

*Laporan Hasil Penelitian*

**EVALUATING THE SUITABILITY OF  
THE ENGLISH TEXTBOOK USED BY THE SECOND  
SEMESTER STUDENTS OF TARBIYAH FACULTY OF  
IAIN ALAUDDIN MAKASSAR**



*Peneliti:*

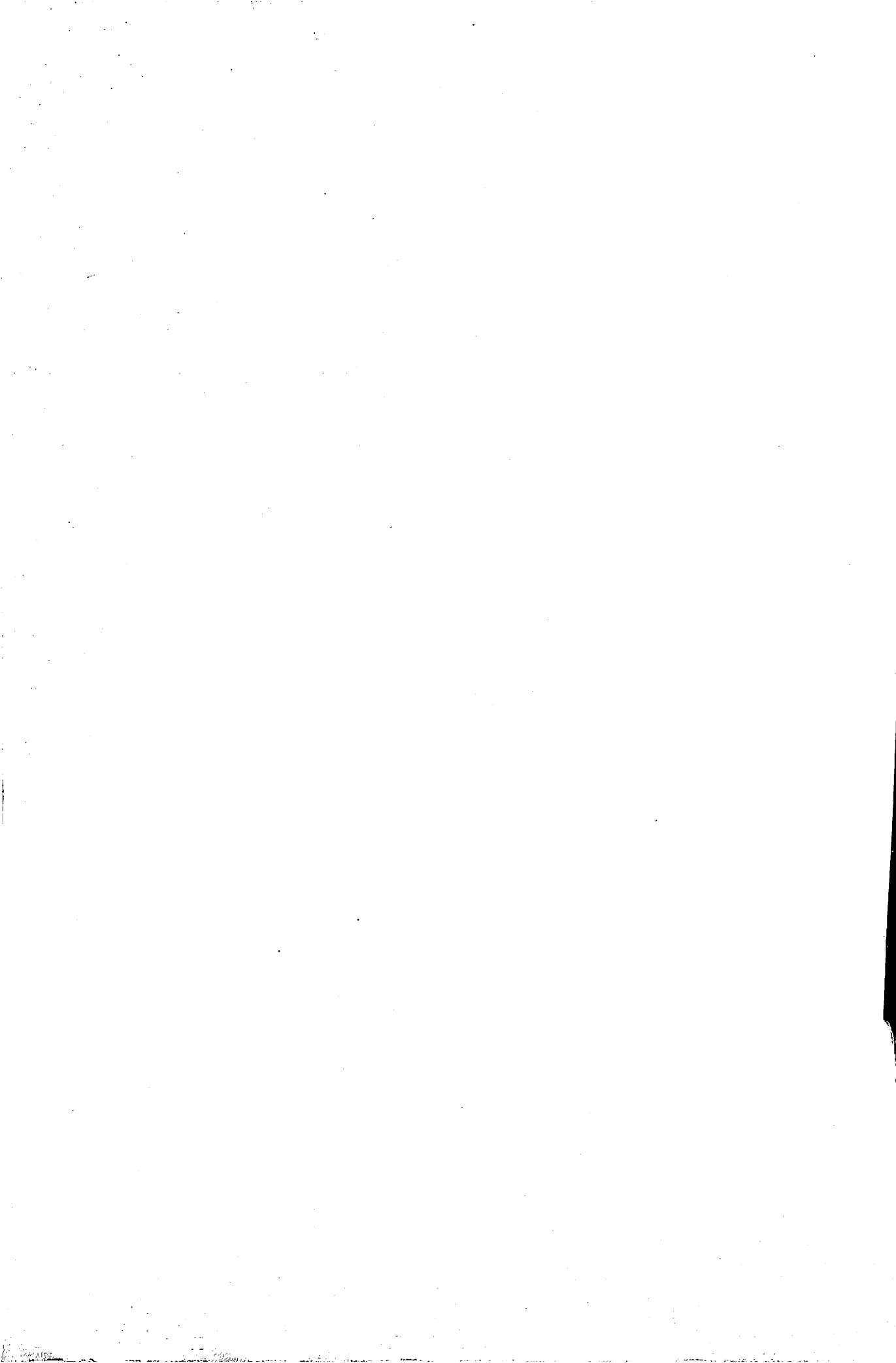
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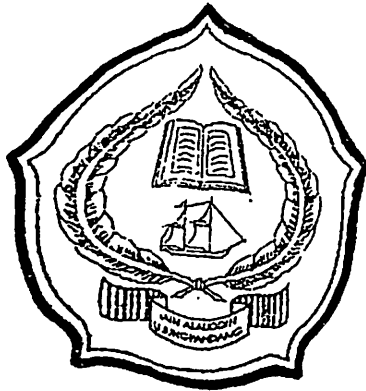
**PUSAT PENELITIAN  
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**Mendapat Bantuan dari DIKS IAIN Alauddin  
Tahun 1999/2000**



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Tahun 1999/2000**



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## KATA SAMBUTAN

Alhamdulillah, syukur dan puji kita panjatkan ke hadirat Allah swt., oleh karena dengan Hidayat dan TaufikNya sehingga penelitian ini dapat terselesaikan dengan baik.

IAIN Alauddin melalui Pusat Penelitian selalu berupaya agar para dosen senantiasa menaruh minat dalam melaksanakan penelitian. Sebab, penelitian sebagai dharna ke-2 dari Tri Dharma Perguruan Tinggi perlu terus digalakkan untuk mengkaji dan mengembangkan ilmu pengetahuan. Tanpa penelitian, ilmu pengetahuan akan mengalami stagnasi sehingga tidak mampu menjawab tantangan kemajuan saman dan kebutuhan pembangunan bangsa.

Kami mengharapkan agar penelitian ini dapat menambah khazanah pengembangan ilmu pengetahuan, khususnya ilmu-ilmu keislaman. Akhirnya, kami mengucapkan terima kasih kepada saudara peneliti atas jerih payahnya melaksanakan penelitian. Semoga Allah swt, memberikan pahala yang setimpal

Makassar, Desember 1999

Wassalam,  
Kepala,

Dr. Moh. Natsir Mahmud, M.A.  
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## PREFACE

First of all the writer would like to express her most profound gratitude to the Almighty Allah for His blessing and mercies He bestows on her so that she is able to conduct and complete the writing of this research report entitled: *"EVALUATING THE SUITABILITY OF THE ENGLISH TEXTBOOK USED BY THE SECOND SEMESTER STUDENTS OF TARBIYAH FACULTY OF IAIN ALAUDDIN MAKASSAR."*

Her sincere thanks are due to the Rector of IAIN and the Head of Research Institution of IAIN Alauddin Makassar, whose financial support and permission enable her to conduct this research. Her high appreciation goes to her research consultant, Bapak Drs. H. M. Rafii Yunus, M.A., Ph.D., for valuable corrections and suggestions in writing this report.

