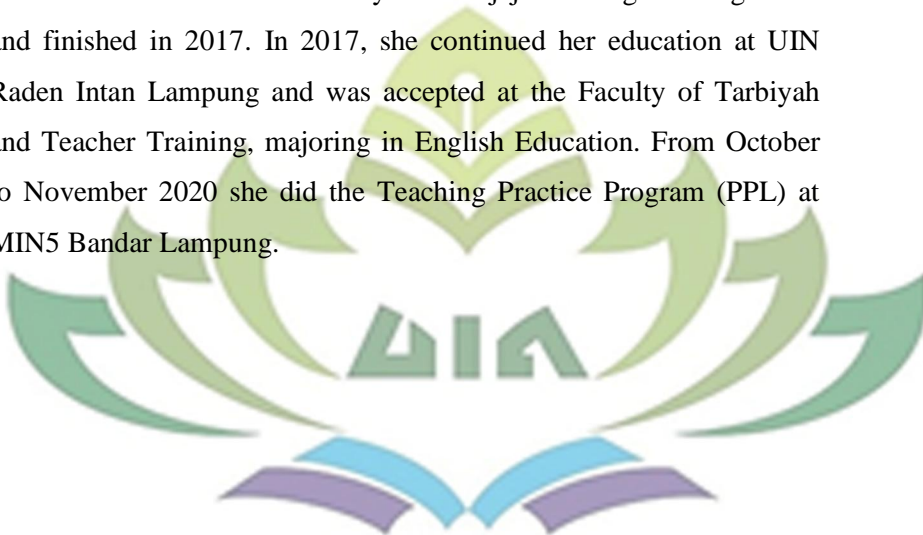
1. My beloved parents, Mr. Umar KM and Mrs. Hamsanah who has given me love, direction, knowledge, and other important thing that are useful for my life that I cannot possibly repay with a piece of paper.
2. My dearest brother, Hendri Efendi and my younger brother Riski Ramadani who always helped and supported me during my education in his own way. I hope we can make our parents proud.
3. All beloved lecturers, Almamater UIN Raden Intan Lampung, classmates, and graduates of English Education Department at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung who has invaluabley contributed to the development of my academic skill and knowledge over in the university.



CURRICULUM VITAE

Novita Sari was born on November 6th, 1998, in Karang Sari. Novita is the second child of Mr. Umar KM and Ms. Hamsanah. She has two brother, his name is Hendri Efendi and Riski Ramadan.

She began her study at TK Dharma Wanita Karang Sari and finished in 2005. She continued her study at SDN 1 Karang Sari and finished in 2011. Then, she continued her education at SMP MKMT Ujung Karang and finished in 2014. Furthermore, she continued her education at SMK Muhammadiyah Tumijajar Tulang Bawang Barat and finished in 2017. In 2017, she continued her education at UIN Raden Intan Lampung and was accepted at the Faculty of Tarbiyah and Teacher Training, majoring in English Education. From October to November 2020 she did the Teaching Practice Program (PPL) at MIN5 Bandar Lampung.



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Finally, the researcher still has errors in the preparation of the thesis. Therefore, the deepest apologies for the mistakes made by the writer and accept all forms of criticisms and suggestions for the improvement of this thesis. This research is expected to be useful for readers and can be used as a reference for development in a better direction. The truth comes from God and the error comes from the writer. May Allah have mercy and blessing be upon all of us.

Bandar Lampung, March 22

Writer,



Novita Sari
1711040106

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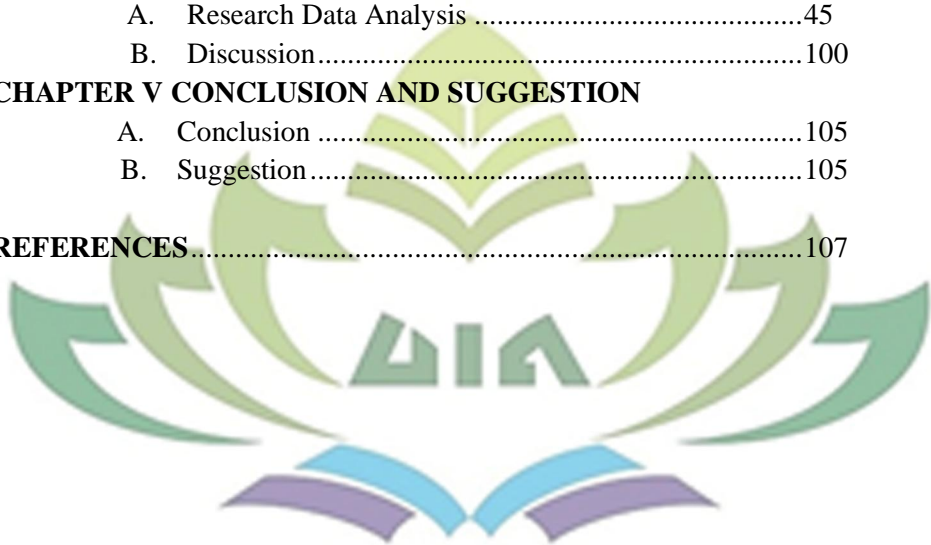
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CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first phase in gaining a comprehension in attempt to mitigate the process of writing this undergraduate thesis proposal, there is an explanation of how various terminologies should be utilized in this undergraduate thesis proposal entitled "The Analysis of Textbook Based on Evaluation Checklist of the Ninth Grade Junior High School Students." The explanation is as follows:

1. Analysis

Analysis is the process of studying or examining something in an organized way to learn more about it, or a specific study of something. This study then conducted an organized and specific examination on the English textbook of the ninth grade Junior High School based on the evaluation checklist.

2. English Textbook

Textbook is defined as a book containing a comprehensive compilation of content in a branch of study with the intention of explaining it. This study referred to the book that is used particularly in English language teaching for the ninth grade of junior high school

3. Textbook Analysis

Textbook analysis is defined as a detailed assessment of textbooks utilizing some form of systematic review technique to discover the specific strengths and deficiencies of currently used textbooks. This study then reviewed and assessed in detail the English textbook of the ninth grade Junior High School.

4. Evaluation Checklist

An evaluation checklist distills and clarifies relevant elements of practitioner experience, theory, principles, and research to support evaluators in their work. The evaluation checklist seeks to advance excellence in evaluation by providing high-quality checklists to guide practice. This study conducted the

evaluation checklist based on the theory proposed by Mukundan and Nimehchisalem.

5. English textbook “Think Globally Act Locally” for the ninth grade students of Junior High School.

This textbook is the English textbook published by The Ministry of Education and Culture in 2018. The book was written by Siti Wachidah, Asep Gunawan, and Diyantari. The book covered the lesson for one year study of the ninth grade consisted of eleven chapters. It also covered the language skills of listening, reading, speaking and writing. The material covered all the material for the ninth grade of Junior High School based on the syllabus.

B. Background of the Research

Most language programs rely heavily on textbooks. In other cases, they serve as the foundation for most of the language input and practice that students get in the classroom. They may serve as a foundation for the content of lessons, the mix of skills taught, and the types of language practice pupils engage in. In other cases, the textbook may primarily act as a complement to the teacher's lesson. Apart from teacher-provided information, the textbook may be the primary source of interaction with the language for students. Textbooks may also function as a sort of teacher training for new instructors, since they give suggestions on how to design and teach classes, as well as forms that teachers can utilize. Without the widespread use of commercial textbooks, most of today's language instruction would be impossible to carry out. As a result, knowing how to use and modify textbooks is a crucial component of a teacher's skill set.

