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# AN EVALUATION OF TENTH GRADE STUDENTS' ENGLISH TEXTBOOK PUBLISHED BY THE MINISTRY OF EDUCATION AND CULTURE OF THE REPUBLIC OF INDONESIA 2016

**THESIS**

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**ENGLISH EDUCATION PROGRAM**

**LANGUAGE AND ARTS DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

**2019**

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**Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Program, Language and Arts Department, The Faculty of Teacher Training and Education Jember University**

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## DEDICATION

This thesis is dedicated to:

1. *My beloved mother Elis Dwi Agustini and my beloved father Efendi,*
2. *My beloved brothers: Sigit Purwanto and Zainul Arifin,*
3. *All my beloved friends.*

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**MOTTO**

*"Strength and growth come only through continous effort and struggle."*

*-Napoleon Hill-*

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## STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is original and authentic work by author myself. All materials incorporated from secondary sources has been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part. Besides, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancelation of academic award. I hereby grant the University of Jember the right to achieve and to produce and communicate to the public my thesis in whole or in part of the University/Faculty libraries in all forms of media, now or hereafter known.

Jember, March 20th 2019

Nastiti Kurniasari Salsabilla
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**CONSULTANT'S APPROVAL**

**AN EVALUATION OF TENTH GRADE STUDENTS' ENGLISH TEXTBOOK PUBLISHED BY THE MINISTRY OF EDUCATION AND CULTURE OF THE REPUBLIC OF INDONESIA 2016**

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**APPROVAL OF THE EXAMINATION COMMITTEE**

This thesis entitled **"An Evaluation of Tenth Grade Students' English Textbook Published by the Ministry of Education and Culture of The Republic of Indonesia 2016"** is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

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All the time and hard work I put on this thesis will become useless without the helps and supports of the people whom I would like to express my gratitude to:

1. The Dean of Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of Language and Arts Department;
3. The Chairperson of English Language Education Study Program;
4. The first and second supervisor, Ms. Asih Santihastuti S.Pd., M.Pd. and Mr. Drs. I Putu Sukmaantara M.Ed. for the advice, and the time given in guiding me composing this thesis;
5. My academic supervisor, Mrs. Dr. Aan Erlyana Fardhani, M.Pd;
6. The tenth grade English teachers in SMAN 2 Jember, SMAN 4 Jember, and SMAN Rambipuji for their helps as the respondents of this research.

I believe that this thesis might have some weaknesses. Therefore, any criticism and suggestion from those who really want to improve this thesis is appreciated.

Jember, March 20th 2019

The Writer

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## SUMMARY

**An Evaluation of Tenth Grade Students' English Textbook Published by the Ministry of Education and Culture of The Republic of Indonesia 2016; Nastiti Kurniasari Salsabilla, 2014, 140210401037; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.**

The English textbook that is widely used in Indonesia, especially in Jember, is English textbook published by the Ministry of Education and Culture. However, some teachers who used this textbook stated that they needed to look for other materials to support this textbook since it lacked of exercises and some materials were not suitable with their teaching and learning process. Hence, this study aimed to explore whether or not the English textbook published by the Ministry of Education and Culture (focused on tenth grade students' textbook only) meets the criteria expected in the adapted version of Mukundan and Nimehchisalem's evaluation checklist (2015) and to know teachers' suggestions on how this textbook can be improved. It also gives information concerning the appropriateness, strengths, and weaknesses of the textbook.

This study was retrospective evaluation study since the textbook had been used by some schools in Jember. It applied mixed method research design due to its ability to gain data quantitatively and qualitatively. Quantitative data were gathered through a checklist adapted from Mukundan and Nimehchisalem (2015) to answer the first research question which was to know whether or not the textbook meets the criteria expected in the checklist. Qualitative data were gathered by interviewing three tenth grade English teachers in three different schools to answer the second research question regarding their suggestions of improvement. Quantitative data were first counted manually to look for the average score from each criterion by using formula adopted from Waluyo (1992) and interpreted by following scores interpretation guide adopted from Mukundan and Nimehchisalem (2015). Then, qualitative data was analyzed by using a procedure of analyzing qualitative data adapted from Creswell (2012).

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The result of the study showed that the tenth grade students' English textbook published by the Ministry of Education and Culture 2016 has all criteria expected in the adapted version of Mukundan and Nimehchisalem's evaluation checklist (2015). It was believed to be highly useful with the total average score of 2.95. All the criteria in the checklist got scores ranging from 2 – 4 (moderate usefulness – very high usefulness). Thus, teachers' suggestions concerning how this textbook can be improved were focused on the 12 criteria in the lowest category, which was moderate usefulness category, in terms of suitability to learners, general content, grammar, pronunciation, exercises, reading, methodology, and listening. The suggestions given including: providing more group activities, asking the teacher of other subjects or the students whether certain topic has already given in another subject to relate it with English teaching-learning, reviewing grammar items which had been discussed in the previous chapter when explaining about other topics, integrating pronunciation learning with other skills, providing more challenging questions, providing multiple choice questions, looking for other interesting and appropriate texts, beginning the activities from the easiest to the complicated one, providing listening section in all chapters along with the comprehension questions, providing authentic listening materials, and considering various listening contexts such as formal and informal context.

The results of this research can be offered to the English teachers to help them acknowledge the strengths and weaknesses of the tenth grade students' English textbook published by the Ministry of Education and Culture 2016. By recognizing the strengths and weaknesses, teachers can make better adaptation of the textbook. Therefore, it is suggested for future researchers to conduct an evaluation of different textbook by adapting Mukundan and Nimehchisalem's (2015) evaluation checklist based on curriculum used or by using another checklist. The publisher of this textbook is also suggested to revise the textbook by considering teachers' evaluation since the teachers know their teaching-learning situation well.

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# CHAPTER I

# INTRODUCTION

This introductory chapter provides readers information about the background, the questions, and the contributions of the research.

## 1.1 Research Background

Textbook is a published material which can help teachers and students in English language teaching and learning context. Teachers usually use textbook as guidance in teaching and learning process since it gives them information about syllabi, teaching methodologies, and the materials to be taught (Fatima, Shah, & Sultan, 2015). It also helps them understand, follow, and achieve the goal of the curriculum (Mukundan, Hajimohammadi, & Nimehchisalem, 2011). Besides the teacher, the students also use textbook as the main materials in learning the material. They can study by themselves by using textbook since it provides them with explanation about the materials and exercises to help them learn the materials better. By using textbook, students could learn the materials that will be taught in class, so that they can prepare it before the class begins or before the teacher explains the materials. To sum up, textbook plays an important role for both teacher and students in teaching and learning process.

Looking at its importance, it is necessary for the teachers to be able to select a suitable textbook to be used in teaching and learning process. The choice of textbook or language materials can determine the quality of teaching-learning (Mukundan & Kalajahi, 2013). If a textbook is considered a good book, it will be significantly helpful for the teachers and the students. It can facilitate the teachers to achieve their teaching objectives; and it can assist the students to improve their linguistic and communicative ability by providing some materials and exercises to help them. However, if a textbook has a low quality, students might get the wrong materials in that book. Furthermore, in language learning context, “the wrong materials are capable to produce failed language learners” (Khoo & Knight,

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2015). Besides, it can be said that choosing inappropriate textbook can lead to students' failure in learning a language (Mukundan & Kalajahi, 2013). Hence, teachers should have known whether the textbook is suitable for the students or not before using it.

According to Sheldon (1988) as cited in Mukundan, Hajimohammadi, & Nimehchisalem (2011), there are two reasons why evaluating textbook should be done. First, it can help teachers select the appropriate textbook; and second, teachers will know its strengths and weaknesses. By doing so, teachers will be able to make appropriate adaptation of the materials in the textbook when it is necessary.

The English textbook that is widely used in Indonesia, especially in Jember, is a textbook published by the Ministry of Education and Culture of the Republic of Indonesia. The schools bought this textbook from the government; and they lend this textbook to the students. Thus, the students did not have to buy it. Besides, the teachers and the students could download it for free on the web address. Since it is published by the Ministry of Education and Culture, it can be assumed that this textbook matches with the curriculum and it must be composed by experts who know the condition of education in Indonesia. However, some teachers who used this textbook stated that they needed to look for other materials to support this textbook since it lacked of exercises and some materials were not suitable with their teaching learning context. By looking at these phenomena, the researcher is interested to evaluate the textbook in order to find out further about this book.

Some textbooks have been evaluated by some researchers in Indonesia. One of them is English Electronic Book (*Buku Sekolah Elektronik* or *BSE*) which had been evaluated by Fortunasari, Rukmini, Retmono, & Mujiyanto (2017) using adapted checklists of textbook evaluation and checklist of e-book standard; and by Miftahur Rijal Anshar (2014) using evaluation checklist adapted from Skierso (1991), Scott & Ytreberg (1990), Grant (1987), McGrath (2006), Cunningsworth (1984), Harmer (2001), Woodward (2001), and Pinter (2006). Another textbook entitled "When English Rings a Bell" had also been evaluated by Handayani

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(2016) using an adaptation of Litz' (2005) checklist; and by Hanifa (2018) using an adaptation of Harmer's checklist (2007), which was also used to evaluate a textbook entitled "English on Sky 1". A textbook entitled "English Way" was also evaluated by Ferdian and Josephine (2016) using an adaptation of a checklist developed by Miekley (2005) and Zahan & Begum (2013). Another textbook entitled "Think Globally Act Locally" was also evaluated by Handayani, Suwarno, and Dharmayana (2018) using Abdel Wahab's textbook evaluation checklist (2013).

