An Evaluation on the English Textbook for the Students of Senior High School Grade X: *Talk Active Compulsory Program 1 Grade X Senior High School* Published by Yudhistira

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Abstract: This research attempted to evaluate whether the English textbook entitled *Talk Active Compulsory Program 1 Grade X Senior High School* published by Yudhistira has fulfilled the criteria of a good textbook based on the textbook evaluation criteria suggested by *Pusat Perbukuan* and some ELT experts, and to discover whether the analyzed textbook was relevant to Curriculum 2013. This study was an evaluation study, whose stages covered: (1) listing several items to guide data collection, (2) making data collection sheets, (3) analyzing the textbook, and (4) reporting the result of the analysis. The data were collected by evaluating the textbook using checklists which contained the criteria of textbook evaluation. In the data analysis technique, the sum points were gained from the total of criteria fulfilled, divided by the total criteria in each sub-aspect, and multiplied by 100 %. Consensus and triangulation were applied to ensure credibility and dependability of this research. The result of the analysis showed that *Talk Active Compulsory Program 1 Grade X Senior High School* was classified as a good textbook as it achieved 82 % of fulfillment score, with 83% for relevance of material to the curriculum, 86 % for material accuracy, 70 % for supporting learning material, 78 % for language appropriateness, 100 % for presentation technique, 85 % for teaching and learning technique, and 73 % for presentation coverage. For English teachers using Talk Active, it was recommended that they provide more activities to produce interpersonal texts, give explanation about formal and informal use, and provide presentational activities to suit the Curriculum 2013.

Keywords: textbook evaluation, curriculum 2013 textbooks, evaluation study

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Introduction

Since textbooks become the basic need for both teachers and students, there are many publishers produce textbooks. Those textbooks are then sold in some bookstores with various prices. Because they are written by many different authors, textbooks provided in the bookstores have different qualities. Some of them have a good quality and some others are poor at the quality. Based on the fact that textbooks sold in bookstores are varied in quality, English teachers should know the differences between English textbooks with good and poor quality. They should be able to recognize the strengths and weaknesses of English textbooks. To do that, they need to know some aspects related to textbooks, such as content, language, and presentation. Therefore, English teachers should do evaluation on some English textbooks to determine whether they are good or not.

The reality shows that English textbook evaluation done by English teachers is still limited. It is caused by some factors. Firstly, they might not have enough skill and knowledge on how to evaluate textbooks. Secondly, they have been comfortable and familiar with one textbook. The facts explained above motivated the researcher to conduct evaluation on the English textbook.

Textbook evaluation

In general, textbook evaluation is defined as the process of making judgment about a textbook related to its content, design, lay out, and other important aspects of a textbook. Here are some theories of textbook evaluation proposed by ELT experts.

Richards (2006:256) states that with such an array of commercial textbooks and other kinds of instructional material to choose from, teachers need to be able to make informed judgments about textbooks and teaching materials. Evaluation, however, can be done only by considering something in relation to its purpose. A book may be ideal in one situation because it matches the needs of that situation perfectly. It has just the right amount of material for the program, it is easy to teach, it can be used with little preparation by inexperienced teachers, and it has an equal coverage of grammar and four skills. The same book in a different situation, however, may turn out to be quite unsuitable.

Tomlinson and Masuhara (2004) mention that there are three kinds of textbook evaluation. They were pre-use, whilst-use, and post-use evaluation. This is in line with evaluation proposed by Cunningsworth (1995) in Richards (2015:620). Pre-use evaluation is the first step in evaluation, which is usually involving subjective judgment. For this reason, criterion-referenced item should be used. Whilst-use evaluation is related to evaluating textbooks that is being used. This second kind of evaluation is objective and reliable as it makes use of measurement, but limited to observable aspect such as the clarity of instruction, lay out, the comprehensibility of text, the flexibility of text, and the appeal of material. Post-use evaluation is related to making judgment after textbooks have been used for period of time. It examines the effects towards the students in relation to their motivation, engagement, and achievability.

McDonough and Shaw (1993) in Tomlinson (1998) suggest that textbook evaluation should be in the form of continuum of external and internal evaluation. External evaluation attempts to analyze the claims made on the cover of the textbooks, the introduction, and the table of contents. This enables teachers to determine the students and their proficiency level, the context where the writers and of the materials intend them to be used, the way the language has been arranged into units or chapters and the writers view towards language and methodology. In contrast, internal evaluation attempts to find out an in-depth analysis at two units or more to examine some aspects related to presentation of skills in the materials, the grading and sequencing of the materials, the kinds of text applied in the textbook, and the correlation between exercises and tests.