The textbook is often the most essential teaching instrument since it may influence not only what is taught but also how it is taught. Despite the fact that television, computers, the internet, and other new media are catching up to printed communication materials, textbooks remain important sources in schools and universities. Supplementary books are perhaps the most significant instructional aids, as they are employed in both official and informal contexts of education, as well as in situations

of self-study. This is the most affordable of all the above-mentioned assistance, as well as the professors.

A textbook, according to Graves, is a book that serves as a standard source of knowledge for formal study of a subject as well as a tool for teaching and learning.¹ It should be viewed as one of many resources teachers might use to create a successful lesson, and it may provide a framework for direction and orientation. Furthermore, for an inexperienced instructor who finds changing current textbooks difficult, especially for specific work-related courses, the textbook gives confidence and security. According to Tomlinson a textbook is a book that contains all of the necessary elements for a language class. It is meant to deliver as much information as possible in a single volume and to be the sole book that students must use during a course. Grammar, vocabulary, pronunciation, functions, and reading, writing, listening, and speaking abilities are frequently covered in this type of book.²

The majority of teachers think that using textbooks in the classroom is unavoidable. A textbook is more than just a collection of unorganized texts and weird activities. Both professors and students use textbooks to attain their learning objectives. Textbooks play a significant part in the teaching and learning process since they are the primary means by which knowledge is conveyed to students. According to Cunnsworth in Kodriyah, textbooks play a critical role in EFL classrooms for both teachers and students since textbooks are the primary source of English learning. The usage of textbooks is unavoidable in Indonesia since they serve as a resource, a source of activities, a reference, a syllabus, a fantastic source of help for novice teachers, and a source for self-directed learning or self-access work.³ According to Stara et al., among individual educational materials, textbooks play the most important role in everyday

¹ Graves, Kathleen. (2000). *Designing Language Course; A Guide for Teachers*. Boston, MA: Heinle&Heinle.

² Tomlinson, Brian. (2011). *Materials Development in Language Teaching*. Edinbrugh, UK: Cambridge University Press.

³Kodriyah, Lailatul. (2018). *ELT Textbooks Pros and Cons in EFL Environment: How Teachers Should Make Decision*. Intensive Journal.

education, since they are utilized on average every second or third class. The key elements driving English foreign language classrooms are teachers, students, textbooks, and instructional setting. Textbooks are the most significant component in teaching English as a foreign language (EFL) or a second language (ESL) since teachers always utilize them as the primary source of information while teaching English in the classroom.⁴ Hence, selecting the most appropriate and sufficient textbook become crucial in order to foster the teaching learning process to achieve the lesson objectives.

Textbooks are the major source of English learning in EFL schools; therefore they are important for both teachers and students. Textbooks are inescapable in Indonesia since they serve as a resource, an activity source, a reference, a syllabus, a great source of aid for new instructors, and a source for self-directed learning or self-access work. Textbooks are the most important component in teaching English as a foreign language (EFL) or a second language (ESL), because teachers use them as their major source of knowledge in the classroom.

Because of the important role that textbooks play, the textbook selection process has become an important aspect of the teaching and learning process. Even if it is not the only component that influences a student's learning success, the textbook has an impact on the teaching and learning process, which in turn has an impact on the students' skills. As it stated by Wen-Cheng et al that classroom teachers spend a lot of time in class reading textbooks, therefore picking the right one is critical to making the textbook selection process more efficient and trustworthy. This suggests that in selecting the textbook, a thorough analysis of a certain textbook is crucial to be conducted. In this regard, Kayaoglu also remarked that the knowledge gleaned through textbook analysis is critical not only for

⁴Stara, Jana.,Stary, Karel., Chval, Martin. (2017). The Role of Textbook in Primary Education. E-Pedagogium

recognizing the qualities and applicability of the present textbook, but also for the success of language education in general.⁵

Considering the massive production to meet the demand of educational market for English textbook nowadays, the analysis of textbook in order to meet the selection of the good criteria of the book has been urgently required. As it is also stated by Gholami et al, analysis and evaluation of materials becomes an obligatory procedure with respect to established standards and criteria for picking an efficient and acceptable textbook. The review of textbooks contributes to teacher development and professional growth, as well as an increase in student achievement and performance in educational programs, as well as raising instructors' understanding of specified requirements.⁶

As it has been stated earlier that textbook has become the primary source and media in English language teaching. The evidence also has revealed that it has a great effect to determine the success of learning outcomes. Considering this matter, it is crucial that the selection of a textbook to be used in teaching and learning process has got through a proper analysis in an attempt to foster the teaching and learning process. Regarding to this research, the book entitled “Think Globally Act Locally” for the ninth grade of Junior High School. This textbook is the English textbook published by The Ministry of Education and Culture in 2018. The book was written by Siti Wachidah, Asep Gunawan, and Diyantari. The book covered the lesson for one year study of the ninth grade consisted of eleven chapters. It also covered the language skills of listening, reading, speaking and writing. The material covered all the material for the ninth grade of Junior High School based on the syllabus.

This book is generally used by most of Junior High School in Bandar Lampung either as the primary book or the additional book. Among the schools which use this book are

⁵Kataoglu, M. Naci. (2011). A Critical Appraisal of the Language Textbook. Journal of Kirsehir Education Faculty.

⁶Gholami, Reza., Noordin, Nooreen., Rafik-Ghalea, Shameem. (2017). A Thorough Scrutiny of ELT Textbook Evaluation: A Review Inquiry.

SMPN 14 Bandar Lampung, SMPN 22 Bandar Lampung, SMPN 28 Bandar Lampung, SMP Budaya Bandar Lampung and MTsN 1 Bandar Lampung. In addition, this book has been used since 2016 in MTsN 1 Bandar Lampung. However, from the interview conducted by the writer with the English teachers of MTsN 1 Bandar Lampung, the selection of that particular book did not go through the proper analysis as it should be. The school was just selected the book and instructed the English teachers to utilize the book for the main source of the English teaching and learning activities. Furthermore, based on the interview conducted with one of the English teacher of SMPN 14 Bandar Lampung, Ms. Tri Handayani Novia, S.Pd., this particular book was not sufficient enough in presenting the exercises needed for students to practice the material, thus teachers were still required to find other sources, from other books or the internet. Furthermore, she added that several topics of the material of the book contained failed to match the specification stated on the syllabus.

Considering the preceding reasons, it can be concluded that even the textbook published by the highest authority of the government does not guarantee its quality and the real needs for the teaching learning process. Hence, this research intended to find out the content of the book through the textbook analysis. Further, the analysis was conducted based on the evaluation checklist adapted from textbook evaluation checklist developed by Mukundan and Nimehchisalem to identify the strengths and the weaknesses of the textbook.

According to Richards & Rodgers in Mukundan et.al. English language teaching (ELT) material developers and evaluators need to take a wide range of factors into consideration before they make decisions on the materials they develop or select for particular contexts. Some of these factors include the roles of the learner, teacher, and instructional materials as well as the syllabus. In order to account for these roles effectively, the evaluator must gain an awareness of the learner and teacher's needs and interests. Further, Byrd and Sheldon in Mukundan et.al state that evaluative criteria of checklists should be chosen according to the learning-teaching context and the specific needs

of the learner and teacher. However, a review of the available checklists indicates that they have many identical evaluative criteria regardless of the fact that they had been developed in different parts of the world for different learning-teaching situations and purposes.