Based on those previous researches, there is no previous study conducted in Indonesia using Mukundan and Nimehchisalem's evaluation checklist (2015). This checklist had been refined several times by some teachers and experts. Besides, it is believed as a good checklist since "it is comprehensive in its evaluative criteria and has been proved to have high validity (it has been approved by 207 ESL experts), economy (shorter time needed to complete the checklist), and reliability in its design with all items have equal importance" (Mukundan & Nimehchisalem (2012) cited in Khoo & Knight (2015)). Thus, in this research, this checklist was used as the main instrument to evaluate the English textbook for tenth grade students published by the Ministry of Education and Culture of the Republic of Indonesia 2016 (Revised Edition). However, this checklist was adapted to fit the specifications of current curriculum which is 2013 curriculum.

## 1.2 Research Questions

Based on the background above, the research questions are as follow:

1. Does the book have all the criteria expected in the adapted version of Mukundan and Nimehchisalem's (2015) evaluation checklist?
2. How can the English textbook published by the Ministry of Education and Culture 2016 (Revised Edition) be improved?

## 1.3 Research Contributions

This research gives three contributions in language education. Those are theoretical, empirical, and practical contributions.

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a. Theoretical Contribution

This research supports and enriches textbook evaluation theory stated by Mukundan and Nimehchisalem (2015) with four criteria added to the evaluation checklist.

b. Empirical Contribution

This research gives information about the use of Mukundan and Nimehchisalem's evaluation checklist (2015) that had been adapted to fit the specifications of 2013 curriculum used in Indonesia. Thus, it is beneficial for future researchers, especially Indonesia researchers, who intend to conduct a research by using Mukundan and Nimehchisalem's evaluation checklist (2015) for different textbooks.

c. Practical Contribution

This research is useful for English teachers, especially teachers who teach tenth grade students. It gives them information that this textbook is highly useful and has strengths in terms of the appropriateness of textbook's price, the variation of tasks, and the clarity of instructions. However, it also has weaknesses in terms of its compatibility with the background knowledge and level of students; its support with the learning of other subjects; the repetition of grammar items; the conspicuousness of pronunciation tasks, exercises, and reading text; the appropriateness of the texts' length and the activities; and the appropriateness, authentication, and contexts of listening. By recognizing that information, teachers are able to know which areas in the textbook that need adaptations as well as suggestions to improve the textbook.

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# CHAPTER II

# RELATED LITERATURE REVIEW

This chapter provides some theories which support the evaluation of the textbook. It contains theoretical framework, conceptual review, and also previous research review concerning textbook evaluation.

## 2.1 Theoretical Framework

Two topics are discussed in this theoretical framework including textbook evaluation and ELT textbook evaluation checklist. Each topic will be discussed in the following sections.

### 2.1.1 Textbook Evaluation

Hutchinson and Waters (1987) state that evaluation is "the matter of judging the fitness of something for a particular purpose". Furthermore, Carter and Nunan (2001) argue that materials evaluation is "the process of measuring the value of learning materials". Textbook is a learning material. Thus, it can be concluded that textbook evaluation is the process of measuring the value of a textbook and judging its fitness to certain teaching and learning process.

According to Cunningsworth (1995), as cited in Mukundan, Hajimohammadi, and Nimehchisalem (2011), there are three types of textbook evaluation: 'pre-use' or 'predictive', 'in-use', and 'post-use' or 'retrospective' evaluations. Predictive evaluation is designed to help teachers determine the appropriate textbook to be used in their classes. In-use evaluation is designed to examine the textbook currently used in order to explore its strengths and weaknesses. Whereas, retrospective evaluation is done to help teachers reflect on the quality of the textbooks after it has been used in teaching and learning process. However, Ellis (1997) only distinguishes two types of evaluation: predictive and retrospective evaluation. Predictive evaluation is an evaluation to the materials available in order to determine the best materials which are suited with their purposes. After they have used the materials, they can evaluate the materials again

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to know whether the materials is useful or not and also to know which activities suitable and which not. This kind of evaluation is called as retrospective evaluation. Thus, it can be said that in-use and retrospective evaluation is the same.

Cunningsworth (1995), as cited in Topalov and Bojanic (2016), describes how textbook can be evaluated for potential and for suitability. If a textbook is evaluated for potential, it is assessed according to a set of criteria without any learners and courses in mind. It can be assumed that the textbook is evaluated just the way it is. This approach is mostly used when a new textbook is published. However, since classroom situation is different from one another and the teacher needs to adapt the materials constantly according to current situation, this approach has its flaw in textbook evaluation as the textbook does not match to the particular class and particular learners. On the other hand, evaluating for suitability is done with certain audience in mind. It is evaluated based on specific learners, situation, and teaching objectives. Thus, in practice, sometimes the same textbook is evaluated first for potential (before it is used in class, when the teacher selects the textbook to be used; or called as predictive evaluation) and then for suitability (while or after it is used in class, so the teacher can confirm the choice that he/she made in selecting the textbook; or called as retrospective evaluation). If in both situations the textbook is assessed positively, then it will be used in the future; yet if the evaluation for suitability proves that the textbook is not appropriate, it becomes a signal that another textbook should be chosen.

### 2.1.2 ELT Textbook Evaluation Checklist

Since evaluation checklist is used as the main instrument, evaluators should use a well-defined evaluation checklist. However, many evaluation checklists proposed by some experts have problems in validity, reliability, and practicality; such as irrelevant with the context, unclarity of the items, and a large number of the criteria (Mukundan, Hajimohammadi, & Nimehchisalem; 2011). To avoid those problems, Mukundan, Hajimohammadi, and Nimehchisalem (2011), who are experts in ELT material evaluation, proposed a new checklist

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named “English Language Teaching (ELT) Textbook Evaluation Checklist” that was developed after reviewing the literature of evaluation checklists within four decades. It is believed as a well-defined evaluation checklist since it is user friendly, cost effective, systematic, easy to understand, and ensure the elements that are considered to be important in textbook evaluation are covered (Mukundan & Kalahaji, 2013). There have been a number of researches which use this checklist in evaluating textbooks, such as research conducted by Mukundan and Kalajahi (2013); Khoo and Knight (2015); Nazeer, Shah, & Sarwat (2015); Jodai (2012); and Dulger (2016). After being evaluated and having done some refinement stages by some ELT experts and teachers, it becomes a new checklist by Mukundan and Nimehchisalem that can ensure its validity, reliability, and practicality (Mukundan & Nimehchisalem, 2015).

ELT Textbook Evaluation Checklist serves a complete package of evaluation checklist (see Appendix 2 page 42). There is an instruction to use the checklist in order to make evaluator gets better understanding of the way evaluating textbook using this checklist. The checklist itself consists of two main categories including ‘general attributes’ and ‘learning-teaching content’. The first category is divided into five sub-categories including ‘the book in relation to syllabus and curriculum’, ‘methodology’, ‘suitability to learners’, physical and utilitarian attributes’, and ‘efficient layout of supplementary materials’. On the other hand, the second category is divided into nine sub-categories including ‘general content’, ‘listening’, ‘speaking’, ‘reading’, ‘writing’, ‘vocabulary’, ‘grammar’, ‘pronunciation’, and ‘exercises’. Each sub-category contains two or more criteria to avoid misinterpretations of the sub-category (Mukundan, Hajimohammadi, & Nimehchisalem; 2011). Furthermore, the checklist has a rating scale from 0-4 (never true – always true) and also the choice of ‘NA (Not Applicable)’ which must be checked if the sub-category is not applicable in the target teaching context. The checklist is also provided with ‘Scores Interpretation Guide’ that can help the evaluator concludes the result of the evaluation whether the textbook is useful or not. However, this checklist is appropriate for retrospective evaluation or in-use evaluation only. It is an evaluation which is

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done after the textbook has been selected and while it is used (Mukundan, 2007). Thus, it is appropriate to evaluate this textbook since this textbook has been used by some schools in Jember.

## 2.2 Conceptual Review

Three topics in this conceptual review will be discussed in the following sections. It covers detail information concerning retrospective evaluation, 2013 curriculum, and tenth grade students' English textbook published by the Ministry of Education and Culture in 2016.

### 2.2.1 Retrospective Evaluation

Since the tenth grade students' English textbook published by the Ministry of Education and Culture 2016 has been used by some schools in Jember, thus this evaluation is a retrospective evaluation which evaluate the textbook with certain learners and certain context in mind. Since it is based on one's perspectives and influenced by learners and context, this evaluation is subjective (Tomlinson (2012) cited in Khoo & Knight (2015)).

