

**AN EVALUATION OF AN ENGLISH COURSEBOOK ENTITLED
“BAHASA INGGRIS KELAS XI SMA/MA/SMK/MK SEMESTER 1”
PUBLISHED BY THE MINISTRY OF NATIONAL EDUCATION OF
INDONESIA**

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Abstract: This study aims to describe the appropriateness of four aspects (i.e., content, language, presentation, and graphics) of the coursebook entitled “*Bahasa Inggris Kelas XI SMA/SMK/MA/MK Semester 1*” published by the Ministry of National Education of Indonesia. The research was a descriptive – qualitative as it related to the process of describing messages of a certain text in detail, gaining its strengths and weaknesses. The researcher used a checklist for evaluating the coursebook based on the criteria developed by herself. It was synthesized from The Board of National Education Standard and other experts with some modifications. This study was conducted through document review consisting of (1) reviewing the whole content of “*Bahasa Inggris Kelas XI SMA/SMK/MA/MK Semester 1*”, (2) selecting the aspects to be evaluated, (3) collecting data by analyzing the aspects of content, language, presentation, and graphics based on the developed checklist instrument, and (4) making summaries to draw conclusion. The data analysis used 3 steps, i.e., analyzing the book, describing the result whether it matched with the criteria or not, and calculating the data by dividing the total matched criteria with the total number of criteria then it multiplied by 100%. Triangulation was used to ensure the credibility of the data. The result indicated that the coursebook entitled “*Bahasa Inggris Kelas XI SMA/SMK/MA/MK Semester 1*” was categorized as an “excellent” coursebook since it reached 82.75%. However, it was then recommended to modify some aspects of the coursebook in terms of illustration and typography.

Keywords: *coursebook, evaluation,*

**EVALUASI BUKU PELAJARAN “BAHASA INGGRIS KELAS XI
SMA/SMK/MA/MK SEMESTER 1” YANG DITERBITKAN OLEH
KEMENTERIAN PENDIDIKAN NASIONAL INDONESIA**

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan 4 aspek kelayakan yaitu isi, bahasa, penyajian, dan kegrafikaan dari buku yang berjudul “Bahasa Inggris Kelas XI SMA/SMK/MA/MK Semester 1” yang diterbitkan oleh Kementerian Pendidikan Nasional Indonesia. Penelitian ini merupakan sebuah penelitian deskriptif-kualitatif karena terkait dengan proses mendeskripsikan pesan atau teks tertentu secara detail, menggali kekuatan dan kelemahannya. Peneliti menggunakan sebuah *checklist* untuk mengevaluasi buku berdasarkan kriteria yang dikembangkan. Instrumen tersebut disintesis dari Badan Standar Nasional Pendidikan dan para ahli lain dengan beberapa modifikasi. Penelitian ini menggunakan tinjauan dokumen yang terdiri dari (1) meninjau semua konten yang ada dalam buku, (2) menyeleksi aspek – aspek yang perlu dievaluasi, (3) mengumpulkan data dengan menganalisa aspek – aspek dari isi, bahasa, penyajian, dan kegrafikaan berdasarkan instrumen *checklist* yang telah dikembangkan, dan (4) menyusun ringkasan untuk menarik kesimpulan. Analisis data menggunakan 3 langkah, yaitu menganalisa buku, mendeskripsikan hasil analisa apakah cocok dengan kriteria atau tidak, dan menghitung data dengan membagi total kriteria yang cocok dengan total seluruh kriteria kemudian dikalikan 100%. Triangulasi digunakan untuk memastikan data terpercaya. Hasil penelitian menunjukkan bahwa buku berjudul “Bahasa Inggris Kelas XI SMA/SMK/MA/MK Semester 1” dikategorikan sebagai sebuah buku yang sangat baik karena buku tersebut meraih skor 82,75%. Namun, selanjutnya direkomendasikan untuk memodifikasi beberapa aspek dari buku terutama pada ilustrasi dan tipografi.

Kata kunci: *buku teks pelajaran, evaluasi*

INTRODUCTION

English is the most widely language used all over the world as it becomes one of the subjects in schools being taught as foreign language, including in Indonesian schools. The schools usually use the newest curriculum based on the regulation from government. On the other hand, new regulation is not suitable for students, for example, the readiness of all matters. However, the materials must be suitable based on curriculum itself. Furthermore, there must be suitable resources such as media, books, realia, and alike in order to support the process of language teaching.

