

THE EVALUATION OF ENGLISH TEXTBOOK ENTITLED 'STOP BULLYING NOW'

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Abstract

Penelitian ini bertujuan untuk menganalisis kelebihan buku teks bahasa Inggris sekolah menengah atas kelas sebelas serta kelemahannya berdasarkan standarisasi kriteria buku yang bagus dari Litz's dan BSNP dalam hal kelayakan konten dan presentasi. Data yang digunakan adalah seluruh bagian dari buku teks berjudul '*Stop Bullying Now*'. Untuk mengumpulkan data, peneliti menggunakan kuesioner dari Litz dan ceklis dari BSNP. Ada tiga langkah dalam menganalisis data: reduksi, tampilan data, dan penarikan kesimpulan atau verifikasi. Hasil penelitian menunjukkan bahwa buku teks memenuhi 5 kriteria dari Litz dari 6 kriteria yang ada, dan memenuhi hampir semua kriteria BSNP (konten dan kelayakan presentasi). Selain itu ditemukan juga ada beberapa kelemahan dari buku teks ini seperti tidak ada aktivitas kemampuan mendengarkan dan keterampilan berbicara yang cukup, atau dengan kata lain, buku teks ini tidak memiliki aktivitas keterampilan bahasa yang seimbang antara menulis, berbicara, membaca, dan mendengarkan. Kesimpulannya, kualitas buku teks yang dianalisis cukup baik walaupun masih perlu perbaikan dan revisi di beberapa bagian, terutama di keseimbangan antara 4 kemampuan berbahasa.

This research was aimed to analyze the eleventh grade of senior high school English textbook as well as its strength and weaknesses based on the standarization of good book criteria from Litz's and BSNP in terms of content and presentation eligibilities. Moreover, the data were the whole parts of the textbook. For collecting the data, the researcher used questionnaires from Litz and BSNP. There were three steps in analyzing the data: reduction, data display, and conclusion drawing or verification. The result showed that the textbook fulfilled 5 Litz's criteria among 6 criteria, and fulfilled almost all criteria of BSNP (content and presentation eligibility). In addition, there were some weaknesses of this textbook such as there were no both listening activity and less of speaking skill, or in other words, this textbook had no balance language skill activities among writing, speaking, reading, and listening. In conclusion, the quality of the textbook which had analyzed is good enough although it still needs improvement and revision in several parts.

Keywords: textbook, evaluation, Litz' and BSNP textbook criteria

INTRODUCTION

Yufrizal (2014) says that in the Indonesian context, English is determined as the first foreign language that must be learned by Indonesian students. Thus, it is included senior high school students who need to learn English. Moreover, mastering English means the students have to master the components as well as the skills. Hence, the students need support to grab this, and the teacher here could help them in learning.

In addition, according to Hutchinson and Eunice (1994) no teaching-learning situation, as it seems, is to complete until it has its relevant textbook. Furthermore, Mukundan (2012) argues that a textbook is one of the crucial factors in determining the learners' success in language courses. Moreover, according to Razmjoo (2007), many students work with a textbook feel secure and have a sense of progress and achievement. Then, stated by Cunningsworth (1995) quoted by Mohammed (2015) also argues that textbooks are effective resource for self-directed learning, an effective resource for presenting materials by the teachers. Consequently, the teacher should be able to help the students to choose and use appropriate textbooks for learning, besides it also helps the teacher's duty itself to teach.

McGrath (2006) points out that textbook tends to dictate what is taught, in what order and how, as well as what learners learn. The teacher here is taking a part to use the textbook to teach while the students are using the textbooks as

the source of learning. In addition, in the case of language learning, textbooks can be utilized such as to provide grammar explanations and practice, or as a resource for activities (Ogura, 2008; Cunningsworth, 1995; Hutchinson & Torres, 1994). Here, the teacher could provide activities about the language components (grammar, vocabulary, pronunciation) and skills (listening, speaking, reading, writing), and the students could do self-directed learning for them, as it is said by Richards and Renandya (2002) stating that teachers could provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice.

However, in selecting the appropriate textbooks, as it is mentioned by Milton (2002), one needs to bear in mind some critical issues about the materials, such as: 1) must be clear about what it is that students and teachers are intending to achieve; 2) should be linked to the teaching methods and approaches used in the classroom; 3) should be appropriate to the age of the learners; and 4) should motivate the learners. Then, when certain textbooks have been used, we need also to evaluate the effectiveness. And for this case, actually Sheldon (1988) in Resty Rahmawanti (2019) suggests that no general list of criteria can ever really be applied to all teaching and learning contexts without considerable modification. Moreover, preeminent theorists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), Brown (1998), and Cunningsworth (1995) all agree, for instance, that evaluation checklists should have some criteria about the

physical characteristics of textbooks such as layout, organizational, and logistical characteristics, and other important criteria that should be incorporated are those that assess a textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum.