There are some reasons why retrospective evaluation should be done. According to Mukundan (2007), there are two main reasons in evaluating textbook retrospectively. The first reason is to determine the suitability of the textbook while it is used. The textbook that has been selected can be evaluated throughout the course when it is used and re-evaluated after it is used. If the result indicates that the textbook is unsuitable, the teacher can choose another textbook that suitable with the classroom. Second, the result of this evaluation can make the use of this textbook in teaching become more effective by identifying parts of the textbook that needs adaptation. If the textbook is used again in another period of time, the teachers will be able to optimize the use of the textbook. They can delete unsuitable parts of the textbook and change it with the new material that is suitable to substitute them. The teacher can also simplify it if it is necessary. It is in line with Ellis (1997) who said that retrospective evaluation enables teacher to get information "whether it is worthwhile using the materials again, which

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activities 'work' and do not, and how to modify the materials to make them more effective for future use".

### 2.2.2 2013 Curriculum

2013 curriculum is a curriculum used in Indonesia since 2013 (*Permendikbud No*. 59, 2014). It uses text-based approach which focuses on the function of the language and how it is used. Thus, this curriculum focuses on improving students' competences to use English in every texts: written and spoken texts. It also supports the learning of other subjects, such as history, arts, biology, and so on. For example in the learning of descriptive text, students will get some information about some tourists' destinations in Indonesia, so that they can learn to promote Indonesia's tourists destinations. By doing so, it supports the subject of Art and Culture.

Based on *Permendikbud* 2014 number 59, this curriculum covers Core Competence and Basic Competence. Core competences are competences level to reach graduate competence standard (*Standar Kompetensi Lulusan* or *SKL*) that the students must have in every level. Meanwhile, basic competences consist of competences and learning content that are formed based on core competence. It can be assumed that basic competence is the description of core competence. Both core competence and basic competence consist of 4 competences: spiritual attitude, social attitude, knowledge, and skills competence. Spiritual attitude competences are competences about students' attitude toward their relation with God; social attitude competences are competences about students' attitude toward their relation with people around them, such as their friends and teacher; knowledge competences are competences to know the students' understanding about the materials, such as by analyzing social function, text structure, and language features of the texts; and skill competences are competences to produce something based on the materials that have been learned, such as understanding certain spoken and written text (listening and speaking) and producing spoken and written text (speaking and writing).

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### 2.2.3 English Textbook Published by the Ministry of Education and Culture in 2016

Tenth grade students' English textbook 2016 (Revised Edition) was published by the Ministry of Education and Culture of Indonesia based on 2013 Curriculum. It is an attractive textbook since it is colorful and there are a lot of pictures related with the themes too. It was created in two forms: students' book and teachers' book. However, based on the preliminary study that had been conducted, the teachers got the students' book only. Moreover, this textbook was created by applying text-based approach, written or spoken, aims to help students understand social function, generic structure, and language features of texts in order to make them be able to convey their opinions by following the correct rule. This textbook is also arranged by following the stages of learning foreign language: presentation, practice, and production. It presents the materials first, then gets students to practice (answer comprehension questions, do some exercises about grammar, and so on), and finally produce something in the form of speaking and writing.

The tenth grade students' English textbook published by the Ministry of Education and Culture 2016 consists of 15 chapters. It covers four language skills: listening, reading, speaking, and writing; and three language components: grammar, vocabulary, and pronunciation. It begins with "warmer" part that consists of games or activities to make the students familiar with the themes or know the themes. Then, it is followed by "vocabulary builder" that consists of exercises about vocabularies related with the themes. Along with "vocabulary builder" there are also phonetic transcriptions of how to pronounce those words correctly. After that, there are "reading" parts in all chapters, whether it is in the form of text or dialog transcripts, which are followed by comprehension questions to test students' comprehension regarding the texts. Most of chapters have "grammar review" (only two chapters which do not have it) related with the topic. Furthermore, "speaking" and "writing" sections are provided in all chapters. However, there are only three chapters which have "listening" part. All chapters

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are ended with “reflection” section of how understand the students are concerning the topic discussed.

**2.3 Previous Research Review**

Many researches concerning textbook evaluation had been conducted with different instruments by some researchers in some countries.

The first is a research conducted by Gul Fatima, Syed Kazim Shah, and Humail Sultan in 2015. This study aimed to examine how well textbook matched with the needs of learning program and how appropriate the activities were. Evaluation checklist was used as the main instrument and two levels of analysis were done in analyzing and evaluating the textbook. Those two levels were impressionistic evaluation and in-depth evaluation. The results showed that there were some problematic areas in that textbook that need improvement concerning the four skills and culture representation. This finding was beneficial for the authors of the textbook since it showed which areas that needed improvement and also would contribute to the improvement of English textbooks in Pakistan.

The second is a research conducted in 2013 by Jayakaran Mukundan and Sayed Ali Rezvani Kalajahi in Malaysia. The aim of the research was to evaluate the general attributes and the learning-teaching content of the textbooks used in Malaysia: Year 1 to Year 6 books and Form 1 to Form 5 books. It was also done to ensure that the textbooks were suitable for the learners and capable of helping the teachers achieve the goal of the curriculum. An evaluation checklist proposed by Mukundan, Hajimohammadi, and Nimehchisalem (2011) was adopted as the main tool to evaluate textbook. It was distributed to 944 English teachers in Malaysia. The results showed that Year 1 to Year 6 teachers believed that the textbooks were “highly useful” for the students; whereas Form 1 to Form 5 teachers reported that the textbooks were “moderately useful”. The results could help the teachers understand what areas in the textbook which needed adaptations or when they had to use other possible teaching materials.

The third is a research conducted by Hooi Shyan Khoo and Paul Knight in 2015. This exploratory study aimed to gain data on the suitability of KBSM

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textbooks used in Penang, Malaysia and the need to review them. Mixed method approach was used with Mukundan, Hajimohammadi, and Nimehchisalem's checklist (2012) and interview questions sourced from Cunningsworth (1983) and Sheldon (1988). Checklist was used to measure teachers' viewpoints about the textbooks; and interview sessions were done to seek more information about the textbook deeply. Checklist was distributed to 18 teachers and interview was done with 6 teachers in Penang. The findings showed the strengths and weaknesses of the textbooks. Its findings provide indications of good materials and also suggestion for material writers and teachers.

In addition, some studies on textbook analysis were conducted by some Indonesian researchers with different use of questionnaires. The first is a research conducted by Fortunasari, Dwi Rukmini, Retmono, and Januarius Mujiyanto in 2017 located in Indonesia. This study aimed to evaluate the English language e-book for seventh grade students at several state-owned Junior High Schools in Indonesia. A five Likert Scale questionnaire which was adopted from several textbook evaluation checklists and checklist of e-book standard was given to 7 teachers and 96 students in Jambi. It was done to expose their perceptions concerning various aspects of e-book. Then, focus group discussion was also held with 7 teachers and 18 seventh graders. Findings indicate that teachers and students revealed moderate positive perception towards general appearance, design and illustration, topic content, language component, social and cultural context, language skills, flexibillity, vocabulary and grammar. However, they perceived negatively in evaluating the e-book elements and the interactivity.

The second is a research conducted in 2016 by Sri Handayani. The aim of this research is to evaluate the quality of English textbook for grade VII of Junior High School in Indonesia entitled "When English Rings a Bell – Revised Edition". An adapted checklist developed by Litz (2005) was used as the main instrument in evaluating the textbook. Two English teachers at one Junior High School in Bengkulu were involved as the respondents and also as the second and the third evaluator in order to make the result of the research more reliable. The data collection methods used were document analysis and interview. The

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procedure in analyzing the data were: analyzing and interpreting the data, interviewing the second and the third evaluator as inter-rater, and reporting the research result descriptively. The findings revealed that this textbook fitted the criteria of good English textbook in term of practical consideration, layout and design, activities, and skills. However, this textbook needed to provide supporting aids, detailed overview, grammar points and vocabulary items, and highlights and practices of natural pronunciation.

Based on those previous researches, it can be seen that different methods can be used in evaluating the textbook; and in this research, filling the adapted version of evaluation checklist from Mukundan and Nimehchisalem (2015) and interviewing the English teachers were used as the methods. The findings from the previous researches revealed that no textbook is perfect. Even though it is considered as a good book, it still has weaknesses. Thus, evaluating it makes people recognize what the weaknesses are.

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# CHAPTER III

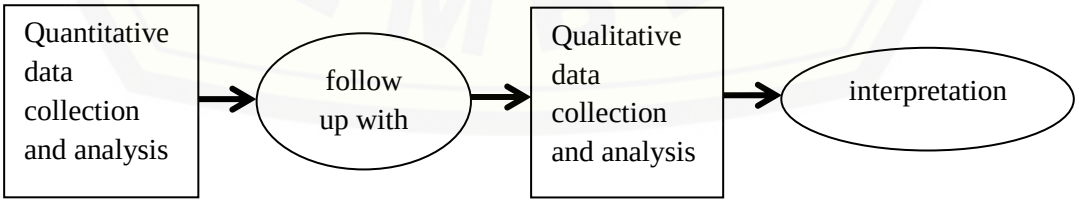
# THE STUDY

This chapter focuses on research design, research context, data collection methods, and data analysis method that were used in this research.

## 3.1 Research Design

Mixed method research was applied as the design of this research. According to Creswell (2012), mixed methods research design refers to "the combination between quantitative and qualitative data to provide a better understanding of the research problems". There are two research problems in this research: to know whether or not the textbook has all criteria in the checklist and also their scores; and to know teachers' suggestions on how this textbook can be improved. In order to answer those problems, quantitative data through checklist and qualitative data through interview were needed. Thus, mixed method research design is appropriate for this research due to its ability to gain data quantitatively and qualitatively.