Textbook evaluation procedure

There are some stages in evaluating textbooks. McDonough and Shaw (1993) in Tomlinson (1998) state that the process of evaluating textbook should be executed based on the following procedures:

   a. Identifying the relevant contextual information related to the students, the teacher, the course syllabus, and the institution.
   b. Analyzing the feature of the textbook followed by an overall rating of the text.
   c. Making the judgment about the acceptability of the textbook that involve the rating and weighting of specific evaluative criteria.

Furthermore, Ur (2009: 185-187) suggests that there are three steps in the process of evaluating a textbook. They include deciding on criteria, applying the criteria decided, and making summary. Deciding criteria can be done by making the list of criteria based on the theories of textbook evaluation suggested by ELT experts. After that, the evaluator can take any commercially affordable textbook to be analyzed by applying the criteria which have been decided before. In this step, the evaluator can use a tick or a cross to indicate whether the criteria was fulfilled or not and a question mark to show that the evaluator is not sure. The last step is making summary about the overall evaluation of the textbook.

Textbook evaluation criteria suggested by some ELT experts

Cunningsworth (1995) in Richards (2015:621) suggests that textbook evaluation need to fulfill the following checklist:

1. Aims and approach
2. Design and production
3. Language content
4. Skill
5. Topics
6. Methodology
7. Teacher's book
8. Practical considerations

The other ELT practitioners, Byrd and Celce-Murcia (2001:416-418), suggest that there are three criteria that must be addressed in a textbook evaluation:

1. fit between the textbook and the curriculum,
2. fit between the textbook and the students, and,
3. fit between the textbook and the teacher.

In addition, Robinnet (1978) in Brown (2001:142) mentions twelve criteria as a guideline of textbook evaluation. They include:

1. Goals of the course
2. Background of the students
3. Approach
4. Language skills
5. General content
6. Quality of practice material
7. Sequencing
8. Vocabulary
9. General sociolinguistic factors
10. Format
11. Accompanying materials
12. Teacher's guide

Textbook evaluation criteria suggested by *Pusat Perbukuan* (2014)

In 2014, *Pusbuk* (*Pusat Perbukuan*) launched two instruments to evaluate English textbooks. These two instruments are based on Curriculum 2013. The first instrument contains two aspects to be evaluated. They are content appropriateness and presentation technique. The second instrument contains language appropriateness.

For content appropriateness, there are three sub aspects to be evaluated, which are the relevance of the materials to the *core competence* and *basic competence*, material accuracy, and supporting learning materials. For presentation appropriateness, there are three sub aspects to be analyzed covering presentation technique, teaching and learning presentation, and presentation coverage. For language appropriateness, the areas which are evaluated cover relevance between language and the students' development, communicativeness, the coherence and unity of ideas, and other language aspects (grammar, pronunciation, and vocabulary).

In terms of the sub aspect of relevance of the materials to the *core competence* and *basic competence*, there are two areas to be evaluated, which are material completeness and

material depth. For the sub aspect of materials accuracy, there are three areas which need to be analyzed, which are the social function, the generic structure, and the linguistic feature. In terms of supporting learning materials, there are three areas to be examined covering up-to-date materials, life skills development, and development of insight on diversity. In relation to the presentation technique, there are two areas to be evaluated. They are systematization and balance among units. The teaching and learning presentation discusses five areas. They are student-centeredness, development of student's initiative, creativity, and critical thinking in both spoken and written form, development of autonomous learning, development of self reflection/ evaluation ability, and focus on scientific approach. The presentation coverage consists of three areas. The first area is opening. The second is content. The last one is closing.

Research Method

The type of this research is an evaluation study. This study was conducted to evaluate whether the English textbook entitled *Talk Active Cumpulsory Program 1 Grade X Senior High School* fulfilled the criteria of good textbooks according to *Pusat Perbukuan* and some ELT experts, and whether it was relevant to Curriculum 2013. The target of this research was the English textbook entitled *Talk Active Cumpulsory Program 1 Grade X Senior High School* published by Yidhistira. It was first published in 2013 and based on Curriculum 2013 as shown on its cover. It had 143 pages. The content of this book covered 8 units, entitled *"Memorable Moments"*, *"Indonesian Folklore"*, *"Leisure Time"*, *"Friendship"*, *"Successful People"*, *"Famous People"*, *"Sports and Other Cultures"*, *"Reading is Fun"*. There were three text types presented in it, including *recount, narration*, and *description* texts.