Furthermore, Cunningsworth (1995) emphasized to identify particular strengths and weaknesses in textbooks. Also, Sheldon (1988) suggested that textbooks did not only represent the visible heart of any ELT program but also offer considerable advantages for both students and the teachers when they were being used in ESL/EFL classrooms. Even for the students, Hycroft (1998) states that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Thus, both teacher and students need to be included in evaluating the textbooks.

Regarding the matters above, some previous studies in evaluating textbooks and workbooks have been conducted. Hashemi's study is aimed at evaluating 'the Touchstone' series in terms of its appropriateness for Iranian students (2012). It endeavored to find out whether or not the series could satisfy the students' needs and to see if the teachers were satisfied with the series. The results indicated that the series was a suitable and appropriate device for language teachers to

obtain their aims as well as the aims of the language institutes. In addition, the second researcher is Toolabi (2002), who had used Tsui's model (1995) of Initiation, Follow-up and Response (IRF) to analyze the language functions of the three English textbooks taught in the Iranian high schools. His findings indicated that first, the dialogs in the textbooks did not cover all the classes and sub-classifications of Tsui's framework (1995), and second, the distribution of moves in the three books had an irregularity. Then, the third study was from Vellenga (2004) making a comparison between EFL and ESL textbooks. She believed that textbooks rarely provided enough information for learners to successfully acquire pragmatic competence.

Based on the previous studies, above the researcher conducted the study related to evaluate the textbook for EFL students (Indonesian) by seeing from both the students' and the teacher' evaluations. Moreover, for this case, the researcher evaluated based on the model from Litz (2005), and the following are the criteria proposed.

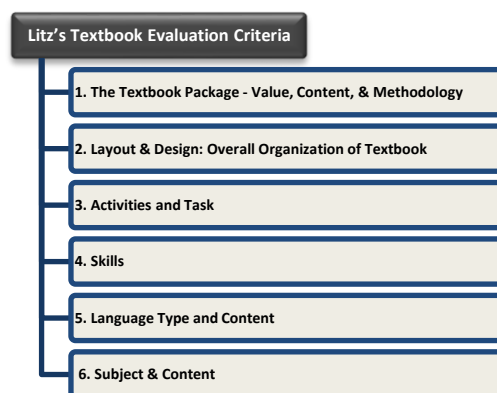


Figure 1. Six criteria from Litz's textbook evaluation

Moreover, to see in the context of Indonesian students and teacher, and the rules of governments, the researcher included the National Education Standards Agency (BSNP) to evaluate the textbook. BSNP is an independent, professional and independent institution that has a mission to develop, monitor the implementation, and evaluate the implementation of national education standards in Indonesia, and one of the duties of BSNP is to assess the appropriateness of content, language, presentation, and graphic textbooks. In this case, BSNP launched three instruments to evaluate English textbooks published in Indonesia. These three instruments were actually based on KTSP (School-based Curriculum). However, with some modifications, it could also be applied to evaluate 2013 Curriculum-based English textbooks, since both curricula apply genre-based approach.

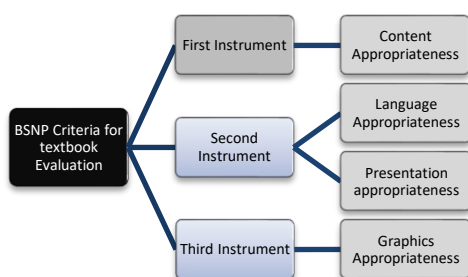


Figure 2. Criteria for evaluating textbook from BSNP

Accordingly, the literatures show that studies of evaluating textbook and workbook has not been paid attention at senior high school level context, especially at the

research site. Hence, the researcher analyzed one of the eleventh grade English textbooks used entitled ‘Stop Bullying Now’ in printed materials as said by Richards and Renandya (2002). Then, for this study, the researcher used post-use evaluation. Tomlinson (1998) stated that post-use evaluation could measure the actual outcome of the use of the materials and thus provided the data on which reliabled decisions about the use, adaptation or replacement of materials can be made, and Cunningsworth (1995) emphasized to identify particular strengths and weaknesses in textbooks already in use.