The implementation of this research was based on the explanatory sequential design adopted from Creswell (2012). An explanatory sequential mixed method design consists of collecting quantitative data first and then collecting qualitative data to help explaining or elaborating the result of the quantitative data (Creswell, 2012). The procedure is as follow:




(Adopted from Creswell, 2012)

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### 3.2 Research Context

The textbook that was evaluated in this research was the tenth grade students' English textbook published by the Ministry of Education and Culture 2016 (Revised Edition). It is an EFL textbook written by Utami Widiati, Zuliati Rohmah, and Furaidah. This textbook was chosen since it has been used by several senior high schools in Jember. The schools bought these textbooks from the government; and the schools themselves lend those textbooks to the students. Thus, the students did not have to buy them. Moreover, students can also download it for free on the web address.

Based on the preliminary study that had been conducted, the tenth grade English teachers who used this textbook stated that this textbook had merit and demerit. All of them felt that this textbook helped them much. It covered all the materials in the syllabus and curriculum, so that the teacher could make this textbook as guidance in teaching their students. However, teachers needed to look for other materials to support this textbook, such as looking for other exercises because it lacked exercises that were suitable with their teaching learning context. Furthermore, teacher A felt that some of the materials in this book were too easy for her students; while teacher B felt that some materials were too difficult for his students. That also became the reason why the teachers needed to look for other materials that were suitable for their classes. In other words, this textbook was not enough to complete all the students' needs.

### 3.3 Data Collection Methods

Quantitative data was gathered through a checklist adapted from Mukundan and Nimehchisalem's evaluation checklist (2015). It was used to know teachers' viewpoints concerning the textbook by scoring 0-4 (never true – always true) in each criterion. This checklist was adapted based on 2013 curriculum since this textbook was created based on 2013 curriculum. One sub-category, which is 'efficient layout of supplementary materials', was omitted since the teachers only got the students' book without any supplementary materials. Besides, there were some criteria that were added to fit the specification of 2013 curriculum: 'it

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applies text-based learning approach' was added under 'methodology'; 'it contains some information about Indonesia culture' and 'it supports the learning of other subjects, such as history, biology, and so on' were added under 'learning-teaching content'; and 'they cover the activities of analyzing, understanding, and producing text (written or spoken) sequentially' was added under 'exercises'. This checklist was distributed to the evaluators and it was also translated into Bahasa Indonesia in order to avoid misunderstanding among them (see Appendix 2 for more details).

After gathering data through checklist, interview session to know the evaluators' suggestions on how the textbook can be improved was held. The interview questions were formed based on the checklist result focusing on the criteria which had low scores. One research question of the previous study conducted by Khoo and Knight (2015), which was question number 12 in Appendix C concerning suggestion of improvement, was taken and developed based on the current research's needs. It covered the reason the evaluators gave low score to some criteria and the way to improve them. Thus, the questions were given to the evaluators who gave low score to the criteria in the lowest category. The interview session was held in Bahasa Indonesia to make it more relax and make the evaluators easier to explain what they want to tell. It was also audio-recorded to make sure that the researcher did not miss any information from the evaluators.

Since this is a retrospective evaluation, the evaluators should have used the textbook at least in one cycle (Khoo & Knight, 2015). Because of that reason, three tenth grade English teachers in three different senior high schools in Jember were chosen as the evaluators. All the teachers have taught English for at least 10 years. Thus, it can be concluded that they had experiences in using many different textbooks before. Furthermore, all of them have already used the English textbook published by the Ministry of Education and Culture 2016 (Revised Edition) as the main materials in teaching their students, so it can be assumed that they know the content of the textbook well. Since the evaluators were the teachers, thus the researcher played a role as the interpreter of the result of evaluation.

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### 3.4 Data Analysis Method

The result from quantitative data, which was checklist, was counted to look for the average score from each criterion by the using following formula:

$$R = \frac{f.X}{N}$$

(Adopted from Waluyo, 1992)

Notes:

$R$ = average score

$f.X$ = the multiplication amount of frequency and score

$N$ = the number of participant

After knowing the average score, the score was interpreted by following a score interpretation guide provided in the checklist: 0.00 – 0.80 for negligible usefulness, 0.81 – 1.60 for low usefulness, 1.61 – 2.80 for moderate usefulness, 2.81 – 3.60 for high usefulness, and 3.61 – 4.00 for very high usefulness (Mukundan & Nimehchisalem, 2015). The average score of all criteria was also counted by using the same formula adopted from Waluyo (1992) and also interpreted by using the same score interpretation guide adopted from Mukundan & Nimehchisalem (2015) to know the usefulness of the textbook.

Meanwhile, the result from qualitative data, which was interview, was analyzed by using a procedure of analyzing qualitative data adapted from Creswell (2012) as follow:

1. Prepare data for analysis, which was interview transcript;

   In this step, interview transcript was made based on the recording of the interview process.
2. Read through the data to explore the general sense of the data;

   After the interview transcript was done, read the transcript several times to get the sense of the data as a whole.
3. Put them into table to tabulate the evaluators' answers;

   The data were then put into table to make the researcher easier to see the different responses from the evaluators on the questions that had been delivered.

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4. Draw conclusion on the result of the transcript analysis.

   Conclusion of the evaluators' responses was made to report the result of the interwiew.

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# CHAPTER V
# CONCLUSION AND SUGGESTION

This chapter presents conclusion of the research result and also suggestions for English teachers, future researchers, and publisher.

## 5.1 Conclusion

Based on the research result, it can be concluded that the tenth grade students' English textbook published by the Ministry of Education and Culture 2016 has already covered all the criteria expected in the adapted version of Mukundan and Nimehchisalem's evaluation checklist (2015). The criteria consists of the book in relation to syllabus and curriculum, methodology, suitability to learners, physical and utilitarian attributes, general content, listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises. This textbook was believed to be highly useful with the average score of 2.95. The score for each descriptor in sub-categories were ranging from 2 up to 4 (moderate usefulness up to very high usefulness).

Since the lowest category of the book was 'moderate usefulness', teachers' suggestions were focused on eight descriptors which got 'moderate usefulness' score. Those are descriptors in relation with suitability to learners, general content, grammar, pronunciation, exercises, reading, methodology, and listening. Providing more group activities, asking the teacher of other subject or the students whether certain topic has already given in another subject to relate it with English teaching-learning, reviewing grammar items which had been discussed in the previous chapter when explaining about other topics, integrating pronunciation learning with other skills, providing more challenging questions that arouse students to think deeply, providing multiple choice questions since there is no multiple choice question in this textbook, looking for other interesting and appropriate texts, beginning the activities from the easiest to the complicated one, providing listening section in all chapters along with the comprehension questions, providing authentic listening materials, and considering the listening

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context were suggested by the English teachers to improve the use of the textbook.

## 5.2 Suggestions

Related to the topic of this research, some suggestions were given to the English teachers, future researchers, and publisher.

### 5.2.1 Suggestion for English teachers

The teacher should seek the appropriate textbook to be used in their teaching and learning process. Since there is no perfect textbook that really suits certain teaching-learning program, teachers have to adapt the textbook and look for other textbooks to help students achieve the learning objectives. It is important to know strengths and weaknesses of the textbook in order to make better adaptation of the textbook used.

### 5.2.2 Suggestion for future researchers

The results of the study showed that the tenth grade students' English textbook published by the Ministry of Education and Culture 2016 has already covered all the expected criteria in the adapted version of Mukundan and Nimehchisalem's evaluation checklist (2015). However, the textbook used in Jember was not just the English textbook published by the Ministry of Education and Culture only. There were more textbooks used in schools which were published by other publishers. Therefore, the future researchers are suggested to evaluate different textbook by adapting Mukundan and Nimehcisalem's evaluation checklist (2015) based on curriculum used or by using other checklists.

### 5.2.3 Suggestion for publisher

The publisher of this textbook, which was the Ministry of Education and Culture, should revise the texbook by considering teachers' evaluation on some important aspects of the textbook. It is an important thing to do since the teacher knows the teaching-learning situation well. Therefore, they know what is best for their students.