In addition, most well-established checklists examine similar dimensions like physical attributes of textbooks including aims, layout, methodology, and organization. Some other criteria that are present in most checklists include the way language skills (speaking, listening, etc.), sub skills (grammar, vocabulary, etc.), and functions are presented in the textbook depending on the present sociocultural setting. In addition to the criteria mentioned above, a checklist must take into account the background of the target students who are going to use it. The background can encompass a variety of dimensions including students' age, needs and interests. Finally, the language used in the various texts of the textbook under evaluation should present natural and authentic examples of language use in the real world.

The evaluation checklist developed by Mukundan and Nimehchisalem contained all the points that has been previously described. The checklist was developed from the criteria that are separated into two basic groups; "generic qualities" and "learning-teaching material." The first was broken into five sub-categories: "relation to syllabus and curriculum," "methodology," "suitability to learners," "physical and utilitarian features," and "supplementary materials." The second category's criteria were "general" (i.e., task quality, cultural sensitivity, linguistic and situational realism), "listening," "speaking," "reading," "writing," "vocabulary," "grammar," "pronunciation," and "exercises." This research then considered that the checklist was complete and beyond sufficient to be employed in deciding the result of the analysis of the textbook.

Based on the previous explanation, the title of this thesis is "The Analysis of Textbook Based on Evaluation Checklist of the Ninth Grade Junior High School Students". The result of the study was expected to add more references for the English

language teacher and learners of the proper and a good textbook to be used in English language teaching and learning.

C. Focus and Sub Focus of the Research

This study focused on the analysis of the English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior High School. In addition, the sub focus in this study was the analysis of the textbook based on the evaluation checklist of Mukundan and Nimehchisalem.

D. Research Question

In accordance to the description stated on the background, the formulation of the research question for this study was as follow:

1. How does the English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior High School fulfill the criteria of a good textbook based on evaluation checklist developed by Mukundan and Nimehchisalem?

E. Objectives of the Research

In accordance to the research question, the objective of the study was to find out if the English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior High School fulfills the criteria of a good textbook based on the evaluation checklist developed by Mukundan and Nimehchisalem.

F. Significance of the Research

This study was conducted with several objectives that are expected to have contribution for several aspects. The contributions were as follows:

1. Theoretical Contribution

This study was expected to offer information and knowledge regarding quality, strengths and weaknesses of the English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior High School.

2. Practical Contribution

a. For the Teachers

The findings of this study can be beneficial in providing information regarding the English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior High School as the references for the teachers to make a decision in selecting the most appropriate textbook to be used in the teaching process

b. For the Students

The findings of this study can be beneficial in providing information regarding the English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior High School as the references for the students in choosing the appropriate textbook that may foster their English language learning.

c. For other Researchers

The findings of this study can be beneficial in providing information regarding the English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior High School as the references for the other researchers to conduct the deeper and more thorough research regarding the English language textbook.

d. For the Publisher

The finding of this research can be beneficial for the publisher of the book “Think Globally Act Locally” for the ninth grade students of Junior High School as the input and suggestion for the improvement of the quality of the book.

G. Previous Studies

Several studies on the textbook analysis based on the evaluation checklist have been conducted in an attempt to provide the references of the good and proper English textbook to be used in the English language teaching. The first the study by Heriati who conducted an analysis of the English textbook entitled “Think

Globally Act Locally”.⁷The study was initiated to see the relevance of the book to the 2013 Curriculum. The result of this study showed that in term of the relevancy of the materials in the textbook with the cognitive domain, there are 25 materials in the book which are relevant or about 72%, 3 materials which are partly relevant or about 12 %, and 4 materials which are irrelevant or about 16 %. While in term of relevancy of the materials in the textbook with the psychomotor domain, there are 33 materials in the book which are relevant or about 72%, 3 materials which are partly relevant or about 9.0%, and 4 materials which are irrelevant or about 12%. Then, according the result of the study the researcher concluded that both cognitive and psychomotor almost has the same conformity category “Fair” of relevance materials because these domain are connected each other in teaching and learning process.

The second research was the research conducted by Putri.⁸ In an attempt to find out, to count and to explain the kind of writing task provided in the textbook “Think Globally Act Locally” whether it met the kind of writing task as suggested by I. S. P. Nation’s theory, the research method used mixed methods, especially explanatory sequential mixed methods design. To find out, analyze the data, and count the result of data findings this research used descriptive quantitative with calculating the percentages by using Arikunto’s schema of quality classification. To explain the follow up of the result of the data findings, this research used qualitative content analysis. The result displayed that from 34 writing tasks provided in the textbook, 29 writing tasks are meet the criteria of the kind of writing task as suggested by I. S. P. Nations’ Theory. From 27 kinds of writing task as suggested by I. S. P Nation’s theory, there are 7 kinds of writing task was available in the textbook with the percentage 25,92%.

⁷Heriati, Ratih. (2017). The Relevance Analysis of “Think Globally Act Locally” Book to 2013 English Curriculum and Bloom’s Taxonomy. A Thesis. Palangka Raya State Islamic Institute.

⁸Putri, PreliaNurayu. (2019). An Analysis of Writing Tasks in English Book “Think Globally Act Locally” For the ninth Grade Students of Junior High School. A Thesis. RadenIntan State Islamic University.

The next research was the research conducted by Herman and Aristiawan.⁹The object of the study is students English textbook entitled “Think globally act locally” published by Ministry of Education and Culture of the Republic of Indonesia. This study was designed in descriptive qualitative research because the object of the study was a document book. Moreover, as the data was in the form of words and documents, so the data were analyzed qualitatively. The results of the study show that the suitability of the material in the textbook is 78.12%, which can be concluded that the material from the textbook has met the standard of content eligibility in the textbook. Meanwhile, the feasibility of using the language in the textbook is 75%, which can be concluded that the book uses language in accordance with BSNP assessment standards.

All the three studies previously mentioned are similar in purpose. They were conducted in the attempt of providing more information and references for the English language learners and teachers of the appropriate a good quality textbook that can be used as the source of learning. The objects of the study were also the same, all were conducted on a book entitled “Think Globally Act Locally. Nevertheless, the analysis were conducted by employing different criteria. The first research was conducted based on the criteria of curriculum 2013. Meanwhile the second and third researches were conducted by using Arikunto’s schema of quality classification and BSNP assessment standard, respectively. This study, the main different to the previous researches, this research was conducted by employing the evaluation checklist proposed by Mukundan and Nimehchisalem.