In conclusion, in relation to the statement of the problems above, the objectives of this research were in what extent does the English textbook designed for the eleventh grade of senior high school entitled ‘Stop Bullying Now’ fulfill the English textbook criteria from Litz’s and BSNP evaluation standard, and what are the strength and weaknesses of the textbook?

RESEARCH METHOD

The writer applied the qualitative research approach because the data of the research were in the form of documents from the textbook that contained text or discourses. Furthermore, the subject of this study was the second edition of English textbook which was developed by Indonesian educational ministry based on the 2013 curriculum entitled “Stop Bullying Now”. In this research, the researcher took the whole books to be analyzed. The object was analyzed by questionnaire and

checklist. The correspondents of the questionnaire were students and English teachers of SMAN 16 Bandar Lampung.

The main source of data for this research was gathered through textbook analysis. The content of English textbook entitled: *Stop Bullying Now* was analyzed to find the appropriateness of the textbook based on Litz's and BSNP textbook criteria.

The researcher collected the data and put them into each criteria of good textbook based on BSNP checklist criteria in terms of content and presentation and good textbook criteria based on Litz's, those were: practical consideration, layout and design, activities and task, skills, language and content, subject and content. After all the data were collected and put into each component, the researcher shared and discussed them with some colleagues and the experts to verify that the data were valid or not. In this research, the expert judgment was really needed for the data validity (content validity). The experts were teachers who used the textbook as the teaching source.

Furthermore, reliability is therefore being conceptualized in terms of how reliable, accurate and precise the research tools or instruments are, and this in turn is being judged by the consistency with which known instruments produce certain 'measurements'. All of this is premised on the assumption that methods of data generation can be conceptualized as tools, and can be standardized, neutral and non-biased (Mason,2002). Also, Lewis and Ritchie (2003) suggest that the researcher can enhance reliability by reflecting on and outlining in a

transparent way the procedures that led to the research findings; by checking through his/her interpretations; by carrying out the fieldwork consistently and ensuring all informants have sufficient opportunity to discuss their experiences; by systematically analyzing the evidence; and by supporting interpretations with evidence and offering a balanced perspective. And, those were what applied in this research.

Moreover, after the data gathered, there were three steps in analyzing the data: reduction, data display, and conclusion drawing or verification as shown in the result.

RESULT AND DISCUSSION

Considering all data gathered after finishing the research which had been held in one SMAN 16 Bandar Lampung, this study has drawn up some result . They are as follows.

First, the evaluation result of the textbook entitled, "Stop Bullying Now" by using Litz's questionnaire for students and teachers has fulfilled 5 assessments aspects, such as the *Practical Considerations, Layout and Design, Activity, Type of Language, Subject and Content*, and there was one aspect that not fulfilled that was *skills aspect*. Overall this book has good quality. For answering the first research question the researcher used English textbook evaluation questionnaire based on Litz's criteria. There are 6 components that were analyzed, those are Practical Consideration, Layout and Design, Activity and Task, Skills, Language Type and Content, Subject and Content. Those

components found that this book fulfills some requirements of good English coursebook but also there were some aspects of this book are not fulfilled well. The researcher found that this book suitable enough to apply to ELF student learners.

The first criteria was about accessibility of this book. This book has been provided at school library so students could use and borrow it freely. Schools got this book through the Lampung provincial education office as teaching material in schools. Every year students who are in XI grade would be borrowed this book then they could keep it for one year at the end of the academic year they have to return it to the library. The other criteria in this aspect; was this book the recent edition (printed)? This book was the second edition (newest). The first edition was published in 2014 then revised in 2017. This book consists of 89 pieces of paper there are 170 pages, 1 cover, introduction, and list of content. This book consists of 8 chapters and 7 enrichment chapters. This book made and printed in good quality paper and colorful pictures. This book composed of materials and task materials and the task was not separated book but placed in one book. The textbook is made of high-grade, durable paper and the presentation of information appears to be clear, concise, and user-friendly. The book also contains several charts, models, and photographs that help clarify and contextualize information while the presence of hand-drawn pictures portrays a friendly.