May this research report can be useful in an effort of providing valuable information of how to select textbooks especially at her institution, and also it can be taken into consideration for the improvement of the English language teaching materials, particularly at IAIN Alauddin Makassar.

Makassar, January 2000

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CHAPTER I  
I N T R O D U C T I O N

A. Background

Textbooks have been playing an important role in the teaching and learning in the classroom nowadays. For teachers or lecturers, textbooks can serve as master, servant, resources, teaching aids, etc. in the classroom. By making use of textbooks, teachers may feel confident and secure in their teaching. It seems that there is a very close relationship between teachers and textbooks in teaching and learning process in the classroom. Hutchinson states that teaching is a partnership between teachers and materials. Partnerships work best when each partner knows the strengths and weaknesses of the other and is able to complement them.<sup>1</sup>

Based on the opinion above, it can be concluded that the materials have a 'dominant' role at least in the

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<sup>1</sup>Tom Hutchinson, "What's Underneath?: An Interactive View of Materials Evaluation," in Leslie E. Sheldon (ed.), *ELT Textbooks and Materials: Problems in Evaluation and Development*, ELT Document 126 (Great Britain: Modern English Publications, 1987), p. 37.



perception of the teachers. Nowadays, we find many textbooks used by teachers and lecturers either at secondary or at the level of university in Indonesia. They are designed in order to make teaching and learning become more interesting. When we look at them more carefully, however, not all of them are suitable to be used to teach the students in the classroom. In this case, teachers and lecturers should be careful to choose the suitable materials for their teaching. In other words, they should be able to evaluate the available textbooks to motivate the students in learning.

There are many purposes to evaluate the textbook. The most important reason is to help teachers or lecturers in the choice of a textbook. In other words, to get teachers to be more aware of using textbook. The importance of materials does not simply mean the introduction of materials into the classroom, but it should be followed by a careful selection and evaluation of materials to determine which materials would best involve the students to cater their needs and interests.

The reason is that, on the one hand, some materials may cover a fixed set of objectives which may suit the learning situation needs. On the other hand, some materials are too difficult to be used because the

information they convey cannot fulfil all learners' needs and interests so that they need to be evaluated. For this reason, we would argue that teachers need to be able to evaluate their materials. This is really important for teachers and lecturers to enable them to choose a good textbook for their teaching in the classroom. By doing so, the teachers and lecturers are helped to understand the relevance of the materials and appropriateness of their contents to the interest of the students. Experiences tell that if students are genuinely interested in the materials, they are likely to be motivated and be involved in the teaching and learning process.

Considering the reasons above, it is urgent to conduct research relating to the textbook evaluation in order to find out whether the textbook is suitable to be used or not. In this case, the textbook to be evaluated is entitled "*Improve Your English Structure*",<sup>2</sup> used by the second semester students of Tarbiyah Faculty of IAIN Alauddin Makassar as an obligatory book in attending the subject of Bahasa Inggris II.

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<sup>2</sup>The nature of the textbook is explained briefly in chapter III.

The main reason for conducting this research is to evaluate this textbook and improve its content to gain a better result at the end. It is important for us as lecturers, of course, to be able to evaluate the textbook we are using on some sensible, principled basis. Fortunately, there are certain general principles that will help us in our task of evaluating a textbook, which one of those principles will be applied by the writer in this research, that is, based on Grant's view in "*Making the Most of Your Textbook*".<sup>3</sup> This is due to the fact that the questions stated by Grant are suitable with the four perennial factors in language learning, namely the teachers, students, materials, and context factors in teaching English as a foreign language. Besides, the three kinds of questionnaire stated by Grant are given score for each item so that the writer can easily get conclusion in choosing and evaluating a good textbook.

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<sup>3</sup>Neville Grant, *Making the Most of Your Textbook* (New York: Longman Inc., 1987), p. 122-127.

## B. Statement of Problems

Based on the above background, the following problem statements expressed in question forms are tried to be answered in this research:

1. Are the English textbook recommended to be used in the second semester at Tarbiyah Faculty of IAIN Alauddin Makassar feasible and suit the students' needs, interests, and abilities?
2. Does the textbook have suitability to the lecturers?
3. Does the textbook suit the examination and the syllabus of Tarbiyah Faculty of IAIN Alauddin Makassar?

## C. Scope of the Research

This research is restricted to the evaluating the suitability of the 'Improve Your English Structure' textbook, which is recommended to be used to the second semester students at Tarbiyah Faculty of IAIN Alauddin Makassar, based on the Grant's criteria of a good textbook.

## D. Objective of the Research

This research aims at evaluating the suitability of 'Improve Your English Structure' textbook to the students' needs, interests and abilities as well as its

suitability to the lecturers, examination, and syllabus. In addition, this research tries to find out whether or not the textbook fulfil the requirements of good textbooks as specified by Grant's criteria.

#### E. Significance of the Research

The finding of the research is expected to be useful information for the enriching of the lecturer's horizon, vision, and perception on textbooks and give a clear understanding on different functions of textbooks, including on how to choose and evaluate textbooks as well as to treat the textbook as a servant (not a master), as resources, and teaching aids.

#### F. Research Design

The method used in this research is a library research which aims at analyzing and evaluating the English textbook (*Improve Your English Structure*) used by the second semester students of Tarbiyah Faculty of IAIN Alaudding Makassar based on Grant's criteria of a good textbook.