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**APPENDIX 1.**

## RESEARCH MATRIX

| Title | Research Questions | Variables | Indicators | Data Resources | Research Methodology |
|---|---|---|---|---|---|
| An Evaluation of Tenth Grade Students' English Textbook Published by the Ministry of Education and Culture of the Republic of Indonesia 2016 | 1. Does the book have all the criteria expected in the adapted version of Mukundan and Nimehchisalem's (2015) evaluation checklist?<br>2. How can the English textbook published by the Ministry of Education and Culture 2016 (Revised Edition) be improved? | 1. Tenth grade students' English textbook published by the Ministry of Education and Culture 2016<br>2. The evaluation of the textbook | An adapted version of textbook evaluation checklist proposed by Jayakaran Mukundan and Vahid Nimehchisalem (2015). | 1. English textbook for tenth grade students published by the Ministry of Education and Culture of the Republic of Indonesia 2016<br>2. Three English teachers in three different schools | 1. Research Design: Mixed-method research design<br>2. Data Collection Method:<br>- Evaluation checklist<br>- Interview<br>3. Data analysis methods:<br>a. Result from quantitative data was counted to look for the average score by using following formula: $R = \frac{f.X}{N}$ (Adopted from Waluyo, 1992)<br>Notes:<br>$R$ = average score<br>$f.X$ = the multiplication amount of frequency and score<br>$N$ = the number of participant<br>Then, it was interpreted by following scores interpretation guide stated in the checklist.<br>b. Result from qualitative data was analyzed by using a procedure of analyzing qualitative data adapted |

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| | | | | | |
|---|---|---|---|---|---|
| | | | | | from Creswell (2012) as follow:<br>a. Prepare data for analysis, which was interview transcript,<br>b. Read through the data to explore the general sense of the data,<br>c. Put them into table to tabulate the teachers' answers,<br>d. Draw conclusion on the result of the transcript analysis. |

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**APPENDIX 2.**

**EVALUATOR'S IDENTITY**

**Before filling the checklist, please fill the evaluator's identity below.**

1. Name :
2. School where you teach :
3. Educations :
   a. S1 : _____
   b. S2 : _____
   c. S3 : _____
4. Courses which have been followed :
   a. _____
   b. _____
   c. _____
5. For how long do you teach English? _____
6. For how long do you use the tenth grade English textbook published by Ministry of Education and Culture 2016 (Revised Edition)? _____

Jember, _____

(_____)

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**ENGLISH LANGUAGE TEACHING TEXTBOOK EVALUATION CHECKLIST**

**(Adapted from Mukundan & Nimehchisalem, 2015)**

Instructions

Read the items in the checklist and in the column opposite the items indicate the level to which they agree with each statement by marking 0 to 4:

0 = NEVER TRUE

1 = RARELY TRUE

2 = SOMETIMES TRUE

3 = OFTEN TRUE

4 = ALWAYS TRUE

NA = NOT APPLICABLE

NB: There may be one or more sections that you may not find applicable to your teaching context. In such cases, check the box in the 'NA' (or, NOT APPLICABLE) column and disregard the section in evaluating the textbook.

*Petunjuk*

*Bacalah item pada checklis dan kolom yang berlawanan dengan item yang mana menunjukkan tingkat persetujuan dengan setiap pernyataan dengan menandai 0 sampai 4:*

*0 = TIDAK PERNAH BENAR*

*1 = JARANG BENAR*

*2 = TERKADANG BENAR*

*3 = SERING BENAR*

*4 = SELALU BENAR*

*NA = TIDAK BERLAKU*

*NB: Mungkin ada salah satu bagian atau lebih yang tidak sesuai dengan konteks pengajaran Anda. Dalam kasus demikian, centang kotak pada kolom 'NA' (atau, TIDAK BERLAKU) dan abaikan bagian tersebut dalam mengevaluasi buku teks.*

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| | | |
|---|---|---|
| NA ☐ | **I. General Attributes**<br>***Atribut Umum***<br>A. The book in relation to syllabus and curriculum<br>*Buku dalam kaitannya dengan silabus dan kurikulum*<br>1. It matches the specifications of the syllabus.<br>*Buku ini sesuai dengan spesifikasi silabus.*<br>2. Overall, the book has a nice feel.<br>*Secara keseluruhan, buku ini memiliki nuansa yang bagus.* | 0 I 2 3 4<br>0 I 2 3 4 |
| NA ☐ | B. Methodology<br>*Metodologi*<br>3. The activities can be exploited fully.<br>*Aktivitas-aktivitas dalam buku dapat dimanfaatkan sepenuhnya.*<br>4. The activities can work well in most classroom situations.<br>*Aktivitas dapat berjalan dengan baik pada kebanyakan situasi kelas.*<br>5. It applies text-based learning approach.<br>*Buku ini menerapkan pendekatan pembelajaran berbasis teks.* | 0 I 2 3 4<br>0 I 2 3 4<br>0 I 2 3 4 |
| NA ☐ | C. Suitability to learners<br>*Kesesuaian dengan siswa*<br>6. It is compatible with the background knowledge and level of students.<br>*Buku ini sesuai dengan latar belakang pengetahuan dan tingkat kemampuan siswa.*<br>7. It addresses learning targets.<br>*Buku ini menunjukkan target pembelajaran.* | 0 I 2 3 4<br>0 I 2 3 4 |
| NA ☐ | D. Physical and utilitarian attributes<br>*Atribut fisik dan kegunaan*<br>8. It is appropriately priced.<br>*Harga buku ini sebanding dengan isinya.*<br>9. Its layout is attractive.<br>*Susunannya menarik.*<br>10. It indicates efficient use of text and visuals.<br>*Buku ini menunjukkan penggunaan teks dan visual yang efisien.* | 0 I 2 3 4<br>0 I 2 3 4<br>0 I 2 3 4 |
| NA ☐ | **II. Learning-teaching content**<br>***Konten belajar-mengajar***<br>E. General content<br>*Konten umum*<br>11. Tasks move from simple to complex.<br>*Tugas berurutan dari mudah ke rumit.* | 0 I 2 3 4 |

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| | | |
|---|---|---|
| | 12. Tasks are varied.<br>*Tugas bervariasi.* | 0 I 2 3 4 |
| | 13. Tasks support teaching objectives.<br>*Tugas menunjang tujuan pembelajaran.* | 0 I 2 3 4 |
| | 14. The language in the textbook is natural and real.<br>*Bahasa dalam buku alami dan tidak dibuat-buat.* | 0 I 2 3 4 |
| | 15. The material is fairly recent.<br>*Materi cukup up to date* | 0 I 2 3 4 |
| | 16. It contains some information about Indonesia culture.<br>*Buku ini memuat beberapa informasi tentang budaya Indonesia.* | 0 I 2 3 4 |
| | 17. It supports the learning of other subjects, such as history, biology, and so on.<br>*Buku ini mendukung pembelajaran pada mata pelajaran lain, seperti sejarah, biologi, dan sebagainya.* | 0 I 2 3 4 |
| NA ☐ | F. Listening<br>*Menyimak*<br>18. The book has appropriate listening tasks with well-defined goals.<br>*Buku memiliki tugas menyimak yang sesuai dengan tujuan yang jelas.* | 0 I 2 3 4 |
| | 19. Tasks are authentic or close to real language situations.<br>*Tugas bersifat otentik atau mendekati situasi bahasa yang nyata.* | 0 I 2 3 4 |
| | 20. Various listening contexts such as formal vs. informal contexts are considered.<br>*Buku ini mempertimbangkan berbagai konteks menyimak seperti konteks formal vs informal.* | 0 I 2 3 4 |
| NA ☐ | G. Speaking<br>*Berbicara*<br>21. Activities are developed to initiate meaningful communication.<br>*Kegiatan-kegiatan pada keterampilan berbicara dikembangkan untuk belajar tentang komunikasi yang bermakna.* | 0 I 2 3 4 |
| | 22. Individual, pair and group work are given equal emphasis.<br>*Tugas individu, berpasangan, dan kelompok mendapat penekanan yang sama.* | 0 I 2 3 4 |

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| | | |
|---|---|---|
| NA ☐ | H. Reading<br>*Membaca*<br>23. Length is appropriate.<br>*Buku memiliki panjang yang sesuai.*<br>24. Difficulty level is appropriate.<br>*Buku memiliki tingkat kesulitan yang sesuai.*<br>25. Texts are interesting.<br>*Teks dalam buku menarik.* | 0 1 2 3 4<br>0 1 2 3 4<br>0 1 2 3 4 |
| NA ☐ | I. Writing<br>*Menulis*<br>26. Tasks have achievable goals and take into consideration learner capabilities.<br>*Tugas memiliki tujuan yang dapat dicapai dan sesuai dengan kemampuan siswa.*<br>27. Tasks are interesting.<br>*Tugas-tugas dalam buku menarik.* | 0 1 2 3 4<br>0 1 2 3 4 |
| NA ☐ | J. Vocabulary<br>*Kosa kata*<br>28. The load (number of new words in each lesson) is appropriate to the level of students.<br>*Beban (jumlah kata baru di setiap pelajaran) sesuai dengan tingkat kemampuan siswa.*<br>29. There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book.<br>*Ada pembagian beban kosa kata yang baik (sederhana ke rumit) di seluruh bab dan keseluruhan buku.*<br>30. New words are sufficiently repeated and recycled across the book.<br>*Kata-kata baru diulang dan digunakan kembali di seluruh buku dengan cukup baik.*<br>31. Words are contextualized.<br>*Kata-kata dalam buku disesuaikan konteks.* | 0 1 2 3 4<br>0 1 2 3 4<br>0 1 2 3 4<br>0 1 2 3 4 |
| NA ☐ | K. Grammar<br>*Tata bahasa*<br>32. Grammar is contextualized.<br>*Tata bahasa dalam buku disesuaikan konteks.*<br>33. Grammar items are repeated throughout the book.<br>*Item tata bahasa di dalam buku diulang di seluruh isi buku.* | 0 1 2 3 4<br>0 1 2 3 4 |