H. Research Methodology

1. Research Design

The descriptive qualitative was applied as the design of the research. According to Creswell and Creswell,

⁹Aristiawan, Danul. Herman. (2021). Content and Language Analysis “Think Globally Act Locally” for Junior High School Published by Ministry of Education and Culture of Indonesia. Journal of English Language Education

descriptive qualitative study relates to the descriptions, explanations, and validation of findings are the three major goals of research. Following creative investigation, description arises to arrange the results in order to match them with explanations, which are subsequently tested or validated.¹⁰ This research design makes use of data collecting and analytic techniques to provide findings on central tendency, variance, and correlation. Descriptive research is distinguished from other forms of research by its use of summary and correlational statistics, as well as its concentration on certain sorts of research questions, methodologies, and outcomes. However, this research also employed the numerical data in the process of the analysis of the textbook in order to count the score of each checklist. As it is stated by Ravid that despite the fact that qualitative research is descriptive, it also makes use of numbers, for example, when counting occurrences or running certain data reduction analyses.¹¹ Hence, the employment of descriptive qualitative research design in this research is intended to describe the aspects of the evaluation checklist proposed by Mukundan and Nimechisalem towards the textbook of “Think Globally, Act Locally” for the ninth grade of Junior High School.

2. Data Source

For this study primary and secondary data source was utilized. According to Hox and Boeije primary data are data that are collected for the specific research problems at hand, using procedure that fit the research problem at best. Meanwhile, secondary data are any materials created by other researchers available for reuse by general research

¹⁰Creswell, John W., and Creswell, J. David. (2018). *Research Design: Quantitative, Qualitative and Mixed Method*. London: SAGE Publication.

¹¹Ravid, Ruth. (2020). *Practical Statistics for Educators*. London: Rowman and Littlefield

community.¹² The primary data source for this research was the English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior High School. The book was written by Siti Wachidah, Asep Gunawan and Diyantari. It was firstly published by Department of Curriculum and Research of Indonesian Ministry of Education in 2015. Meanwhile, as the secondary data, this study took into account any articles and journals related to the topic.

3. Research Instrument

The term research instrument refers to all of the instruments used in doing research utilizing a certain technique. They also emphasized that the human is used as a qualitative research instrument, with data coming from words, images, and statistics. It indicates that the researcher is the instrument in this study. In this study the instrument employed was based on the evaluation checklist developed by Mukundan and Nimehchisalem. (The evaluation checklist is presented in appendix 1).

4. Technique of Data Collection

The data collection approach used in this study was documentation research. Documentation research is defined by Gay, Mills, and Airasian as records of past occurrences. Writings, paintings, and monumental works by a person can all be considered documents. Hence, the data collecting technique was conducted as followings:¹³

1) Find the Textbook

The first step of the data collecting technique was finding the textbook. The textbook chosen for the study was the English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior High School.

¹²Hox, Joop J &Boeije, Hennie R. (2005).Data Collection; Primary vsSecondary.Encyclopedia of Social Measurement.

¹³Gay, L.R., Mills, Geoffrey E., Airasian, Peter, Educational Research: Competencies for Analysis and Applications. New Jersey: Pearson Education.

2) Read the Textbook

The next step was reading the manuscript. This step was done to get the thorough discovery of the analysis based on the evaluation checklist developed by Mukundan and Nimehchisalem.

3) List the data

Data listing was the final step. This step related to the analysis of the textbook based on the selected evaluation check list

5. Research Procedure

In order to gain the best result of the study, the procedure of the study was conducted in accordance to the research procedure, as follows:

1) Determining the Subject of the Research

The subject of the research in this study was analysis of English textbook entitled “Think Globally Act Locally” for the ninth grade students of Junior high School.

2) Collecting the Data

This is the process of taking notes and classification of the textbook analysis based on the evaluation checklist developed by Mukundan and Nimehchisalem.

3) Analyzing the Data

It is the process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making.

4) Reporting the Data

It is the stage of reporting and summarizing the research findings as the last procedure of the study.

6. Data Analysis

In this study, the data analysis stage was performed in three different processes as it is suggested by Miles and

Huberman.¹⁴ The processes are data reduction, data display, and conclusion drawing or verification.

1) Data Reduction

Data reduction became the first steps to do in analyzing the data in this research. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. The data reduction was conducted by classifying and describing the data based on the parts of the English textbook based on the evaluation checklist by labeling them into suitable, partly suitable or not suitable.

2) Data Display

The data were then shown in the second phase. In general, a display is a well-organized, condensed collection of data that allows for conclusion formulation and execution. The facts found in this phase were exposed or exhibited, not merely broadly but precisely and explicitly. Some activities, tasks or pictures were selected as the supporting evidence whether the contents of the textbook were appropriate or not.

3) Conclusion Drawing

After completing data reduction and data display, the final phase in this research's data analysis was to make conclusions. Depending on the size of the corpus of field notes; the funding agency's coding storage and retrieval procedures, the final conclusion may not emerge until data collecting is completed, even when the study professes to be working inductively, it is frequently foreshadowed from the start. In this phase, conclusion was drawn about the research's findings based on the research questions and theory employed.

¹⁴Miles, M. B., & Huberman, A. M. (2014). *Qualitative Data Analysis: A Method Sourcebook*. Thousand Oaks, CA: Sage Publications.

7. Trustworthiness of the Data

In a study, the data collected must be valid. This section of the study focuses on how data may be trusted. According to Lincoln & Guba in Miles et al. to gain the trustworthiness of research, the data must have the credibility, transferability, conformability and dependability.¹⁵

1) Credibility

In qualitative research, credibility refers to the accuracy of the findings. The degree to which the research has built trust in the findings based on the research methodology, participants, and environment is referred to as credibility or truth value. To maintain the credibility of the data, triangulation was conducted. Triangulation is a method of exploiting something else by relying on the veracity of data. Outside the data is used for verification or as a comparison to the data. Triangulation is a method for increasing an understanding of the issue under research. This research, in addition, applied theoretical triangulation in which it used more than one theoretical framework in the interpretation of the data.

2) Transferability

Transferability refers to how a qualitative researcher shows that the findings of a study may be applied to similar circumstances, groups, or phenomena. Researchers can utilize thorough explanations to demonstrate that the findings of a research study can be applied to various locations, conditions, and scenarios. This research applied thick description in maintaining the transferability of its data. Through the evaluation checklist employed on the book as the main source of the data, it then was analyzed and concluded thoroughly.

3) Conformability

Conformability refers to the degree of objectivity in the research study's conclusions. This occurs when the

¹⁵*ibid*

conclusions are based on the replies of the participants rather than the researcher's potential bias or personal interests. Researchers can offer an audit trail that details each stage of the data analysis process and explains why certain conclusions were taken. This research, in addition, employed the conformability in order to maintain its trustworthiness of its data. This means that the audit trail was done by a validator. In this case, Deri Sis Nanda, SS, MA, Ph.D, one of the lecturer of University Bandar Lampung acted as the validator of the research data.

4) Dependability

The degree to which the study might be replicated by other researchers and the results would be consistent is referred to as dependability. If someone else wants to repeat the study, they should be able to do so with adequate information from the paper and come up with identical results. In order to prove dependability, researchers might conduct an inquiry audit (where an independent person reviews and examines the process).

I. Systematic of Discussion

In this study, the discussion was divided into several chapters. Each chapter discussed and elaborate particular topics, as follows:

1. Chapter I

Chapter I present the introduction, which consists of title confirmation, background of the research, focus and sub focus of the research, identification of the research, limitation of the research, research questions, the objectives of research, significant of research, scope of the research, relevance studies, research methodology, and systematic discussion.

2. Chapter II

Chapter II contains a literature review of several theories and references that form the basis for supporting studies. In this study, chapter II presents the theories textbook, textbook analysis, role of textbook, the advantages and the

disadvantages of using textbook, textbook as media and source of material and criteria of a good textbook.