## CHAPTER II

### THEORETICAL BACKGROUND OF TEXTBOOK EVALUATION

#### A. Definitions of Textbook

Longman Dictionary of Contemporary English defines the word 'textbook' as standard book for the study of a particular subject, especially used in school.<sup>1</sup> Another definition is given by Oxford Advanced Learner's Dictionary of Current English as a book giving instruction in a branch of learning.<sup>2</sup> A similar definition is given by Collins English Dictionary as a book containing facts about a particular subject that is used by people studying that subject.<sup>3</sup>

Based on the three definitions above, it can be concluded that a textbook is a book used to assist the learners to achieve the course objectives which is written for certain level and discipline. For instance,

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<sup>1</sup>Chief Procter, *Longman Dictionary of Contemporary English* (Great Britain: Longman Group Ltd., 1987), p.1146

<sup>2</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1986), p. 893.

<sup>3</sup>J.Sinclair, et.al., *Collins English Dictionary* (t.t.: Harper Collins Publisher, 1987), p. 1023

there are Economics textbooks, Arabic textbooks, English textbooks, Algebra textbooks, etc. There are also English textbooks for SMU, English textbooks for SLTP, English textbooks for Academic Purposes, etc.

## B. Functions of Textbook

According to Rasyid, English textbook may serve different functions as in the following:<sup>4</sup>

### 1. *Functions of Textbook for Teachers:*

#### a. The textbook as a master

Wright states that if a teacher teaches 'through' materials, problems may occur with a textbook as the master: (1) the learning objectives are the textbook's, (2) there is little room for improvisation, and (3) teacher and learner roles may well be predetermined and contrary to expectations.<sup>5</sup>

#### b. The textbook as a servant

If the teacher, as Wright further states, teaches 'with' the materials, with a textbook as servant, then he is freer to improvise and adapt the course of lessons to

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<sup>4</sup>Muhammad Amin Rasyid, *Textbook Evaluation: Putting Theory into Practice* (Ujungpandang: IKIP, 1992), p. 2-3.

<sup>5</sup>Tony Wright, quoted by Muhammad Amin Rasyid, *ibid.*, p. 95.

the needs of the learners. Teachers and learners can also generate new content from within and from outside the materials, and concentrate on interpersonal relationships in the class.

c. The textbook as an end

If the teacher teaches 'through' materials, starting from the first unit to the next, and believes that the goals set in the textbook are the things that the students have to learn, the textbook becomes an end. The teacher will then feel relieved, and think that his task is over if he has taught through the textbook.

d. The textbook as resources

The materials in the English textbooks usually offer information and data about English, and in particular about the social context and the culture within which communication takes place and drives much of its meaning and value. This can be fulfilled by the textbooks if they contain authentic materials.

e. The textbook as teaching aids

The materials in the textbook may have a role to promote learning and language learning in particular. The textbook fulfils this role in the way the materials offer activities, tasks, and exercises which challenge the



competence of the learners.

f. The textbook as the syllabus

A textbook may be written following the order of syllabus items of a particular course. Many English textbooks for secondary schools in Indonesia, for example, in the same order of the national syllabus items (structural syllabus). On the one hand the textbooks relieve the secondary school teachers of English from the pressure of having to think of materials for every class. On the other hand, the teachers might slavishly follow the prescribed procedures in the textbook which involve a rigid sequence that is the same format from one unit to the next. This is of course not motivating as it leaves no room for variation.

2. *Functions of Textbook for Learners:*

a. The textbook as a self-tutor

An English textbook may function as a self-tutor to students. For example, most course materials for the Open University are designed in such a way that the students can learn the materials and assess themselves.

b. The textbook as an end

If the students learn through the materials, starting from the first unit to the next, and believe

that the goals set in the textbook are the things that they have to learn, the book becomes an end.

c. The textbook as resources

English textbooks usually offer information and data about English, and in particular about the social context and the culture within which communication takes place. This drives much of its meaning and value. This can be fulfilled by the textbook if they contain authentic materials.

d. The textbook as learning aids

The English textbook materials promote learning and language learning in particular. The textbook fulfills this role in the way the materials offer activities, tasks, and exercises which challenge the competence of the learners.

C. Types of Textbook

There are so many textbooks which can be found and so varied that it is difficult to make the accurate generalization about them. Many of us have our own way of categorizing textbooks.

Grant tries to simplify the discussion by suggesting that there are two very broad categories of textbooks. These categories are traditional textbooks and

communicative textbook. Then he described these two categories as in the following:<sup>6</sup>

### 1. *Traditional Textbooks*

The term 'traditional' is used here, to describe a type of the textbook rather than mentioned how old the textbook is. These types of textbook are still being published. These try to get students to learn a language as a system. Once they have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think fit.

Traditional textbooks have some characteristics:

- a. They tend to emphasize the forms, or patterns, of language (the grammar) more than the communicative functions of language.
- b. They tend to focus on reading and writing activities, rather than listening and speaking activities.
- c. They often make use of a great deal of L1.
- d. They emphasize the importance of accuracy.
- e. They tend to focus rather narrowly on a syllabus and examinations.
- f. They are often attractive to some teachers, because they seem easy to use, and are highly examination-oriented.

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<sup>6</sup>Neville Grant, *op. cit.*, p. 12-13.

The traditional textbook are still used since they have a great advantage that a teacher can use them without too much difficulty. However, a problem with traditional textbook is also found that students work through them, sometimes for years, and often conscientiously. However, despite this, at the end of their studies they are still incapable of using the language: they may 'know' its grammar-the system-but they cannot communicate in it.

Very often, teachers are required for one reason or another to use traditional textbooks. Where this is the case, the teacher has a challenge: both to satisfy the syllabus, and to ensure that students using the textbook learn not just the forms of the language, but how to use them to communicate.

## *2. Communicative Textbooks*

Communicative textbooks try to overcome the problem found in the traditional textbooks by creating opportunities for the students to use the language in the classroom before using in real life. Nowadays, the word communicative has not been strange. Mostly the new textbook claims to be communicative. Communicative textbooks vary quite a lot, but very broadly they have the following characteristics:

- a. They emphasize the communicative functions of language—the jobs people do using the language—not just the forms.
- b. They try to reflect the students' needs and interests.
- c. They emphasize skills in using the language, not just the forms of language, and they are therefore activity-based.
- d. They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
- e. They tend to be very specific in their definition of aims.
- f. Both content and methods reflect the authentic language of everyday life.
- g. They encourage work in groups and pairs, and therefore make heavier demands on teachers' organisational abilities.
- h. They emphasize fluency, not just accuracy.<sup>7</sup>

Furthermore, Grant gives some examples of communicative activities such as follows:

- Students listen to authentic language for real-life purposes. For example, the students might listen to a recording of an airport announcement.