Terms of Layout and Design, the result from

students' questionnaire found that this book is good and interesting. Furthermore, in each chapter there are various pictures; tables that attract students' interest, those pictures were colorful. While from teachers' questionnaire, found that all chapters have same number sub-chapter, an average of pages relatively same in each chapter about 9-13 pages. Furthermore, in each chapter, there were enough tasks for students and discussion about the material discussed. With respect to each individual unit, the breakdown and sequencing are demonstrative of the approach known as PPP (Presentation, Practice, and Production) and is organized as follows:

1. Presentation (pre-activity, building blocks)
2. Practice (let's practice, active conversation)
3. Production (writing connection, let's practice)

In other words, there were balancing between tasks, exercise, material discussion in each chapter. Activities that shown were activities that developed students' creativity, independence, and teamwork skills. Overall, this book has good enough quality and suitable lessons for ESL students. However, there are some problems in this book and need revision and modification in some parts that related to the good criteria. In this book, it didn't include some accessories that can help and support students' learning activities especially for listening activity. This problem appeared because of there was no listening activity in English curriculum that developed by educational ministry (based on SK

and KD, this problem made students didn't get opportunity to develop their listening skill and not only that but also student didn't get opportunity to study the several points; accent, dialect, stressing, and pronunciation from native speakers. Considering the 4 skills, this book is unbalanced since there was no listening skill. Furthermore, the various activities in this book were monotonous because in all chapters there have been the same subchapter even different materials. So, the students got bored easily. In this book, the objective of learning is not clear.

The other problem of this book is this book not accompanying contains an excellent accessories package and a diverse array of supplementary materials including items such as; classroom tape cassettes or CD. Even though accessories that can support learning activities in class, the absence of tape cassettes or CD's or audiotape makes the students listening ability not developed; CD's that can use for classroom or individual study. This is a particularly progressive, useful, and cost-effective feature of the book. The unavailability of CD's affected the students for not being familiar with a variety of registers and non-native accents meanwhile based on the students' need analysis. And the other problems is This book is not accompanying with some accessories such as; teacher's guide, workbook, DVD, and audio-tapes and the textbook. The teacher hasn't get printed teachers' book but the teachers only got E-book as handouts and guidance.

Overall, the questionnaire results have shown that students and teachers felt this book is good in practical consideration, activities, kinds of language and subject and content. But need revision in balancing of skill aspect (reading, speaking, writing, and listening) activities. Since in this book, the researcher found the most dominant activities are writing and reading, but less in speaking.

Second, the appropriateness of English textbook entitled, "Stop Bullying Now" in terms of content and presentation determined by BSNP was categorized as "good" by achieving average score of 90% of the ten proposed criteria. The eight criteria could be classified "good" namely; the appropriateness of materials with standard of competence and basic competence (83%), the material accuracy (100%), supporting learning materials (90%), presentation technique (100%), teaching and learning technique (100%), and completeness of presentation (90%).

In the second research question was content analysis of the textbook, was the textbook fit the 2013 curriculum? for answering the second research question, the researcher used a checklist developed by BSNP (*Badan Standarisasi Nasional Pendidikan*) Indonesian educational ministry (see appendix 2). In this checklist, there are 2 instruments for analyzing the whole of the book. Those instruments fulfilled by the researcher, and teachers who used this book entitled, "Stop Bullying Now". From the result, the researcher assumed that this book is suitable and fits with the

2013 Curriculum. From the analyses, the researcher found that this book fulfilled most of the standard that BSNP gave. However, the researcher found some problems in these books that were not congruent and suitable with standard from BSNP.

The completeness of material based on SK and KD were enough. But there were some texts (materials) that not exist. In terms of the depth of theory (matter), this book has fulfilled 3 standards given by BSNP (exposure, text formation retention rule, production, and extension). In this book, there are different kinds of texts that are relevant to the students' daily activities such as; giving and asking opinions, offering and suggesting, especially from the content of text consist of social and spiritual value. Every text in this book always followed by guidance for students to understand the content of the text. The guidance points are social function, elements and structure of meaning, and linguistic features. After students learned about the text the students will produce their own text based on their own words, in this book students were given many chances to produce their text. This book gave chance for students to practice (showing) their product in front of the class. This activity purposed to develop students' speaking and writing skills.

Presentation eligibility means how did this book presented. This book is arranged systematically followed the BSNP rules, in each chapter began with an opening (text, illustration, example), content (description, explanation, task) and closing. Every chapter has good

stability in which every chapter has the same number of subchapter (6 subchapter). This book applies *to discover learning, and project-based learning model (scientific approach)*, means that all activities in this book required students to observe (*mengamati*), formulate question (*menanya*), collecting data (*mengumpulkan data*), analyze the data or conclude (*menyimpulkan*), and communicate or present (*mengkomunikasikan*). After that students must do various tasks or projects to develop their skills.