3. Chapter III

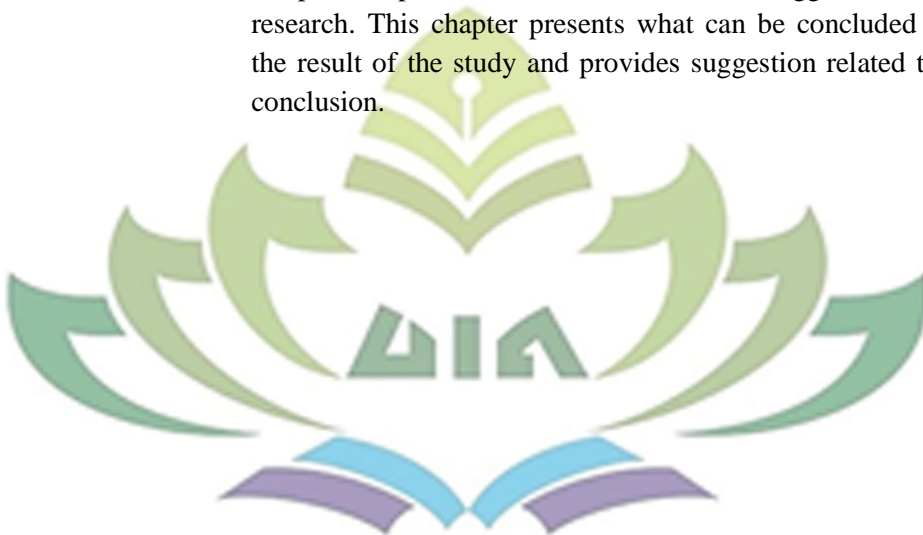
Chapter III presents the research object description. This chapter presents general description of the data and data collected in the study

4. Chapter IV

Chapter IV presents research data and research findings. This chapter presents all the data obtained along with the result of the data analysis with the interpretation of the data.

5. Chapter V

Chapter V presents the conclusion and suggestion of the research. This chapter presents what can be concluded from the result of the study and provides suggestion related to the conclusion.



CHAPTER II REVIEW OF LITERATURE

A. Definition of Textbook

A textbook is described as an instructional tool that aids in the teaching and learning process. It is prepared according to a defined curriculum, with the key ideas of the subject matter carefully chosen and summarized. To make teaching easier, they are grouped logically according to the pupils' mental makeup and psychological needs. A textbook, according to Graves, is a book that serves as a standard source of knowledge for formal study of a subject as well as a tool for teaching and learning.¹ From this definition it can be viewed that what makes a textbook different from another books is that it is used in formal study. The selection of it has gone through a special study and analysis. It also should be viewed as one of many resources teachers might use to create a successful lesson, and it may provide a frame work for direction and orientation. Furthermore, for an inexperienced instructor who finds changing current textbooks difficult, especially for specific work-related courses, the textbook gives confidence and security.

According to Tomlinson a textbook is a book that contains all of the necessary elements for a language class. It is meant to deliver as much information as possible in a single volume and to be the sole book that students must use during a course. Grammar, vocabulary, pronunciation, functions, and reading, writing, listening, and speaking abilities are frequently covered in this type of book.² As we can see from the textbook used for English language learning in schools, it is crucial that those language skills and component to be covered in a textbook, as the curriculum for English language learning has stated concerning the acquisition of the language skills and components. Components that can be utilized in addition to the course's main

¹ Ibid p.2

² Ibid p.2

materials are generally associated with the development of reading, writing, listening, or speaking abilities rather than the acquisition of linguistic things, but they also contain dictionaries, grammar books, and workbooks.

Textbooks, according to Hutchinson and Torres, give input into classroom instruction in the form of texts, activities, explanations, and so on. A textbook is a near-universal component of (English Language) instruction. It demonstrates as much as possible what will be done in the class. It allows students and instructors to see where the lesson fits into the overall scheme of things, to save students' and teachers' work, and to provide genuine outside parties access to and perhaps influence what happens in the classroom.³ As the teaching learning process in classroom rely heavily on the textbook, both for teacher and students, it is advisable to select a textbook that meet the characteristics of the certain condition of the school. Take for example, a textbook that contain much information that should be access online through particular links, might not be suitable to be used for the school in deserted areas where the internet connection is low or poor. Instead, that kind of textbook will be mostly suitable to be used in the areas or cities where the students and teacher can easily access the internet connection.

Further, Varverde in OKeefe stated that textbooks are historical artifacts. They are an aspect of education that many stakeholders have the opportunity to investigate and comprehend (or misunderstand). They are the physical instruments most closely associated with teaching and learning in most schools. Textbooks are meant to convey abstract concepts like curricular policy into actions that instructors and students may take. They are meant to act as intermediaries between the aims of curricular policy makers and the instructors who deliver education in classrooms. Their exact mediating function may alter depending on the characteristics of different countries, educational systems,

³Hutcinson, Tom & Torres, Eunice.(1994). Textbook As Agent of Change.ELT Journal.

and classrooms. Their significance is undeniable.⁴ This has made a textbook as the main resource of the learning, which without it, the teaching and learning process will be hindered and as the result the objective of the lesson will not be achieved.

In addition, Bojanic and Topalov suggested textbook is that a book that teaches a certain subject and is used mostly in schools and colleges to provide students with the essential knowledge, language skills, and information about English-speaking nations, as well as to prepare them for interactions with individuals from other countries and cultures.⁵ Textbooks are without a doubt the most widely utilized instructional tools in foreign language classrooms. As a result, it is critical that textbooks incorporate key components of language and culture and that they are tailored to the requirements, cultural background, and degree of linguistic skill of students.

From all the definition previously mention it can be concluded that a textbook is an educational instrument that is used to help with the teaching and learning process. It is intended to condense as much material as possible into a single volume and to serve as the only book that students must utilize during the course. Components that can be used in addition to the course's core materials are usually related to the development of reading, writing, listening, or speaking skills rather than the acquisition of linguistic items, but they also include dictionaries, grammar books, and workbooks. A textbook is almost always used in (English Language) classes. The textbook becomes one of several tools that students might use to gain a good understanding of the subject matter.

⁴Okeffe, Lisa. (2013). A Framework to Textbook Analysis. *International Review of Contemporary Journal*.

⁵Radic-Bojanic, Biljana P., Topalov, Jagoda P. (2016). *Textbook in the EFL Classroom: Defining Assessing and Analyzing*. Zbornik Radova Filozofskog Fakulteta U Pristini.

B. Definition of Textbook Analysis

Both the instructor and the student benefit much from an excellent textbook. It acts as a lesson guide for the teacher. There are various chapters in the language learning textbook. Each chapter covered various types and levels of language proficiency. It aided both the student and the teacher in concentrating on the information being taught or studied. Textbooks can not only provide teachers basic ideas for developing activities appropriate for each topic, but they can also give students a preview of what they can expect in the next learning session and serve as a reference for practices. Thus, conducting an analysis and evaluation of a textbook before deciding to use it as the primary source of learning is crucial. We need to review textbooks for two reasons, according to Sheldon in Mukundan et al.⁶ First, the evaluation will assist the instructor or program creator in making textbook selection judgments. Furthermore, evaluating a textbook's advantages and flaws will familiarize the instructor with the book's likely flaws and virtues. Teachers will be able to make suitable content adjustments in their future lesson as a result of this.