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<sup>7</sup> *Ibid.*, p. 14.

- Students talk to each other as they might in real life with an English speaker, for example, to find out something they do not know. We call these information-gap exercises; the idea is to give students a purpose for communication.
- Students use reading skills such as those in finding information, or the main points, from a newspaper article, etc. which they may need to use in real life.
- Students express themselves in writing in realistic situation, and for realistic purposes, for example, writing a postcard to a friend, completing an application form or making notes.<sup>8</sup>

Few teachers, of course, believe that all language-learning activities have to be real life. Some obviously non-communicative class activities have been found to be very useful for language learners. For instance, many students find exercises which require them to imitate the sounds and structure of the language very helpful. Such exercises are drills—they can be useful for learning, but are not in themselves communicative.

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<sup>8</sup> *Ibid.*

Some experts stated that the materials put in communicative textbooks should be in the form of authentic materials/texts. According to Robinson, authentic materials in ELT refers to the use of print, audio, video, and practical materials originally produced for a purpose other than the teaching of language.<sup>9</sup> Ellis and Johnson also agree that authentic material is a kind of material taken from the real world and not specifically create for the purpose of language teaching.<sup>10</sup> It can be text, visuals or audio materials; it can be realia such as tickets, menus, maps, and timetables; or it can be objects such as products, equipment, components, or models. Some people say that as soon as a piece of authentic material has been altered in any way (for example by cutting, selecting, simplifying, or transferring from one medium of communication to another), it immediately ceases to be authentic. However, any of these strategies may be applied if it can be justified in relation to the needs of learners.

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<sup>9</sup>p. Robinson, *ESP Today: A Practitioner's Guide* (New York: Prentice Hall, 1991), p. 54.

<sup>10</sup>Mark Ellis and Christine Johnson, *Teaching Business English* (New York: Oxford University Press, 1994), p. 157.

Another expert, Cunningsworth stated that authentic materials are materials which are originally used in real situations and are not designed for use in language teaching. Such materials are used in the classroom to expose the learners to language in real use. Kinds of these materials can be newspaper articles, brochures, train tickets, letters, advertisements, recordings of the news, airport announcement, etc.<sup>11</sup> So we can say that materials are authentic if they are designed for purposes other than language teaching.

There are several reasons why authentic material is highly recommended:<sup>12</sup>

*First*, authentic texts, audio or written, will have a number of features that are often lacking in texts and dialogues created for learning English. They will exemplify the particular register to which they belong and will often contain specific terminology and jargon and sometimes typical organization features and sentence patterns. The language used will reflect the genuine

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<sup>11</sup>Alan Cunningsworth, *Evaluating and Selecting EFL Teaching Materials* (London: Heinemann Educational Books, 1987), p. 81.

<sup>12</sup>Muhammad Pasri Wello and Hafsa Amien J. Nur, *An Introduction to English for Specific Purposes* (Ujungpandang: Badan Penerbit Universitas Negeri Makassar, 1999), p. 19.



purpose for which the material was created and will also target the expert reader or listener for whom it was intended. In short, authentic text will include the type of language which the learner may need to be exposed to, to develop skills for understanding, and possibly even to produce. *Second*, the material may provide information about real-life situations or events. In this case, it is the content of the material rather than the language which is useful for the teacher or for the learner. The information conveyed is likely to be more accurate and to have high credibility, and will probably be more up-to-date than other materials. It may also be very relevant to the learner's special interests and can thus be used to fill gaps in materials published for learners of English.

For ESP situation, we must also consider whether the goals that we set are authentic with regard to students real-world roles, and whether the goals set are authentic tasks or activities that take place in the learning situation are authentic. The important questions to ask are how such authentic goals, tasks, and materials should be selected and how they are realized within the language classroom.

#### D. Some Principles of Evaluating Textbook

Evaluation is a matter of judging the fitness of something for a particular purpose. Materials evaluation is essentially a matching process in which the needs and assumptions of a particular teaching-learning context are matched to available solutions.

This matching process has four stages:

1. Define the criteria on which the evaluation will be based.
2. Analyse the nature and underlying principles of the particular teaching/learning situation.
3. Analyse the nature and underlying principles of the available materials and test the analysis in the classroom.
4. Compare the findings of the two analyses.<sup>13</sup>

Before presenting the principles of evaluating textbooks from some experts, it is important to know that materials evaluation can develop awareness in a number of ways.<sup>14</sup>

1. It obliges teachers to analyse their own presuppositions as to the nature of language and learning. In carrying out an indepth analysis, teachers must

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<sup>13</sup>Tom Hutchinson, *op. cit.*, p. 41.

<sup>14</sup>*Ibid.*, p. 42-43.

question the assumptions behind their normal practices and observe their own and their learners, behaviour in the classroom more closely. In this way they might become more aware of what actually happens in their classrooms. They might equally find that some of their habits and established patterns are in conflict with what they actually know about language learning. Materials evaluation can thus help teachers to get a better concordance between their theoretical knowledge and their practice.

2. Materials evaluation forces teachers to establish their priorities. It is almost certain that there will be a conflict between the various textbook that are evaluated. It is unlikely that one book will meet all the requirements of the teaching/learning situation: one textbook might be preferable in terms of content and language areas; another might have exercises that fit better with the methodological criteria.

Teachers need to decide which criteria are the more important. This will help further to focus their views on language learning. It may also make them more aware of the needs and expectations of other people involved in the teaching/learning situation: other teachers who have to use the book, inspectorates, students and, in

an ESP situation, probably sponsors, too. These people may have differing views as to the relative importance of criteria. These views need to be taken into account.

3. Materials evaluation can help teachers to see materials as an integral part of the whole teaching/learning situation. In establishing priorities between the various criteria, teachers must consider not just which features of a given textbook are better, but also which unsatisfactory features are easier to remedy. For example, if no grammar explanations are given and you feel they are necessary, how well can you supply them? The methodology may assume learners working as individuals, but, if you want them to work in groups, you need to consider how easy it is to adapt the given exercises for groupwork. In this approach to materials evaluation, rather than looking at materials in terms of what they bring to the teaching/learning situation, teachers can take a more positive view and analyse the existing potential of the teaching/learning situation in order to see what that situation can contribute to the materials. They can look, in other words, not just at what materials do, but what they make possible. In this way teachers

can construct a more coherent teaching programme that exploits the full potential both of the materials and the teaching/learning situation.