In evaluating the English textbook, the researcher followed some steps. They were:
1. Pursuing a specific problem to be investigated.
   The problem which was investigated in this research was whether the English textbook entitled *Talk Active* fulfilled the criteria of good textbook proposed by *Pusat Perbukuan* and other ELT experts.
2. Listing several items or categories to guide data collection.
   In the process of listing several items or categories to guide data collection, the first to do was choosing and writing the textbook evaluation criteria proposed by *Pusat Perbukuan*. The next was making some modifications by referring to the criteria suggested by ELT experts, including Ur (1991:186), Cunningsworth (1995) in Richards (2015:621), Byrd and Celce-Murcia (2001:416-418), and Robinnet (1978) in Brown (2001:142). The purpose of the modification was to complete the criteria made by *Pusbuk*.
3. Constructing the data collection sheet
   In this step, the criteria of textbook evaluation which had been written and added with some modifications were put into a table. The table contained criteria which had been modified to evaluate the textbook. It was then applied as the instrument for textbook evaluation.
4. Analyzing the textbook
   In analyzing the textbook, the modified criteria were applied as an instrument. Each of the item or criterion was analyzed and given the description on whether it was fulfilled or not. The criterion of good textbook fulfilled by textbook was given a tick and was valued 1 point while the criterion which was not fulfilled was given a cross and was valued 0 point. The calculation of percentage was then obtained from fulfilled criteria and unfulfilled criteria. Afterwards, the total sum was gained from the total of criteria

which were not fulfilled in each sub aspect divided by the total of criteria points in each sub aspect. The last step was making interpretations from the result of calculation.

5. Reporting the result of analysis to the reviewer

    After analyzing the overall textbook, all the result of analysis was then submitted to the reviewer and discussed together.

There were some instruments used in this research. The first was human instrument, which was the researcher herself, as the primary instrument (Janesick, 1994 in Ary et.al., 2002; 426). The second was the textbook evaluated. The third one was the checklist containing criteria of textbook evaluation suggested by *Pusbuk* and some modifications of criteria proposed by ELT experts. The main aspects to be evaluated were the content, language, and presentation aspects. Those three aspects were divided into seven sub aspects, namely relevance of materials to the curriculum, material accuracy, supporting learning materials, language appropriateness, presentation technique, teaching learning technique, and presentation coverage.

The data were collected from the textbook analyzed, which was *Talk Active Cumpulsory Program 1 Grade X Senior High School* by using checklists containing textbook evaluation criteria suggested by *Pusat Perbukuan* and some modifications of criteria proposed by some ELT experts.

To get the result of data analysis, the percentage or the sum points in each sub aspect was gained from the total of fulfilled criteria in the textbook for each sub aspect, which was divided by the total number of criteria in each sub aspect, and then multiplied by 100 %. After that, the result of data analysis was classified into four categories as stated by *Pusat Perbukuan* (2014). The categories were presented in the following table.

Table 1: **The conversion of fulfillment average in four categories (*Pusbuk*)**

Range of fulfillment	Category
80% - 100%	Good
60% - 79%	Fair
50% -59%	Sufficient
0% - 49%	Poor

To make sure that this research was credible and dependable, the researcher used two methods, which were consensus and triangulation.

Findings and Discussion

Based on the result of analysis, the textbook was categorized into a *good* textbook as it achieved 82 % of criteria fulfillment. The book was "*good*" at the sub aspect of the relevance of materials to the curriculum as it achieved 83 % of the fulfillment. It was also good in the sub aspect of material accuracy by achieving 86 % of criteria fulfillment. However, it got 70 % fulfillment for the sub aspect of supporting learning materials and therefore it was "*fair*" in this sub aspect. By achieving 78 %, it was categorized "*fair*" in the sub aspect of language appropriateness. In the sub aspect of the presentation technique, it achieved 100 % which meant that it was in the "*good*" category. It got 85 % in the sub aspect of teaching and learning materials. Thus, it was categorized as "*good*" in the sub aspect of the teaching and learning technique. For the last sub aspect, which was the presentation coverage, it got 73 % and was classified as "*fair*" at sub aspect of presentation coverage. The evaluation summary could be seen in the following table.