The completeness of presentation, in this part there are 3 sections; first preliminary, second content, and the last finisher (closing). There are 2 components the first is preface and content. In this part, the author writes the learning objectives, thank you – note, and writer expectation. The second is content; in BSNP description content must be given detailed information about the page of each chapter, subchapter, and topic of each chapter. However, in this book the writer only writes the number page there is no information about detailed topics that students will learn. However, there is no detailed explanation about materials that they were going to learn or other important information for them on how to use the book itself. Whereas, in teachers' book there is guidance on how to use the book, the objective of learning, glossary (classroom language) for open and closing class, assessment guidance, some example of teaching strategy and example lesson plan. In both teachers' and students' books can be found text, table, picture related to the materials, and followed by a reference.

Summary and reflection, in this part a good book should show summary like key concept related to the materials in that chapter, in stated brief, clear, and help students understand easily. However, in this book there was no summary in the end of book because explanation in the previous chapter stated briefly and clearly enough. In students' book there was no reflection but there is formative assessment as students' reflection. It helps students to reflect what they have learned, they got, what difficulties that they have faced during learning process. However, in teachers' book there was teachers' reflection, this used by teacher to reflect about their learning activities during class, which part that work well, unwell, and obstacles that faced by teacher.

The last is closing. In this part, this book showed information about the writer, editor, illustrator, and reviewer and references only. Whereas, in BSNP criteria at the end of a book should be shown glossary, to help students understand the difficult word or important term related to the materials in each chapter and followed by page number where the words appeared. However, this criteria (glossary) didn't provide by the writer. The conclusion is based on criteria from BSNP this book is already fit almost all the criteria.

The Table 1 “Advantages and Weakness Of Textbook Entitled “Stop Bullying Now”

no	Advantages	Weakness
1	Students easy to access because it is available in a library	Unbalance of 4 skills (speaking, reading, writing, listening) there was no listening activity
	The latest printed book (2017)	Language used does not represent variations in accents
	Unavailability of audio cassettes (VCD / CD audio tape)	Monotonous pattern of assignments (task)
	There is a guide for teachers to use this book (teachers' textbook)	There is no part for pronunciation practice for students
	It has clear and suitable layout, starting with examples, then an explanation and finally individual, pair or group tasks. Each material is accompanied by sufficient explanation.	The progression of grammar points and vocabulary items is inappropriate.
	Language used is colloquial language that can be understood by students and teachers and in accordance with the level of students' ability	description content too general (only sub-chapter title and page number)

CONCLUSION AND SUGESSTION

Considering all data gathered after finishing the research which had been held in one of 16 Senior High Schools in Bandar Lampung, this study has drawn up some conclusions. They are as follows:

First, the evaluation result of teaching material Textbook entitled, “Stop Bullying Now” by using Litz's questionnaire for students and teachers. The advantages of this book was this

book fulfilled 5 assessments aspects, such as the *Practical Considerations, Layout and Design, Activity, Type of Language, Subject and Content*, and there was one aspect that not fulfilled that was *skills aspect*. Overall this book has good quality. Second, The appropriateness of English Textbook entitled, "Stop Bullying Now" in terms of content and presentation determined by BSNP. Based on the result and analysis of research that have been done, the writer can conclude that English textbook entitled, "Stop Bullying Now" for the eleventh grader in Senior High School was categorized as "good" by achieving average score of 90% of the ten proposed criteria.

This textbook fulfilled 5 criteria of good english textbook from Litz's, and fulfilled almost all the component of textbook evaluation checklist from BSNP. So this book has good quality enough for teaching learning process in the classroom of senior high school. The researcher assume some recomendation and sugestion through the finding of the textbook evaluation entitled "Stop Bullying Now".

Related to the weakness of this textbook, here some recomendation and sugestion for the better textbook in the future. Related to Paul Nation (2007) there are four strands that a well balanced language course. Language course (textbook) should have four equal strands of; meaning focused input (listening and reading), meaning focused output (speaking and writing and), language focused learning (language features, including spelling, pronunciation, vocabulary, multiword units, grammar, and discourse), and fluency development (quantities of material, the amount of repetition needed to support such learning). The last the researcher believes that the textbook needs a lot of revisions, especially in material for speaking and listening skills. Based on the research result, the researcher offers recommendations that are to encourage the education council to improve the quality of the published textbook in the future in order for the four English skills and also the Grammar theory can be mastered by the students who use the textbook in their school.

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