Considering the things such as described above will obviously help teachers to be aware that the more information the evaluator can gather about the nature of a textbook, the better will be the choice. But the real value of this kind of materials evaluation goes much deeper. In order to see this, we need to consider what is actually happening when we evaluate materials.

Cunningsworth proposes four major principles for materials evaluation that should be taken into account when someone is going to select materials for his/her teaching. The four principles are:<sup>15</sup>

1. Relate the teaching materials to the aims and objectives;
2. Be aware of what language is for and select teaching materials which will help equip the student to use language effectively for their own purposes;
3. Keep the students' learning needs in mind; and
4. Consider the relationship between language, the learning process, and the learner.

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<sup>15</sup>Alan Cunningsworth, *op. cit.*, p. 5-7.

Harmer mentions that before attempting to evaluate materials, however, the teacher or lecturer must have come to some conclusions about his students and what their needs are.<sup>16</sup> This knowledge is necessary for him to be able to judge the materials in the light of our knowledge of the students who may eventually use them. Once we have drawn up a profile of our students and their needs we can then go about evaluating materials that seem to be suitable for the students in two ways. One of these ways is to study the book and see how well it matches our students. Another is to pilot the course. This means that the book (or the materials) is tried out on a small group of students in the school and the results measured before a decision is taken about whether all the classes will use the materials. Harmer further suggests that the evaluation of materials should be as formal and principled as possible and there is a need for the materials evaluation forms. In the materials evaluation form, questions are asked which demand the answer 'Yes' or 'No' and additional comment. He proposes seven major headings in his material evaluation form:<sup>17</sup>

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<sup>16</sup>Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman Group UK Ltd., 1991), p. 237.

<sup>17</sup>*Ibid.*, p. 241-244.

a. *Practical Consideration*

- (1) Is the price of the materials appropriate for your students?
- (2) Are the integral parts of the materials (coursebook, tapes, teacher's book, etc.) available now?

b. *Layout and Design*

- (1) Is the layout and design of the materials appropriate for your students? (refer to description of students/student needs)

c. *Activities*

- (1) Do the materials provide a balance of activities that is appropriate for your students?
- (2) Is there a sufficient amount of communicative output in the materials under consideration?
- (3) Do the materials provide enough roughly-tuned input for your students?
- (4) Is 'new' language introduced in motivating and realistic contexts?
- (5) Where the materials encourage practice, is the practice motivating for your students?

d. *Skills*

- (1) Do the materials include and practise the skills your students need?
- (2) Do the materials have an appropriate balance of skills for your students?
- (3) Is the practice of individual skills integrated into the practice of other skills?

e. *Language Type*

- (1) Is the language used in the materials realistic-  
i.e. like real-life English?
- (2) Is the language used in the materials at the right  
level for your students?
- (3) Is the language in the materials the right type of  
language for your students?
- (4) Is the progression of 'new' language appropriate  
for your students?

f. *Subject and Content*

- (1) Is the subject and content of the materials  
relevant to the students' needs?
- (2) Is the subject and content of the materials  
realistic at least some of the time?
- (3) Is the subject and content of the materials  
interesting for the students?
- (4) Is there sufficient variety for your students in  
the subject and content of the materials?
- (5) Do the materials avoid harmful stereotypes of  
different races and cultures? Do they reflect the  
multicultural nature of modern society?

g. *Guidance*

- (1) Do the materials contain clear guidance for the  
teacher about how they can be used to the best  
advantage (for example in a teacher's book)?
- (2) Are the materials clearly written for your  
students and are the objectives clearly stated for  
both students and teacher?



#### *h. Conclusion*

- (1) Would you recommend adopting (or continuing with) these materials for your students?

The materials evaluation form, then, is designed to get the teacher to answer the central questions about what they need and expect from the materials which are under consideration. The teacher will complete the form on the basis of the previous students needs profile which tells him what kind of materials evaluation form are precisely those which have formed the content of this book.

If the teacher is able to answer 'yes' to all the questions (which is unlikely) then it is probable that his conclusion will be to use the materials. Usually, however, there will be a number of 'no' answers as well. Particularly where two books or sets of materials evaluation form will be most revealing and will help to facilitate the choice between two.

Furthermore, the following list of features is suggested by Hadley which should be applied in textbook selection:<sup>18</sup>

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<sup>18</sup>O.H.Hadley, *Teaching Language in Context* (Boston: Heinle & Heinle Publishers, 1993), p. 484.

1. Contextualized language-practice activities, affording abundant practice in a range of contexts likely to be encountered in the target culture.
2. Personalized and creative practice activities that encouraged students to express their own meaning in their own words as early in the program as possible.
3. Suggestion for group work and active communicative interaction among students.
4. Authentic language in exercises, readings, and dialogues, as well as abundant realia throughout the text, integrated with language-practice activities.
5. Functional/notional concepts, together with ample opportunities to practice a range of tasks using the concepts.
6. Clear and concise grammatical explanations that enable students to work toward accuracy goals from the beginning of instruction.
7. Appealing topics, themes, readings, and activities that respond to the needs and interests of students.
8. Cultural materials integrated with language-practice activities, selected to reflect both deep and surface cultural phenomena that will appeal to students' interests.

Another expert, Sheldon in Nunan provides an extensive checklist of questions which can aid in the selection of commercial materials. He proposes that materials should be evaluated according to criteria such as their rationale, accessibility, layout, and ease of use.<sup>19</sup> A somewhat more accessible list of evaluative questions is provided by Breen and Candlin.<sup>20</sup> Their checklist invites the teacher to adopt a critical stance toward the materials' aims, appropriateness and utility. They propose the following list of evaluative questions in which we can select the most appropriate/pertinent with our own situation.

The questions are divided into two phases such as follows:

PHASE ONE: Initial questions

I. *What do the materials aim to do and what do they contain?*

1. When they finish their course, what should your learners know of and about the target language?

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<sup>19</sup>Leslie E. Sheldon, "Evaluating ELT Textbooks and Materials," in David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1991), p. 209.

<sup>20</sup>Michael P. Breen and Christopher N. Candlin, "Which Materials?: A Consumer's and Designer's Guide," in Leslie E. Sheldon (ed.), *op. cit.*, p. 18-23.