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| | | |
|---|---|---|
| NA ☐ | L. Pronunciation<br>*Pengucapan*<br>34. Tasks are useful.<br>*Tugas-tugas di dalam buku bermanfaat.*<br>35. Tasks are interesting.<br>*Tugas-tugas dalam buku menarik.* | 0 1 2 3 4<br>0 1 2 3 4 |
| NA ☐ | M. Exercises<br>*Latihan*<br>36. They have clear instructions.<br>*Latihan-latihan memiliki petunjuk yang jelas.*<br>37. They are adequate.<br>*Latihan di dalam buku memadai.*<br>38. They are interesting.<br>*Latihannya menarik.*<br>39. They help students with mixed abilities.<br>*Latihan-latihan membantu siswa yang memiliki kemampuan berbeda-beda.*<br>40. They cover the activities of analyzing, understanding, and producing text (written or spoken) sequentially.<br>*Latihan-latihan mencakup kegiatan menganalisis, memahami, dan menyusun teks secara berurutan.* | 0 1 2 3 4<br>0 1 2 3 4<br>0 1 2 3 4<br>0 1 2 3 4<br>0 1 2 3 4 |

## Scores Interpretation Guide

| Level | Range | Interpretation |
|---|---|---|
| 0 | 0.00 – 0.80 | Negligible usefulness |
| 1 | 0.81 – 1.60 | Low usefulness |
| 2 | 1.61 – 2.80 | Moderate usefulness |
| 3 | 2.81 – 3.60 | High usefulness |
| 4 | 3.61 – 4.00 | Very high usefulness |

## *Panduan Interpretasi Nilai*

| *Level* | *Rentang Nilai* | *Interpretasi* |
|---|---|---|
| *0* | *0.00 – 0.80* | *Tidak berdaya guna* |
| *1* | *0.81 – 1.60* | *Berdaya guna rendah* |
| *2* | *1.61 – 2.80* | *Berdaya guna sedang* |
| *3* | *2.81 – 3.60* | *Berdaya guna tinggi* |
| *4* | *3.61 – 4.00* | *Berdaya guna sangat tinggi* |

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**APPENDIX 3.**

## INTERVIEW TRANSCRIPT

| QUESTIONS | TEACHER A | TEACHER B | TEACHER C |
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| **SUITABILITY TO LEARNERS** | | | |
| **It is compatible with the background knowledge and level of students.** | | | |
| **Is there any materials which not compatible with students' level and background knowledge?** ***Apakah ada materi yang tidak sesuai dengan level siswa dan latar belakang pengetahuan siswa?*** | – | If it is compared with syllabus, background knowledge, and students' level, it is already suitable, but it is not quite suitable with students' capability. In class, each student has different capability. For the students who have good ability in English, they can follow the activities well. But for the students who have less ability in English, they experience difficulties in doing some difficult activities.<br>*Kalau dengan silabus, latar belakang pengetahuan, sama level mereka kan sudah cocok, dengan pengetahuan anak saja yang kurang. Di kelas itu masing-masing anak kan mempunyai kemampuan yang berbeda. Kalau anak yang kemampuan Bahasa Inggrisnya sudah agak tinggi mungkin bisa mengikuti dengan baik. Tapi kalau anak yang kemampuannya kurang, ya untuk beberapa aktivitas yang agak susah dia kesusahan menjawab.* | – |

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| **How to solve that problem?**<br>***Bagaimana solusi untuk permasalahan tersebut?*** | – | We can do pairing or group work. Thus, those who are capable in doing the task can teach those who cannot do that.<br>*Bisa dengan pairing atau kerja kelompok. Jadi temannya yang tahu bisa ngasih tahu teman yang tidak tahu.* | – |
| **GENERAL CONTENT** | | | |
| **It supports the learning of other subjects, such as history, biology, and so on.** | | | |
| **Why did you give 2 point? Did the texts in this textbook not quite support other subjects?**<br>***Mengapa memberi poin 2? Apakah teks-teks dalam buku ini kurang mendukung pelajaran lain?*** | – | – | Actually, most ativities support other subjects, but not all materials support it since it depends on the topic. Like what I have told you that every school has different human resources. Why do sometimes I do not use all materials? To develop materials, sometimes I search it on the internet, or sometimes I develop it myself based on students' capabilities. So, I do not use 100% activities in the book. I choose which activities that can be developed and which cannot.<br>*Sebetulnya disitu semuanya mendukung, tapi tidak semua juga karena tergantung topik. Seperti halnya tadi yang sudah disampaikan bahwasanya di tiap sekolah SDMnya berbeda. Kenapa kok terkadang disini saya tidak menggunakan semua. Jadi untuk mengembangkan materi itu terkadang saya mencari di internet, atau terkadang saya kembangkan sendiri sesuai kemampuan siswa. Jadi, semua aktivitas yang ada di buku itu, saya tidak menggunakan secara 100 persen. Saya pilah dan pilih mana yg bisa dikembangkan, jadi tidak semua.* |

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| **Then, how to include other subjects in English?**<br>***Kemudian untuk menyisipkan pelajaran lain dalam bahasa Inggris biasanya seperti apa?*** | – | – | It depends on the theme. For example descriptive text about plants. We can integrate it with other subjects in the form of text.<br>*Tergantung dari tema. Misal tema deskriptif tentang tumbuhan. Nah disitu kita bisa menyisipkan dalam bentuk teks biasanya.* |
| **What is your suggestion concerning the insertion of other subjects into English?**<br>***Apakah saran anda terkait penyisipan pelajaran lain dalam bahasa Inggris?*** | – | – | For the insertion of materials, it depends on the topic. If the topic related with other subjects, I discuss it with the teacher of that subject about whether or not the students have already learned this topic. If the students have already learned it, usually I integrate it (English) with other subjects. Thus, I ask the teacher. I'm afraid if I give the text about something that have not been learned yet, the students will get confuse. So, I ask first. Usually, first I ask the students "has this topic been learned in 'this' subject?", "Yes, sir". So, I ask the students first, usually they understand about it.<br>*Untuk penyisipan materi itu jadi tergantung topiknya tentang apa. Kalau misal topiknya tentang sesuatu hal yang memang ada kaitannya dengan mapel (mata pelajaran) lain, jadi saya berkoordinasi dengan guru mapel lain tersebut. Kira-kira anak-anak itu sudah atau belum mempelajari tentang topik ini. Kalau misalkan sudah nanti biasanya saya integrasikan materi tersebut dengan mata pelajaran lain. Jadi saya tanya ke* |

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| | | | *bapak ibu guru. Takutnya nanti ketika saya memberi teks dengan topik yang berbeda, di pelajaran lain belum, takutnya anak-anak bingung. Bahasa Indonesianya aja bingung apalagi Bahasa Inggrisnya. Jadi saya tanya dulu. Biasanya saya awalnya saya tanyakan ke anak-anak, hal 'ini' pernah diberikan nggak di pelajaran 'ini', sudah pak, nah jadi saya mulai dengan tanya ke anak-anak dulu. Biasanya anak-anak paham.* |
| **GRAMMAR** | | | |
| **Grammar items are repeated throughout the book.** | | | |
| **Why did you give 2 points in this criterion?** ***Mengapa memberi nilai 2 pada poin ini?*** | Because there are some grammar items that are repeated, such as tenses, past tense. Just some grammar items. *Karena disini ada beberapa grammar yg diulang, seperti misalnya tenses, past tense, jadi ada beberapa yang diulang. Beberapa saja.* | – | – |
| **Does the existence of grammar review accommodate all the tenth grade students' grammar needs?** ***Adanya grammar review dalam buku ini apakah mengakomodasi semua kebutuhan grammar siswa kelas 10?*** | Actually, grammar in this book has already appropriate with the materials for tenth grade students. First, in the topic of 'introducing', they need pronoun, etc. Another example is in the descriptive text, it needs tenses, present tense. Reading about narrative text, recount, it has already covered the grammar needs which are past tense, perfect tense. But, just some items are repeated. *Jadi disini grammar-nya sebenarnya sudah sesuai dengan materi kelas 10. Yang pertama adalah introducing itu* | – | – |

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| | *kan membutuhkan pronoun, kata ganti, dan sebagainya. Teks misalnya deskriptif, lah deskriptif itu kan yang dibutuhkan adalah tenses, present tense. Disini reading ttg narrative, recount, sudah mengcover sih grammar-nya yaitu past tense, perfect tense. Hanya ya itu tadi, beberapa saja yang diulang.* | | |
| **How to solve it?** ***Bagaimana solusinya?*** | In teaching, we can integrate grammar items that have been learned to make them understand it better. For example when teaching narrative text, in the text we found noun phrase, so we can ask them about the use of noun phrase that has been learned. Thus, they do not forget the materials easily. They can also understand the use of noun phrase better.<br>*Jadi saat mengajar bisa diselipkan materi-materi grammar yang sudah dipelajari biar mereka lebih paham. Misalnya pas ngajar teks naratif, di teksnya ada* noun phrase, *jadi bisa ditanyakan tentang penggunaan noun phrase yang sudah dipelajari. Nah jadinya siswa gak gampang lupa sama materinya. Bisa lebih paham sama penggunaan* noun phrase *itu sendiri juga.* | – | – |
| **PRONUNCIATION** | | | |
| **Tasks are interesting.** | | | |
| **Why did you give 2 point? Are the** | – | It is mediocre since we also compare it with other books. It is just in this textbook, | – |