A coursebook is one of resources in language teaching which covers the materials. According to Richard (2001: 251), coursebook plays as a key component in every language program, which means coursebook is a very influential means for language teaching and learning process. Thus, the coursebook which is used in the classroom should provide the content students need. It should be interesting

as much as possible, especially its content and language use. Later on, the good quality of coursebooks may affect the students' way of thinking and increase the students' knowledge of English. It is also good enough to be used if there is a standardized book as a learning resource.

Indonesian Government via The Ministry of National Education offers the regulation related to the education system by designing, using and evaluating the procedures and settings in teaching and learning process. There is an English coursebook entitled "*Bahasa Inggris Kelas XI SMA/MA/SMK/MK Semester I*". On the other hand, the choice of learning materials can determine the quality of learning process. Therefore, the evaluation of the coursebook is needed to be carried out.

This research study aims to evaluate the aspect of content, language, presentation, and graphics of the coursebook.

RESEARCH METHOD

This research study was a descriptive qualitative study. It was a

document review in which an English coursebook entitled “*Bahasa Inggris Kelas XI SMA/MA/SMK/MK Semester I*” as the document and a source of data. The instruments of the research were the researcher herself and an adaptation checklist synthesized from the Board of National Education Standard of Indonesia. The checklist was used to evaluate the appropriateness of the book. To collect the data, the researcher reviewed the whole content of the coursebook. After reviewing the book, the researcher selected what aspects that should be used in evaluating the coursebook. After that, the data were collected by analyzing the aspects of content, language, presentation, and graphics of the book by using the developed checklist. The last step was the researcher concluded the result of data by making summaries.

The data collection techniques were followed with the data analysis techniques. The researcher used several steps to analyze the data. The first was analyzing the book based on the aspects of the quality English coursebook. The second step was

describing the results of the findings to find out whether or not the coursebook match the criteria of qualified English coursebook. The third step was calculating the result of the data by dividing the total criteria which has been matched with the total number of criteria, thus the result was multiplied 100% to reach the sum points. The researcher used the formula to decide the result of data analysis thus the results consisted of four criteria as below:

Range of fulfillment score	Criteria
80% - 100%	Excellent
60% - 79%	Good
50% - 59%	Adequate
0% - 49%	Poor

Table 1. The range of fulfillment score

The table above was used to make judgment for each aspect of evaluation. To ensure the data, the researcher used a triangulation method while conducting this study.

RESEARCH FINDINGS AND DISCUSSIONS

The evaluation consists of four aspects and each of aspect has its

sub – aspects. Those aspects are content, language, presentation, and graphics. The coursebook is categorized as an excellent book since it achieves the average score up to 82.75%.

Aspects of evaluation	No	Sub aspects of evaluation	Fulfillment
Content	1	The Relevancy of Materials to Core Competences and Basic Competences	67%
	2	Material Accuracy	83%
	3	The Supporting Learning Materials	86%
Language	4	Language appropriateness	86%
	5	Other language aspects	86%
Presentation	6	Presentation technique	100%
	7	Learning presentation	100%
	8	Presentation completeness	93%
Graphics	9	Design	100%
	10	Layout	84%
	11	Typography	83%
	12	Illustration	25%
Average (%)			82.75%
Category			excellent

Content has 3 sub – aspects, i.e., the relevancy of materials to core and basic competences (67%), material accuracy (83%), the supporting learning materials (86%). They are categorized as “excellent”. Those aspects achieve the range score between 80% - 100%.

Language has 2 sub – aspects i.e., language appropriateness (86%) and other language aspect (86%). The language aspects also achieve an excellent score.

Presentation has 3 sub – aspects i.e., presentation technique (100%), learning presentation (100%), and presentation completeness (93%). The presentation aspects also reach the excellent score as content and language aspects.

Graphics has four sub – aspects consisting of 1) design (100%), 2) layout (84%), 3) typography (83%), and 4) illustration (25%). Graphics aspect has 3 sub – aspects that achieve an excellent category and a sub aspect that achieves a poor category.

CONCLUSIONS AND SUGGESTIONS

The coursebook is considered to be “excellent” as it achieves the score up to 82.75% out of 100%. It is categorized as an excellent coursebook.

However, there are some aspects that need to be revised.

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