2. What should they be able to do in and with the language?
3. What knowledge about language and what guidance for using language appropriately for different purposes in various situations are offered in the materials?
4. What do the materials offer which your learners will need to know?
5. What do the materials offer which the learners will need to be able to do?
6. What is missing from the materials?

II. *What do the materials make your learners do while they are learning?*

7. How do you think you best learn a language? What is most useful for learners to do to help them learn?
8. What procedure or sequence of work does the learner have to follow in order to be successful at the task?
9. Which types of task seem to be most conducive to learning?
10. Which helpful ways of learning seem to be missing from the tasks provided in the materials?

III. *How do the materials expect you to teach your learners in the classroom?*

11. What can I do as a teacher which can best help my learners to learn a new language?
12. What are you expected to do to help your learners work successfully through the materials?
13. Do materials give you enough freedom to adopt those roles which for you are most helpful to learners discovering a new language?
14. Are you asked to take on roles you do not regard as appropriate?
15. Do the materials limit what you want to do as a teacher in using them with your learners?

IV. *Are materials the only resource in classroom language learning?*

16. What contributions can a classroom and its participants make to learning and teaching languages?
17. Which of your contributions to classroom work are referred to and extended in the materials: your contribution as a teacher; your learners' contributions (as individual or as a group); or the contributions of other classroom resources?

18. During classroom work, which of those contributions are additional to those referred to and extended in the materials?

PHASE TWO: Your learners and the materials

I. *Are the materials appropriate to your learners' needs and interests?*

19. How and to what extent do the materials fit your learners' long-term goals in learning the language and/or following your course?
20. How far do the materials directly call on what your learners already know of and about the language, and extend what they can already do with and in the language?
21. How far do the materials meet the immediate language learning needs of your learners as they perceive them?
22. Which subject matter (topics, themes, ideas) in the materials is likely to be interesting and relevant to your learners?
23. In what ways do the materials involve your learners' values, attitudes, and feelings?

24. Which skills do the materials highlight and what kinds of opportunities are provided to develop them?
  25. How much time and space, proportionately, is devoted to each skill?
  26. How is your learner expected to make use of his/her skills?
  27. How are the learners required to communicate when working with the materials?
  28. How much time and space, proportionately, is devoted to your learners expressing meaning?
  29. How and how far can your materials meet the desire of individual learners to focus at certain moments on the development of a particular skill or ability use?
- II. *Are the materials appropriate to your learners' own approaches to language learning?*
30. On what basis is the content of the material sequenced?
  31. On what basis are the different parts of the material divided into 'units' or 'lessons', and into different sub-parts of units/lessons?

32. On what basis do the materials offer continuity?  
How are relationships made between 'earlier' and  
'later' parts?

33. To what extent and in what ways can your  
learners impose their own sequencing, dividing  
up and continuity on the materials as they work  
with them?

III. *Are the materials appropriate to the classroom  
teaching/learning process?*

Littlejohn and Windeatt in Nunan propose a more  
modest scheme for assessing commercial materials. They  
suggest that materials can be evaluated from six  
different perspectives:<sup>21</sup>

1. The general or subject knowledge contained in the  
materials.
2. Views on the nature and acquisition of knowledge.
3. Views on the nature of language learning.
4. Role relations implicit in materials.
5. Opportunities for the development of cognitive  
abilities.
6. The values and attitudes inherent in the materials.

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<sup>21</sup>See Littlejohn and Windeatt, quoted by David  
Nunan, *loc. cit.*



Another expert, Ur states that whether or not we elect to base our course on a coursebook, it is worth thinking about how we recognize a good one when we see it, and on what grounds we might reject or criticize it. In other words, what the main criteria are for coursebook assessment. Such criteria may be general, applicable to any language-teaching coursebook, or specific, relating to the appropriateness of the book for a certain course or learner population. Therefore, he suggests the following criteria for coursebook assessment:<sup>22</sup>

1. Objectives explicitly laid out in an introduction, and implemented in the material.
2. Approach educationally and socially acceptable to target community.
3. Clear attractive layout; print easy to read.
4. Appropriate visual materials available.
5. Interesting topics and tasks.
6. Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.
7. Clear instructions.
8. Systematic coverage of syllabus.

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<sup>22</sup>Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1996), p. 184.

9. Content clearly organized and graded (sequenced by difficulty).
10. Periodic review and test sections.
11. Plenty of authentic language.
12. Good pronunciation explanation and practice.
13. Good vocabulary explanation and practice.
14. Good grammar presentation and practice.
15. Fluency practice in all four skills.
16. Encourages learners to develop own learning strategies and to become independent in their learning.
17. Adequate guidance for the teacher; not too heavy preparation load.
18. Audio cassettes.
19. Readily available locally.

Based on these principles, teachers or lecturers are hoped to determine their objective first before taking the teaching materials to be used. The aims of teaching programme should determine the course materials to be used and not vice versa. In selecting the course materials, teacher should put his considerations of the students' needs and interests, that is what they will do with English in completing their course. If the materials suit the students' need and interest, the students are

likely to be motivated to learn. They ensure that the materials will give new information which useful in their life.

Prior to the consideration of the relationship between language and the language learning, are likely not as simple as the teacher thinks. In this case, the teachers should, of course, be guided by questions leading to such the relationship between language and the learning process as: (a) how are the grammatical items presented (discreet or contextualized), (b) do the activities involve individual, dyad, group, and class task, (c) do the materials give the right level of challenge to the student, (d) are there any materials, etc.

In connection with these, Grant proposes also eight questions that should be possessed by the textbook for the sake of evaluating:<sup>23</sup>

1. *Communicative?* Is the textbook communicative? Will the students be able to use the language to communicate as a result of using the book?
2. *Aims?* Does it fit in with our aims and objectives?

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<sup>23</sup>Neville Grant, *op. cit.*, p. 120.

3. *Teachable?* Does the course seem teachable? Does it seem reasonably easy to use, well-organised, easy to find your way around?
4. *Available Add-ons?* Are there any useful 'add-ons'-- additional materials such as teacher's books, tapes, workbooks, etc? If so, are they available?
5. *Level?* Does the level seem about right?
6. *Your impression?* What is your overall impression of the course?
7. *Student interest?* Are your students likely to find the book interesting?
8. *Tried and tested?* Has the course been tried and tested in real classrooms? Where? By whom? What were the results? How do you know?