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| **pronunciation tasks not quite interesting?**<br>***Mengapa memberi poin 2? Apakah tugas pronunciation kurang menarik?*** | | the pronunciation exercises are all the same. The teacher reads some words, the students repeat them.<br>*Gimana ya. Biasa-biasa saja karena kita juga banyak perbandingan buku-buku yang lain. Hanya saja di buku ini latihan pronunciation nya sama semua. Guru baca kata, siswa menirukan.* | |
| **In teaching pronunciation, what kind of exercises that is interesting for the students?**<br>***Untuk mengajarkan pronunciation sendiri, kegiatan seperti apa yang menarik untuk siswa?*** | – | We integrate the teaching of skills in senior high school. Thus, if we teach text, such as reading, if the students read the text out loud and there are some pronunciation mistakes, we correct them.<br>*Kita integrated di SMA, tidak khusus mengajarkan pronunciation. Jadi kalau kita mengajarkan teks misalnya reading, anak membaca ada kesalahan ya kita betulkan.* | – |
| **EXERCISES** | | | |
| **They are interesting.** | | | |
| **What are the kinds of exercises in this book and why are those exercises less interesting for students?**<br>***Seperti apa bentuk-bentuk latihan dalam buku ini dan mengapa latihan-latihan tersebut kurang menarik untuk siswa?*** | In my opinion, the exercises in reading are not just in the form of comprehension questions. Since if the questions are just in the form of comprehesion questions, the students tend to be cheating. And usually, if the exercises are comprehension questions, they seem to read it at glance, only what they needs.<br>*Jadi latihan itu kalau menurut saya di dalam reading itu tidak hanya berupa pertanyaan-pertanyaan pemahaman saja. Karena kalau pertanyaan-pertanyaan berupa pemahaman itu* | The exercises tend to be the same from one unit to the next unit.<br>*Latihannya cenderung sama dari unit satu ke unit berikutnya.* | – |

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| | *anak-anak cenderung cheating. Dan anak-anak biasanya, kalau pertanyaan pemahaman itu kayaknya at glance dia menjawabnya, hanya yang butuh-butuhnya saja.* | | |
| **What kind of exercises that are interesting for the students?** ***Bagaimana latihan yang menarik untuk siswa?*** | We should give more challenging questions to the students, such as asking their ideas about that text, or comments about that text. For example when learning about descrptive text, how is your feeling if you were him, that is challenging question. Thus, they are more interested in answering the questions. Arouse the students to speak. So, here we can also integrate it with speaking.<br>Multiple choice questions should also be given. Because there is no multiple choice questions here, mostly comprehension questions. Multiple choice can also be HOT (Higher Order Thinking), not always LOT (Lower Order Thinking). Indeed, making multiple choice questions is more difficult than making comprehension questions. Because we make the options, the structure, like that.<br>*Harus diberi pertanyaan-pertanyaan yang lebih challenging pada anak-anak misalnya menanyakan ide-ide mereka tentang tulisan itu, atau komen-komen terhadap tulisan itu. Misalnya saat belajar description text, seandainya kamu jadi dia itu kamu bagaimana, itu* | Kinds of pairing, making dialogue.<br>*Ya paling pairing, membuat dialog.* | – |

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| | *pertanyaan-pertanyaan yg menantang. Jadi mereka lebih tertarik. Arouse the students to speak. Jadi bisa diikutkan disini speaking.*<br>*Sebaiknya juga diberikan soal-soal multiple choice. Soalnya disini gak ada. Disini lebih banyak comprehension questions. Multiple choice kan juga bisa HOT itu gak selalu LOT. Memang membuat soal multiple choice itu lebih sulit daripada membuat soal uraian. Karena kan kita membuat optionnya, structure nya, seperti itu.* | | |
| **READING** | | | |
| **Length is appropriate.** | | | |
| **Why were the reading texts in this book not quite appropriate? Was it too long or too short?**<br>***Mengapa teks membaca dalam buku ini kurang sesuai? Apakah terlalu panjang atau terlalu pendek?*** | Too long. There are some text that are too long. Thus for the students, since this textbook is composed for the minimal materials, minimal material given to all students in Indonesia, both in rural and urban area. Indeed, for the students in urban area, the difficulty level is very low. So, there is no HOT questions. All of them are LOT. Below LOT. But for the students in rural area, perhaps they experience difficulties or confuse when reading a very long text. Therefore, this textbook was composed for all students in Indonesia, both in the rural and urban area. Usually, for the teacher in the urban area like me, I need additional materials for reading. So it is generalized. | It is not like that, because for the text I usually ask the students to search it on the internet, more varied. So, it seems that in this textbook the materials are less innovative. Since in my class, the students are permitted to use handphone. Extra work for me. There must be MoU first with the students, caught chatting, I take it. The extra work is always going round the class.<br>*Bukan begitu, karena untuk teks saya terbiasa anak-anak saya suruh cari di internet, lebih variatif. Jadi sepertinya dalam buku ini materinya kurang inovatif. Hanya itu-itu saja. Karena dalam pelajaran anak-anak menggunakan HP dalam pelajaran saya. Cuma ya ekstra kerja. Harus ada MOU duluan dengan* | – |

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| | *Terlalu panjang. Ada teks-teks yang terlalu panjang. Jadi untuk anak-anak, karena buku teks ini kan disediakan untuk materi minimal, materi minimal yang diberikan kepada anak-anak seluruh Indonesia, baik yang di pinggiran maupun di kota. Memang kalau untuk anak-anak di kota ini tingkat kesulitannya sangat rendah. Jadi, tidak ada soal-soal HOT. LOT semua. LOT kebawah ini. Tapi kalau untuk siswa yang di pinggiran mungkin bisa jadi kesusahan ya, atau bingung kalau membaca teks yang terlalu panjang. Jadi memang buku ini di create untuk seluruh siswa yang ada di Indonesia baik yang di pinggiran maupun di kota. Biasanya untuk yang di kota seperti saya ini, butuh suplemen tambahan untuk readingnya. Jadi disama ratakan.* | *anak-anak, ketahuan chatting ya saya rampas. Kerja ekstranya ya selalu muter.* | |
| **In your opinion, what is the appropriate length of reading text for tenth grade students? How many paragraphs or perhaps how many words?**<br>***Menurut pendapat anda, bagaimana panjang teks membaca yang sesuai untuk kelas 10? Berapa paragraf atau mungkin berapa kata?*** | It is relative. Thus the length of text is relative. Approximately 200 words for reading in tenth grade. So if it is too long, it is better to look for other texts.<br>*Relatif sih ya. Jadi relatif kalau panjang teks itu. Ya antara 200 kata untuk reading kelas 10. Jadi kalau misalnya terlalu panjang, lebih baik mencari teks yang lain.* | For the ammount of paragraphs, it depends, because if it is descriptive text, the generic structures are identification and description. If it is fulfilled, then it is enough. The length of text depends on its kind, depends on its generic structure.<br>*Untuk berapa paragraf itu tergantung ya karena kalau descriptive itu kan generic structure nya sudah ada, identification kemudian description. Kalau sudah memenuhi ya sudah cukup. Panjang tidaknya teks itu ya tergantung jenisnya, tergantung generic structure nya.* | – |

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| ***Texts are interesting.*** | | | |
| **What kind of text or topic that is interesting for the students?**<br>***Teks atau topik seperti apa yang menarik untuk siswa?*** | – | It is varied, not monotonous, depending on the kind of text.<br>*Pokok yang bervariasi, gak monoton, tergantung jenis teks* | – |
| **METHODOLOGY** | | | |
| **The activities can be exploited fully.** | | | |
| **Why can't the activities in this textbook be fully exploited?**<br>***Mengapa aktivitas-aktivitas dalam buku ini tidak dapat dimanfaatkan sepenuhnya?*** | – | Usually, the students have less understanding towards the materials.<br>*Biasanya anak-anak kurang paham terhadap materi.* | Sometimes the activities in the textbook are not suitable with students' condition in school. Thus not all students, sometimes not all schools can use the acttivities in that textbook, since we match it with the human resources. Perhaps the students in urban area are able to finish it, but in the rural area, we are still adapting it. I'm afraid if we use all materials in the book, I'm afraid the students do not understand it. Therefore, the teacher understands the students' conditions.<br>*Ya karena aktivitas yang ada di buku terkadang tidak sesuai dengan kondisi siswa yang ada di sekolah. Jadi tidak semua siswa, terkadang juga tidak semua sekolah bisa menggunakan aktivitas yang ada di buku itu, karena kita menyesuaikan SDMnya. Mungkin kalau sekolah di kota itu mampu menyelesaikan, tapi kalau di desa kita masih menyesuaikan. Takutnya kalau kita misalnya runtun ngambil dari buku, takutnya malah gak paham. Jadi gurunya paham tentang kondisi siswa.* |