Table 2: **Evaluation Summary**

Aspects of Evaluation	No	Sub Aspects of Evaluation	Fulfillment
Content	1	Relevance of Material to the Curriculum	83 %
	2	Material Accuracy	86%
	3	Supporting Learning Material	70%
Language	4	Language Appropriateness	78%
Presentation	5	Presentation Technique	100%
	6	Teaching and Learning Technique	85%
	7	Presentation Coverage	73%
Average			82%
Criteria			Good

Although the textbook was categorized into a good one, it still had some lacks, for example in the content aspect. First, it has not motivated the students to learn interpersonal communication through interpersonal texts as some of them have not provided opportunity for the students in both comprehension and production of interpersonal texts and the formality level was not exposed in most of the functions. Second, some of the materials were not taken from the up to date sources. Third, it was lacking in helping the students to develop the personal skill since it did not provide peer assessment enabling them to give feedback to each other and limit them to knowing their friends' strength and weakness. Lastly, at developing the social skill, it has not promoted gender equality because the topic about successful and famous people mostly exposes men, which meant that it does not promote the equality in terms of career or occupation.

In relation to the language aspect, *Talk Active* also had lacks in some parts. First, it did not have the coherence and unity of ideas among units because it has different topics in every unit which are not related to each other. Second, in the criterion of pronunciation, it did not provide pronunciation practice in each unit. Of eight units presented in the textbook, it was only found in three units, which are Units 1, 2, and 5. It means that the textbook did not give opportunity to learn pronunciation on words related to the stress and intonation.

In terms of the presentation aspect, this textbook had some weaknesses too. In sub aspect of the teaching and learning technique, *Talk Active* has not provided communicative activities in both spoken and written forms. Most of communicative presented were in the spoken form, such as role play, discussion, practicing or acting out dialogues, and classroom survey. In the sub aspect of presentation coverage, it did not provide index of subjects containing important words followed by the number of pages and index of authors which contains list of authors whose works are used in the materials followed by page number of each appearance. Also, the reference is not presented in a complete way as there are no order numbers and identities in texts or pictures.

In terms of the relevance to the Curriculum 2013, *Talk Active* has not really been relevant to it in some ways. There were two reasons in this case. First, it did not provide presentational materials and presentational activities which gave the opportunity for the students to create a spoken genre on a scientific topic. Second, it did not provide activities for the fourth stage in scientific approach, associating, which enabled the students to connect information about texts studied with other same text type in different form which is found in other sources.

Conclusion

Based on the result of analysis, the textbook is classified into a good textbook because it has achieved 82 % fulfillment of the criteria. It means that *Talk Active Compulsory Program 1 Grade X Senior High School* has met most criteria in three aspects namely content, language, and presentation. However, it still has some lacks as some criteria are not fulfilled yet. Also, it has not achieved the relevance to Curriculum 2013 in some ways.

Some suggestions which might be helpful are addressed to English teachers and other parties. For English teachers who are using *Talk Active*, they should do some actions such as giving more tasks in interpersonal text production and explanation when discussing the list of expressions/functions of interpersonal communication, such as classifying which expressions could be used in the formal and informal situation. In developing the social skill to promote gender equality, they could expose more successful career women, for example Indonesian female artists or public figures. To develop the personal skill, they should assign activities for peer assessment. It can be done by assigning the students to write journal containing self assessment and peer assessment. By doing so, the students can communicate success and problems they and their friends have after learning a certain lesson. For textbook writers and publishers, when designing and producing textbooks, they have to understand the curriculum that is being employed, especially Curriculum 2013. For example, to suit Curriculum 2013, the writers should provide activities related to whole stages of scientific approach. Besides, the writers should be able to choose up to date materials. The aspect of presentation is also important to consider. For example, the existence of index will help the students to find important words as it provide the page number of appearance. Thus, it would be helpful if the textbook writers work together with English teachers as they are people who directly involve in the process of teaching and learning English. The last is for *Pusat Perbukuan*. As the policy maker, *Pusat Perbukuan* should give the clear guidance for textbook writers and publishers about some aspects should be considered in writing textbook in accordance with National Curriculum 2013. By so doing, both writers and publisher can produce the qualified textbooks which are relevant to Curriculum 2013.

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