Grant further states that the perfect textbook which we are going to use in our teaching, of course, does not exist; but the best book available for us and our students certainly does. Such a book should satisfy three conditions:<sup>24</sup>

1. The textbook should suit the needs, interests, and abilities of the students.
2. The textbook should suit the teacher.

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<sup>24</sup>*Ibid.*, p. 118.

3. The textbook must meet the needs of official public teaching syllabus or examination.

The three conditions above are reflected further in the following questionnaires<sup>25</sup> which can be used to know whether a textbook is better than others.

Questionnaire Part 1: *Does the book suit your students?*

1. Is it attractive? Given the average age of your students, would they enjoy using it?
2. Is it culturally acceptable?
3. Does it reflect what you know about your students' needs and interests?
4. Is it about the right level of difficulty?
5. Is it about the right length?
6. Are the course's physical characteristic appropriate? (e.g. is it durable?)
7. Are there enough authentic materials, so that the students can see that the book is relevant to real life?
8. Does it achieve an acceptable balance between knowledge about the language, and practice in using the language?

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<sup>25</sup>*Ibid.*, p. 122-127

9. Does it achieve an acceptable balance between the relevant language skills, and integrate them so that work in one skill helps the others?
10. Does the book contain enough communicative activities to enable the students to use the language independently?

Questionnaire Part 2: *Does the book suit the teacher?*

1. Is your overall impression of the contents and layout of the course favorable?
2. Is there a good, clear teacher's guide with answers and help on methods and additional activities?
3. Can one use the book in the classroom without constantly having to turn to the teacher's guide?
4. Are the recommended methods and approaches suitable for you, your students, and your classroom?
5. Are the approaches easily adaptable if necessary?
6. Does using the course require little or no time-consuming preparation?
7. Are useful ancillary materials such as tapes, workbooks, and visuals provided?
8. Is there sufficient provision made for tests and revision?

9. Does the book use a 'spiral' approach, so that items are regularly revised and used again in different context?
10. Is the course appropriate for and liked by, colleagues?

Questionnaire Part 3: *Does the textbook suit the syllabus and examination?*

1. Has the book been recommended or approved by the authorities?
2. Does the book follow the official syllabus in a creative manner?
3. Is the course well-graded, so that it gives well-structured and systematic coverage of the language?
4. If it does more than the syllabus requires, is the result an improvement?
5. Are the activities, contents, and methods used in the course well-planned and executed?
6. Has it been prepared specifically for the target examinations?
7. Do the course's methods help the students prepare for the exam?
8. Is there a good balance between what examination requires, and what the students need?

9. Is there enough examination practice?
10. Does the course contain useful hints on examination technique?

From some views above, the researcher uses Grant's view to evaluate 'Improve Your English Structure'. The reason she uses Grant's view, firstly, the questions are arranged systematically and each part consists of ten items, besides, there are some clues that can help her to formulate the answers. The other reason is that only Grant gives score every item. Two (2) points for every item 'Yes' answer, one (1) point every item 'Partly' answer, and zero (0) point every 'No' answer. These make easy to decide whether the textbook is appropriate or inappropriate to be used.



## CHAPTER III

### SOME ACCOUNTS ON THE TEXTBOOK TO BE EVALUATED

#### A. The Nature of the Textbook

The textbook 'Improve Your English Structure' is written by Drs. Azhar Arsyad, M.A.; Drs. Hasyim Aidid, M.A.; Drs. Buhari, M.A.; and Drs. Nur Asik. While the workbook is done by Drs. Abdul Moeis Mannan. It is published by PT. Al-Qushwa Jakarta in 1996, consists of 165 pages.

This book consists of 11 units and there are two units containing several parts. For example, unit I, which talks about Tenses of the Verbs, has 12 parts, and unit VI about The Participles contains 2 parts. Each part has a long discussion to be explained to the students. All the contents of this book are about structure which can be seen from unit I to unit XI of the book:

#### Unit I            Tenses of the Verbs

- A. Present : 1. Simple Present  
                  2. Present Perfect  
                  3. Present Continuous  
                  4. Present Perfect Continuous

- B. Past : 1. Simple Past  
 2. Past Perfect  
 3. Past Continuous  
 4. Past Perfect Continuous
- C. Future : 1. Simple Future  
 2. Future Perfect  
 3. Future Continuous  
 4. Future Perfect Continuous

Unit II Question Tags

Unit III Passive Voice

Unit IV Conditional Sentences

Unit V Causatives

Unit VI The Participles

A. The Present Participles

B. The Past Participles

Unit VII The Gerund

Unit VIII Infinitives

Unit IX Relative Clause

Unit X Comparison

Unit XI Negative Inversion

The discussion of each unit, firstly, is explained by giving a pattern of the subject discussed, then followed by the explanation of what, how, and when the pattern to be used, and given some examples in sentences.

There are some examples of questions to be answered by the students at the last of each unit and provided with the answers which are explained briefly to get the students' understanding. After finishing one unit, there is also a test for students' comprehension about the subject and it is done in the classroom, and collected before the lecture ends. All the explanations of each unit in this book are given in Bahasa Indonesia so that it can be understood easily by the students.

This textbook is suggested to be used in teaching Bahasa Inggris II at IAIN Alauddin Makassar as a general subject (MKU) and it will be evaluated based on the Grant's view in order to know whether or not it suits the students, the lecturers, and the syllabus of English, both for non-English and English Department students of Tarbiyah Faculty IAIN Alauddin Makassar.

#### B. The Background of the Students

The students who use this book are in the second semester, Departments of Pendidikan Agama, Pendidikan Bahasa Arab, Kependidikan Islam, and Pendidikan Bahasa Inggris Tarbiyah Faculty of IAIN Alauddin Makassar. They are about 19-20 years old and they have been studying English for quite a long time (from Junior High School to Senior High School with 2 to 3 periods of 45 minutes

per week).<sup>1</sup> Most of them, however, have benefited very little from their learning the language under the structural syllabus, in the sense that they still cannot express themselves even in simple English.<sup>2</sup>

Before attending the subject of Bahasa Inggris II, they have already passed Bahasa Inggris I in the first semester. The average number of students in one class ranges from 30 to 40 students, which is not effective for learning intensively and, of course, will not be a good condition to teach effectively either. Fortunately, most of them have high motivation and good attitude in learning English.<sup>3</sup>

The second semester students as users of this book are heterogeneous in personal and general factors in terms of their intelligence, aptitude, attitude, motivation, and learning style. Some of them have good command of English, especially those who are attending English courses or private classes.