Gholami et al stated that analysis and evaluation of materials becomes an obligatory procedure with respect to established standards and criteria for picking an efficient and acceptable textbook. The review of textbooks contributes to teacher development and professional growth, as well as an increase in student achievement and performance in educational programs, as well as raising instructors' understanding of specified requirements.⁷ After a thorough investigative process of textbooks using up some sort sustained review process, it will be recompensed by having decided a textbook that perfectly suits all of the established criteria formed by teachers, as well as aiding

⁶Mukundan, Zayakaran., Nimehchisalem, Vahid. (2011). Developing an English Language Textbook Evaluation Checklist. Contemporary Issues in Education Research Journal.

⁷Ibid p.3

educators in defining the specific strengths and flaws in textbooks already in usages.

According to Wong, textbook analysis is a detailed assessment of textbooks utilizing some form of systematic review technique to discover the specific strengths and deficiencies of currently used textbooks.⁸ It entails determining the worth or (potential worth) of a collection of learning resources by making judgments about the materials' impact on the individuals who use them. The overview can help you create a rapid impression about the textbook's design and structure, such as how appealing the cover is, what supplemental resources are included, and how the textbook is organized.

McGrath claimed that a textbook may be assessed at three stages: before it is used, when it is used, and after it is used.⁹ Each step of evaluation is significant in its own right. Pre-use assessments can help in textbook selection by providing an idea of the textbook's prospective educational usefulness. During the pre-use stage, we will employ impressionistic analysis methods to establish an evaluation on how well the textbook will function in class by “assessing” a textbook. When it is done by experienced teachers, it is a very rapid and helpful method for textbook selection. While-in-use assessments can assist in determining the textbook's appropriateness while using it or by witnessing how it is being utilized. We will also strive to establish whether a book has accomplished by “evaluating” a textbook. Finally, post-use evaluations can aid in determining the immediate and long-term consequences of continuous textbook usage.

Further, Mcgrath proposed that there are three methods that can be employed in conducted the textbook analysis, as follows:

⁸ Wong, Lawrence. (2011). Textbook Evaluation: A Framework for Evaluating the Fitness of the Hongkong New secondary School Curriculum. The ASIAN EFL Journal.

⁹ McGrath, Ian. (2002)Material Evaluation and design for Language Teaching. Edinburgh: Edinburgh University Press Ltd.

1. The Impressionistic Method

The impressionistic method is used to get a broad perspective of the materials. A typical assessment is scanning through the book, looking at the publisher's description, the content section, and the organization, themes, layout, and images. It is also helpful to get a sense of the book by examining typical aspects such as the organization of a unit or a lesson, as well as more specialized qualities such as the handling of certain language parts.

2. The Checklist Method

A checklist, in its most technical definition, is a sequence of objects that is resorted to for comparing, identifying, or validation. Once their availability has been verified, the items are checked off or marked. The checklist method has at most four benefits: (1) it is methodical, guaranteeing that all of the key factors are taken into account. (2) cost-effective, allowing a large amount of data to be captured in a short period of time. (3) a user-friendly structure that allows for simple comparison of rival sets of materials (4) explicit, offering all categories that everyone engaged in the evaluation understands.

3. The In-depth Method

The in-depth method looks beyond what publishers and authors profess to look at, such as the type of language definition, underlying assumptions about learning or principles on which the materials are premised, or, in a general context, whether the materials appear apparent to strictly adhere to the claims crafted for them.

From the explanation it can be summarized that an outstanding textbook benefits both the instructor and the learner. The results of the evaluation will help the instructor or program designer make textbook selection decisions. It will be recompensed by having decided a textbook that perfectly suits all of the established criteria formed by teachers, as well as assisting educators in defining the specific strengths and flaws in textbooks already in use, after a thorough investigation of textbooks using some sort of sustained review process. This research, in addition,

will apply the checklist method specifically applying the evaluation checklist proposed by Mukundan and Nimehchisalem.

C. Role of Textbook in ELT

With so many commercial textbooks and other types of instructional resources to pick from, instructors and those in charge of material selection must be able to make educated decisions regarding textbooks and teaching materials. However, only by considering anything in connection to its function can it be evaluated. In some situations, a book may be great because it completely meets the demands of that circumstance. It contains just the proper amount of content for the program, is simple to teach, can be utilized by new teachers with minimal preparation, and covers grammar and the four skills equally. In Indonesia, where English is a second language, textbooks are the primary instructional resource on which instructors rely. Textbooks are used by both professors and students as a source of information, motivation, and possible learning opportunities. In Indonesia, textbooks are commonly used by teachers to educate, assign tasks, assign homework, and administer tests to students because pupils seldom have opportunity to practice English outside of school. As a result, the English textbook appears to be the most important source of information for students and the primary source of content for both teachers and students to rely on.

Shanon suggested that textbooks are still an important part of many school curricula across the globe, providing instructors and students with formal knowledge of subjects as well as the desired values, attitudes, abilities, and behaviors of specialists in those disciplines. Textbooks are commodities, political objects, and cultural representations, and as such, they are the site and outcome of struggles and compromises over how and by whom they will be produced, how and by whom their contents will be chosen, how and to whom they will be

distributed, and how teachers and students will use them.¹⁰ Based on the textbook writers' presentation of student decision-making chances in activities, textbooks enable student and teacher to control the learning. A textbook can function as a teacher, a map, a resource, a trainer, an authoritative figure, and an ideology. As a result, in addition to supplying linguistic and thematic material, the textbook may be a primary source of cultural aspects that must represent the ideology inherent in the ESL setting of a given circle.

The role of textbooks, according to Richards, is more of a resource than a course book, as well as a trainer for a new instructor; an authority in the sense that it is dependable, legitimate, and authored by professionals. They are successful in meeting diverse needs arising from classes and their wider context, supporting teachers and introducing new methodologies, providing necessary input into lessons, and being an exceptional tool for efficient and ongoing change, concluding that they are successful in fulfilling diverse needs arising from classes and their wider context. They serve as important tools for language education self-direction, a source of simulation and ideas, a self-contained syllabus, and a significant provision for unskilled instructors.¹¹ Textbooks were supposed to minimize preparation time and give ready-made exercises and to determine the direction and content while defining how the lesson should be presented.

Graves regarded textbook as the course's curriculum and route map.¹² Thematic/topic material and linguistic content are represented in ELT textbooks. Consistency, systematicity, cohesiveness, continuance, and advancement are all provided by textbooks. Textbooks were thought to reduce preparation time and provide ready-to-use exercises, as well as to establish the direction and substance of the lesson while establishing how it should be

¹⁰Shanon, P. (2010). Textbook Development and Selection. International Encyclopedia of Education.

¹¹ Richards, C.J. (1993). Beyond the Textbook: The Role of Commercial Materials in Language Teaching. RELC Journal.

¹² Ibid p.2

taught. Textbooks are thought to play a function in social routinization. After the instructor, the next most important part is the vocabulary and sources for words, which serves as input for learners, replicating the source culture and cultural values, and being an international language. Textbooks are referred to as linguistic inputs in the classroom. Textbooks are widely cited as resources that allow students to revisit and consolidate their learning while saving time, offering direction to sessions, and giving teachers confidence and security. Furthermore, they facilitate the transition from intents to classroom activities, giving an immaculate framework in which learners and teachers are given progress and objectives, as well as an English model for students

Gebregeorgis emphasizes that textbooks are intended to transmit universal and community-specific values in addition to topic information.¹³ Textbooks are teaching-learning tools that comprise a succession of texts and visuals that impart information, attitudes, and actions in order to achieve certain educational goals. Textbooks are important variables in making decisions and judgments, as well as being the primary sources of information for students, emphasizing that without the right textbook, the teaching-learning scenario is flawed. Textbooks are man-made resources with instructional aims in mind, with a focus on teaching language structure (grammar and vocabulary as the main part of learning English).