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| **What kind of activities which cannot be exploited in this textbook?**<br>***Aktivitas-aktivitas seperti apa yang tidak dapat dimanfaatkan dalam buku ini?*** | – | I do not use the book 100%. My guidance is lesson plan that I have made, then the materials are suited with the textbook. If we can use it, we use it, and if we cannot use it, we do not use it.<br>*Saya tidak memakai 100 persen buku itu. Kalau saya patokannya RPP yang sudah saya buat, kemudian materi apa kita sesuaikan dengan buku. Kalau bisa kita pakai ya kita pakai kalau tidak bisa ya tidak saya pakai.* | For the activities, it depends on the difficulty level of that book. If the activities are still easy, the students can do it. But if it is already HOT (Higher Order Thinking skill), sometimes the students find it difficult for them. So that the teacher still has to start it with the simple one, then a little difficult, then to the complicated one, so there are stages.<br>*Ya kalau aktivitas tergantung tingkat kesulitan dari buku tersebut. Kalau misalkan disitu masih ringan kegiatannya atau aktivitasnya, siswa masih bisa. Tapi kalau misalkan sudah HOT (Higher Order Thinking skill), itu siswa terkadang merasa kesulitan. Sehingga gurunya masih harus memulai dengan yang sederhana, kemudian ya agak sulit, baru ke complicated, jadi ada tahapannya.* |
| **The activities can work well in most classroom situations.** | | | |
| **What kind of activities are suitable with most classroom situations?**<br>***Aktivitas seperti apa yang sesuai dengan situasi kelas kebanyakan?*** | – | Depends on basic competence. We cannot compare the activities, depends on basic competence, what indicators that we will do in teaching-learning process. More group activities since we are students-centered.<br>*Tergantung KD. Aktivitas tidak bisa kita samakan, tergantung KD, indikator apa yang akan kita lakukan pada saat pembelajaran. Lebih banyak group activities karena kita students-centered.* | We often do small group discussion, think pair share, more group activities. Since if we do individual task, sometimes students do not do the activities well, still depends on their friends who can do it. So we make group, from the group they can work together, they will share each other between students who have be able to do it and those who still can't. Well someday if the students feel they are able to work on their own, I will give assignment to them individually. From group to individual, as a habit.<br>*Yang sering digunakan biasanya small* |

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| | | | *group discussion, think pair share, lebih ke group activities. Karena kalau dibuat individu, terkadang siswa tidak jalan untuk melakukan aktivitasnya, masih ketergantungan dengan temannya yang dominan bisa. Jadi dibuat grup, dari grup itu nanti akan berbaur, akan saling berbagi antara siswa yg sudah bisa dengan yang masih belum bisa. Nah suatu ketika nanti kalau siswa sudah merasa mampu mengerjakan sendiri, di situlah nanti saya memberikan tugas kepada siswa secara individu. Dari grup ke individu sebagai kebiasaan.* |
| **How can the activities in this textbook be improved?**<br>***Bagaimana aktivitas-aktivitas dalam buku ini dapat ditingkatkan?*** | – | More varied activities, not monotonous. Since sometimes the activities in one unit, to the next unit are the same.<br>*Aktivitas lebih variatif, tidak monoton. Karena yang ada di buku kadang-kadang yang ada di unit sekian, ke unit berikutnya rata-rata sama.* | In my opinion, for the activities in the textbook, I start it with simple activities, then from the simple one, I will take the activities in the textbook. So that later, the activities in that book can be applied in class. Thus, beginning from finding our own materials first. Fitted to the theme, the topic, then drilling the students from the simple one, then later when it is more difficult or the level of difficulty is higher, I will take the activities in the textbook.<br>*Kalau menurut saya untuk aktivitas yg ada di buku itu untuk memulainya saya mulai dengan aktivitas yang sederhana, kemudian dari yang sederhana nanti saya akan mengambil aktivitas yang ada di buku. Sehingga nanti aktivitas yang ada di buku baru bisa diterapkan di kelas. Jadi dimuai dari mencari bahan sendiri terlebih dahulu. Disesuaikan dengan* |

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| | | | *temanya, topiknya, kemudian drill anak-anak dari yang sederhana, baru nanti kalo sudah lebih susah nanti atau lebih tinggi levelnya baru saya ambil di buku.* |
| **LISTENING** | | | |
| **The book has appropriate listening tasks with well-defined goals.** | | | |
| **Why do the listening tasks in this textbook have no well-defined goals?**<br>***Mengapa tugas listening dalam buku ini tidak memiliki tujuan yang jelas?*** | When I look at some chapters in this textbook, there are some chapters which do not have listeniing. Whereas in one teaching-learning process, the first activity is listening. So, listen to audio first before using their motoric such as writing, reading. In this textbook, there are only a few chapters which have listening. Furthermore, it is not detail. As an example in the recount section, the listening activity is just the teacher reads the text then the students listen. No further questions. Whereas in syllabus there is IPK, in basic competence, to differenciate is 'reading', for practice is 'listening', listening is taken from 'listening' section. Before the students can write or practice, they have to understand the text from the listening activities. So that when they have already listened, the way to prove their understanding is from questions. Completion questions, comprehending questions for example, the information in the audio, then students can start the materials of rewriting such as writing narrative text, or story telling. Listening can be done | – | – |

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| | by 'listening' section. Therefore, I have a notion all chapters in the textbook must include listening, just like grammar.<br>*Jadi saya lihat beberapa chapters dalam buku ini, ada yang tidak ada listeningnya. Padahal dalam satu proses pembelajaran itu yang pertama itu adalah kegiatan mendengarkan. Jadi menggunakan audio dulu sebelum menggunakan motoriknya seperti menulis, membaca. Di buku teks ini, hanya ada beberapa saja sih yang ada listening nya. Itu pun tidak detail. Jadi misalnya di bagian recount itu juga listeningnya hanya guru membacakan teks kemudian siswa mendengarkan. Jadi tidak ada pertanyaan lanjutan. Padahal kalau di dalam silabus itu kan ada IPK, di KD itu membedakan untuk reading, kemudian untuk praktek itu menyimak, menyimak itu diambil dari listening. Sebelum anak itu bisa menulis atau praktek, maka anak itu harus bisa memahami teks dari kegiatan menyimak. Nah menyimak itu adalah dari kegiatan listening. Sehingga ketika anak itu sudah menyimak, bagaimana bukti bahwa anak itu sudah paham ya harus diikuti dengan soal. Soal-soal completion, soal-soal comprehending misalnya, ya informasi-informasi yang ada disitu, baru anak-anak memasuki materi* | | |

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| | *untuk menulis kembali misalnya menulis teks naratif, atau story telling. Menyimak bisa dilakukan dengan listening. Maka saya berpendapat bahwa seluruh chapters di dalam buku itu harus ada listeningnya, seperti halnya grammar.* | | |
| **Tasks are authentic or close to real language situations.** | | | |
| **Why are the listening tasks not authentic?** ***Mengapa tugas-tugas menyimak tidak authentic?*** | What I mean by authentic, can be taken from video, can be about real life, true story. Then can be from text, reading. There are some authentic materials here, such as song. Then completion. Just some, not all. So, this textbook should provide more, more authentic materials.<br>*Jadi yang saya maksud otentik itu, bisa diambilkan dari video, bisa tentang real life, true story. Kemudian bisa dari bacaan, membaca. Ada sih beberapa disini, seperti misalnya song itu. Kemudian completion. Ada tapi tidak semua. Jadi seharusnya buku ini menyediakan lebih, menyediakan yang lebih authentic lagi.* | – | – |
| **Various listening contexts such as formal vs informal contexts are considered.** | | | |
| **Is the context in this textbook not clearly show formal informal?** ***Apakah konteks dalam buku ini tidak jelas menunjukkan formal informal?*** | The materials there, perhaps because it is the teacher telling a journey, it is informal, not using standard language.<br>*Materinya disitu kayaknya karena guru menceritakan suatu perjalanan ya informal, tidak menggunakan bahasa-bahasa yang baku.* | – | – |
| **In your opinion, is it** | Important. Especially in the dialogue, | – | – |

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| **important to consider formal informal context?** ***Menurut pendapat anda, apakah penting untuk mempertimbangkan konteks formal informal?*** | we must introduce to the students about when we use text formally and when we use text informally. When we deliver the materials in the form of listening, so both context must be considered. Whether it is listening in the form of teachers speaking or video, it must be shown 'that's formal' 'that's informal'. After that, we discuss it. If it is me, sometimes I compare it with our language, Javanese language, there is *ngoko* language and there is *krama* language. When do you use *ngoko*, when the situation is like this ma'am, when we talk about this kind of topic. When do you *krama*, when the situation is like this, when the conversation is between this person and this person. So, it is important. The close understanding is there. That is if it is formal for example, if it is dialogue. If it is text, grammaticaly it must be formal, but for the presentation, it depends.<br>*Penting. Jadi gini, khususnya dalam dialog, itu kita harus mengenalkan pada anak-anak kapan kita menggunakan teks secara formal dan kapan menggunakan teks secara informal. Ketika kita menyampaikan materi dalam bentuk listening, maka kedua-duanya itu harus dipikirkan. Baik itu listening dalam bentuk teachers speak atau video, itu harus* | | |

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| | *ditunjukkan that's formal that's informal. Setelah itu kita bahas. Kalau saya biasanya saya bandingkan dengan bahasa kita, bahasa Jawa, kan ada bahasa ngoko ada bahasa krama. Kapan kamu menggunakan ngoko, ketika situasinya begini ma'am, ketika berbicara ini. Kapan kamu menggunakan krama, ketika situasinya begini, ketika yg berbicara itu antara ini dan ini. Nah itu penting. Jadi close culture understanding nya disitu. Kalau formal ya misalnya, kalau ini dialog lo ya, kalo teks kalo secara grammatically ya harus formal, tapi kalau secara penyajian ya tergantung.* | | |