From all the explanation it can be concluded that instructors and others in charge of material selection must be able to make informed selections about textbooks and teaching materials with so many commercial textbooks and other forms of instructional resources to choose from. However, it can only be evaluated if everything in relation to its purpose is taken into account. Many school curricula throughout the world still use textbooks to provide instructors and students with formal

¹³Gebregeorgis, MehariYimulaw. (2016). Peace Values in Language Textbooks: The Case Ef English for Euthopia Students Book. Journal of Peace Education.

knowledge of subjects as well as the expected values, attitudes, talents, and behaviors of experts in those fields. It is considered that textbooks play a role in social routinization. In the classroom, textbooks are referred to as linguistic inputs. Textbooks are key factors in forming decisions and judgments, as well as primary sources of knowledge for students, highlighting that the teaching-learning scenario is defective without the correct textbook.

D. The Advantages and the Disadvantages of Textbook in ELT

Commercial textbooks have both advantages and drawbacks in the classroom, depending on how they are utilized and the circumstances in which they are used. Richards made the following suggestion.¹⁴The following are some of the most significant advantages:

1. They give a program framework and a curriculum
Without textbooks, a program may lack a central core, and students may not get a properly designed and created curriculum.
2. They aid in the standardization of education.
The usage of a textbook in a program helps guarantee that students in various classes are exposed to identical material and, as a result, are assessed in the same way.
3. They don't compromise on quality.
Students are exposed to contents that have been tried and tested, are based on strong learning concepts, and are paced effectively when a well-developed textbook is utilized.
4. They offer a wide range of educational resources.
Workbooks, CDs and cassettes, videos, CD ROMs, and extensive teaching manuals are frequently included with textbooks, offering a rich and varied resource for teachers and students.

¹⁴Richards, C.J. (1993) Beyond the Textbook: The Role of Commercial Materials in Language Teaching. RELC Journal..

5. They are effective.

They save time for teachers, allowing them to focus on teaching rather than material preparation.

6. They have the ability to give useful language models and input.

Teachers whose primary language is not English and who may not be able to provide proper linguistic input on their own might benefit from textbooks.

7. They have the ability to train instructors.

If teachers have little or no prior teaching experience, a textbook and a teacher's handbook can be used to provide initial teacher training.

8. They have a pleasing appearance.

Commercial textbooks often have excellent design and production standards, making them appealing to both students and teachers.

There are, however, certain undesirable consequences that might occur. As an illustration:

1. They may contain inauthentic language

Textbooks may contain inauthentic language since texts, dialogs, and other content elements are typically produced specifically to integrate teaching points and are not indicative of genuine language use.

2. They have the potential to alter material.

Textbooks frequently give an idealistic perspective of the world or ignore real-world realities. To make textbooks acceptable in a variety of settings, contentious themes are ignored in favor of portraying an idealized white middle-class perspective of the world as the norm.

3. They may not represent the needs of pupils.

Because textbooks are frequently designed for worldwide markets, they may need to be adapted to suit the interests and requirements of students.

4. They have the ability to de-skill instructors.

If instructors employ textbooks as their primary source of instruction, delegating significant instructional decisions to the textbook and teacher's manual, the teacher's role might be

reduced to that of a technician whose primary duty is to convey information produced by others.

5. They are pricey.

In many regions of the world, commercial textbooks may be a financial hardship for students.

Both the benefits and limitations of textbook use must be considered, and if the textbooks used in a program are found to have negative consequences, remedial action should be taken, such as adapting or supplementing books or providing appropriate guidance and support for teachers on how to use them appropriately.

E. Criteria of a Good Textbook

Williams proposes several criteria that should be possessed in a textbook as the following:¹⁵

1) Up-to-date methodology

The psychological and linguistic foundations behind contemporary, acknowledged techniques of second-language education should be reflected in the English textbook. However, textbook authors should not jump on the innovation bandwagon just for the sake of it.

2) Guidance for non-native teachers

The textbook should provide adequate direction for the English teacher who is not a native English speaker. The textbook should not leave the unskilled or minimally trained instructor who does not have native-like control over all parts of English in any question about the processes provided by the textbook. Otherwise, he or she might just teach the meanings of the minimum pair 'live/leave,' completely disregarding the writer's goal that these items be utilized for pronunciation practice.

¹⁵ Williams, David. (2000). Developing Criteria for Textbook Evaluation. *ELT Journal*.

3) Fulfill the need of the learners

In a multilingual situation, meeting the needs of a second-language student can be a difficult undertaking. When students in the same class speak a variety of mother tongues and English is not the second, but the third (or even fourth) language, ESL textbook writers have their job cut out for them. Also to be considered is the distinction that must be made between English as a subject and English as a medium of instruction in some circumstances.

4) Relevant to the socio-cultural environment

Differences in the cultures connected with the target language and the mother tongue cause second-language issues in learning vocabulary and syntax. Acceptability in certain grey regions of usage may be best evaluated by referring to socio-cultural norms. ESL textbook authors must be aware of changes in usage as a result of English's global spread.

In addition, Weddel in Yulizar also proposes the criteria of a good textbook. The criteria are divided based on the learners' need as the following:¹⁶

1) The learners feel a need to learn.

- a) Does the book explicitly assess learners' using a level appropriate format?
- b) Does the exercises or the activities address the identified learners' need?
- c) Does the textbook include clearly stated objectives for each unit or chapter so that learners are aware of outcomes?

2) The learning environment is characterized by physical comfort, freedom of expression, and acceptance of difference.

- a) Is the textbook designed for adult learners using appropriate visuals, topics, exercises, and format?
- b) Is authentic language used in the lesson content?
- c) Does the textbook address cross cultural awareness?

¹⁶Yulizar. (2016). An Analysis of Aims and Approach of a Textbook: look Ahead English Course for Senior High School Students year X. As-Salam Journal

- d) Does the textbook progress at a comfortable pace?
 - e) Is there opportunity for open-ended conversation practice of language?
- 3) The learners perceive the goals of a learning experience to be their goals.
- a) Is there opportunity in the textbook to continually revisit learner goals that were identified initially?
 - b) Are the topics and theme in the textbook related to adult needs and interest?
 - c) Is the learners asked to apply skills or knowledge in appropriate activities or exercises?
- 4) The learners participate actively in the learning process.
- a) Does a textbook include the variety of activities that encourage interaction?
 - b) Does the textbook allow to communicative practice that ask learners to negotiate for meaning?
 - c) Does the textbook include the level appropriate activates that ask for learner opinion on the lesson design, content, or visuals?
- 5) The learning process is related and makes use of the experience of the learner
- a) Does the textbook include unit openers the elicit previous knowledge?
 - b) Does the textbook include opportunities for learners to apply content to their own lives?
- 6) The learners have sense of progress towards their goals
- a) Does the textbook makes a learning logs or checklist regarding skills learned.
 - b) Does the textbook allow for learner self-evaluation of performance of objectives.

In conclusion, selecting a textbook involves matching the material with the context in which it is going to be used. Eventually, no textbook design in general market will be absolutely ideal for particular group of learners, but the objective is to find the best possible fit, together with the potential for adapting or supplementing parts of the material where it is

inadequate or unsuitable. Important factors should be used to design a textbook as learning resources. The most important point to emphasize here is that learning materials should assist learners in language acquisition as well as in the use of language in real-life situations.

F. Textbook as Media and Source of Material

Print is the most common media for instructional communication. In education, the proper application of text materials is critical. Given its widespread acceptance, one could expect to find a plethora of study evidence on the medium's qualities, efficacy under various conditions and for various purposes, improvements, function and impact in the educational process, and linkages with other media. According to Richards, apart from the teacher's contribution, the textbook may be the primary source of contact with the language for students. Textbooks can also function as a sort of teacher training for new teachers, as they provide suggestions on how to design and teach classes, as well as formats that teachers can utilize.¹⁷ Further, Richards states that Teachers alter and transform textbook materials to meet the needs of specific groups of students and their own teaching methods when they use them as a source of materials. These transformational processes are at the heart of teaching, allowing skilled instructors to build successful lessons from the resources they utilize. As a result, gathering information on how teachers use course books and other instructional resources in their classrooms is beneficial.

In addition, Sheldon in Ranjan suggests that most language programs rely heavily on textbooks. In other cases, they serve as the foundation for much of the language input and practice that students receive in the classroom. They may serve as a foundation for the content of lessons, the mix of skills taught, and the types of language practice pupils engage in. In other cases, the textbook may primarily act as a supplement to the teacher's

¹⁷ Ibid p.14

lesson. Apart from teacher-provided input, the textbook may be the primary source of interaction with the language for students. Textbooks can also function as a sort of teacher training for new teachers, as they provide suggestions on how to design and teach classes, as well as formats that teachers can utilize. Without the widespread use of commercial textbooks, most of today's language instruction would be impossible to carry out. As a result, a teacher's professional expertise should include how to use and adapt textbooks.¹⁸

Cunningsworth in Akbar also states the role of textbook as the source of material as the followings:

- 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.

Textbooks can also function as a sort of teacher training for new teachers, as they provide suggestions on how to design and teach classes, as well as formats that teachers can utilize. Without the widespread use of commercial textbooks, most of today's language instruction would be impossible to carry out. As a result, a teacher's professional expertise should include how to use and adapt textbooks.

G. Textbook Evaluation Checklist by Mukundan and Nimehchisalem

A checklist is a tool that aids English Language Teaching (ELT) practitioners in evaluating language teaching resources such as textbooks. It enables for a more in-depth assessment of the textbook using a set of generalizable evaluating criteria. The

¹⁸Ranjan, Rajeev. (2018). The Role of Textbook in Language Teaching and Learning. Retrieved from <https://www.rajeevelt.com/role-of-textbook-language-teaching-learning-educationist/rajeev-ranjan/>. Accessed on February 26th 2022.

background of the target students who will utilize the checklist must be considered. The backdrop might include a number of factors such as the kids' age, requirements, and hobbies. The language employed in the different texts of the textbook under review should give natural and realistic examples of language use in everyday situations. By assisting the teacher in getting the pupils off the learning plateau, using genuine language in the textbook helps to their motivation. Mukundan and Nimehchisalem further proposed the classification of textbook evaluation criteria in the following figure:

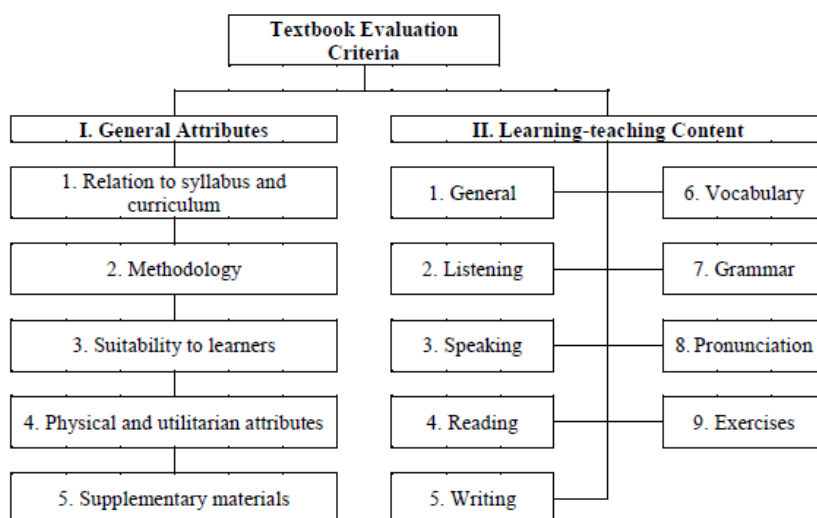


Figure 2.1
The Classification of Textbook Evaluation Criteria

The criteria are separated into two basic groups, as shown in the diagram: "generic qualities" and "learning-teaching material." The first was broken into five sub-categories: "relation to syllabus and curriculum," "methodology," "suitability to learners," "physical and utilitarian features," and "supplementary materials." The second category's criteria were "general" (i.e., task quality, cultural sensitivity, linguistic and situational realism), "listening," "speaking," "reading," "writing," "vocabulary," "grammar," "pronunciation," and "exercises." Based on the

criteria, the evaluation checklist is then developed in the following table:

Table 2.1
The Evaluation Checklist Based on Mukundan and Nimehchisalem

No	Criteria	Score				
		0	1	2	3	4
	General Attributes					
A	The book in relation to Syllabus and Curriculum 1. It matches with the specification of the syllabus					
B	Methodology 2. The activities can be exploited fully and can embrace the various methodologies in ELT 3. Activities can work well with methodologies in ELT					
C	Suitability to Learners 4. It is compatible with background knowledge and level of students 5. It is culturally accessible to the learners 6. It is compatible to the needs of the learners 7. It is compatible to the interests of the learners					
D	Physical and Utilitarian Attributes 8. Its layout is attractive 9. It indicates efficient use of text and visual					
E	Efficient Outlay of Supplementary Materials 10. There is a teacher guide to aid the learners					

Learning – Teaching Context						
A	General <ol style="list-style-type: none"> 11. Most of the tasks in the book are interesting 12. Tasks move from simple to complex 13. Task objective are achievable 14. Cultural sensitivities have been considered 15. The language in the book is natural and real 16. The material is up-to-date 17. It covers a variety of topics in ELT 18. The book contain materials taken from ELT research findings 19. The book covers materials of writing research paper 					
B	Academic Writing <ol style="list-style-type: none"> 20. Tasks have achievable goals and take into consideration of learners 21. Models are provided for different genres 					
C	Vocabularies <ol style="list-style-type: none"> 22. The load (number of new words in each lesson) is appropriate to the level 23. There is a good distribution (simple to complex) of vocabularies load across chapters and the whole book 24. Words are efficiently repeated and recycled across the book 					
D	Grammar <ol style="list-style-type: none"> 25. The spread of grammar is achievable 26. The grammar is contextualized 27. Examples are interesting 28. Grammar are introduces explicitly 					

E	Exercises 29. They have clear instructions 30. They are adequate 31. They help students who are under/ over achievers					



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