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<sup>1</sup>Departemen Pendidikan dan Kebudayaan, *Garis-Garis Besar Program Pengajaran: Mata Pelajaran Bahasa Inggris* (Jakarta: DEPDIBUD, 1994), p. 5.

<sup>2</sup>Muhammad Amin Rasyid, *op. cit.*, p. 7.

<sup>3</sup>Djuwairiah Ahmad, "The English Vocabulary Achievement of the SMA and Non-SMA Graduates of Tadris Inggris of Tarbiyah Faculty of IAIN Alauddin Ujungpandang," *Skripsi*, February 1992, p. 68.

### C. The Content of English Syllabus of Tarbiyah Faculty of IAIN Alauddin Makassar

Institut Agama Islam Negeri (IAIN) Alauddin Makassar is one of the institutions for the Islamic students where the educational curriculum is not only aimed at developing in Islamic theology subject but also in general education. Its curriculum is arranged based on the community and future-oriented curriculum,<sup>4</sup> and it has a national syllabus including Arabic and English which are taught as general subjects (MKU).

Based on the English syllabus, after studying English the students are expected at least to achieve the following objectives:<sup>5</sup>

- a. to master the basic structure in English. For Example, the use of to be (am, is, are, was, were), to do (do/does/did), to have (have/has/had), modality (will, shall, can, may, must), etc.;
- b. to understand and memorize the basic vocabularies through the parts of speech;

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<sup>4</sup>Read 30 Tahun IAIN Alauddin: *Latar Belakang, Langkah-Langkah, dan Profil* (Ujungpandang: Balai Penerbitan IAIN Alauddin, 1996), p. 100.

<sup>5</sup>Departemen Agama RI Dirjen Bimbaga Islam, *Topik Inti Kurikulum Nasional Perguruan Tinggi Agama Islam: Fakultas Tarbiyah*, 1998, p. 9. See also *Satuan Acara Perkuliahan (SAP) Mata Kuliah Bahasa Inggris* (Ujungpandang: IAIN Alauddin, 1998), p. 3-7.

- c. to master the continuation structure of English in order to develop the reading ability and comprehension of the Islamic reading passages or discourses;
- d. to identify the main ideas of short stories about Islam;
- f. to translate simple English sentences into Indonesian.

By seeing the overall objectives above, it can be concluded that the teaching of English at IAIN Alauddin Makassar puts more emphasize on vocabulary and structure. Therefore, the writer chooses this textbook to be evaluated, whether it is suitable to be used at IAIN Alauddin Makassar or not.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. The Suitability of the English Textbook to the Students' Needs, Interests, and Abilities

The textbook 'Improve Your English Structure' is one of the textbooks which contains mostly structure, beside the reading comprehension activity at certain units. This book is designed for pre-intermediate and intermediate students. It may fulfil the competence of the second semester students of English Department, but it may be rather difficult for non-English Department students. However, this book is written in Bahasa Indonesia so it can be understood easily by the students, and there are no contents of this book which show inappropriate with the Indonesia's culture.

The original of this book can be found in certain bookstores (the big ones). Its physical appearance is ordinary looking and due to the content, it will make boredom in learning it since all the explanations given are followed by patterns which should be memorized by the students, particularly for the tenses of verbs which contain 12 forms. Each unit is, however, followed by a

funny caricature so it can be a stimulus which motivates them to enjoy studying it.

In relation to the students' needs, they are reflected through various types of tasks in both structure and reading comprehension. However, some topics do not reflect their interests. For instance, unit I about tenses of the verbs (page 1); this topic is not so interesting for them, because it is rather complicated to differentiate between the use of present perfect and present perfect continuous, past perfect and past perfect continuous, future perfect and future perfect continuous.

Since the students are not beginners and they actually have got the materials in Senior High School, besides, this book is designed for pre-intermediate students, it is considered to have the right level of difficulty. Moreover, the lecturer can modify the tasks given to the students. As mentioned previously, this textbook consists of 11 units of which two units have several sub-units with long explanations. There are several units which are suitable for two or three meetings. For example, Unit I: Tenses of the Verbs, contains 12 forms of tenses, is suitable for three meetings (p.1); Unit VI: The Participles (p.66), Unit VII: The Gerund (p.100), and Unit VIII: The Infinitives



(p.115) are suitable for two meetings. So, frankly speaking, this book cannot be finished by the end of the semester if the lecturer cannot arrange the time as well as possible. One way to overcome this problem is that the students should be given a lot of taking-home assignments.

The binding of the book is not strong enough. However, the type of the paper used is quite good and the size is suitable to put in the students' school bags.

This book does not contain any authentic materials because in general, each unit is organized around a group of related structure and usage. The structure receiving emphasis is presented in charts consisting of examples and accompanied by explanations.

Since 'Improve Your English Structure' belongs to the traditional textbook, it emphasizes only on the English structure and there is no any practice in using the language. To overcome this problem, a good lecturer should provide and create some additional assignments for the students, which reflect the use of language communicatively without deviating the objectives stated in the syllabus.

Based on the writer's analysis, all questions in part one have 7 scores from the amount score of the 'Yes'

answer, that is 20 total score. So the average of the questions in part one is only 35%, and it can be concluded that this book *does not suit* the needs, interests, and abilities of the students.

#### B. The Suitability of the English Textbook to the Lecturer

'Improve Your English Structure' may give favorable impression to the lecturer because the contents and the layout are arranged systematically, and the explanations are given in detail followed by examples. Unfortunately, this book does not provide a lecturer's guide with answers, but actually a creative lecturer can teach without having that guide and it is well-known that lecturers always have authority to teach their students without even to turn to the lecturer's guide. One thing that should be remembered in this case is, that the best lecturer is the one who thinks carefully about what she is going to do in the classroom, and who plans how she is going to organize the teaching and learning process.

Actually this book does not recommend any method, but its emphasis on structural approach. Therefore, it is suitable to use in small class or big ones. The variety of tasks can help to overcome the problem, appearing in

the classroom. Since the contents of this book are rather difficult and complicated, therefore the lecturer should have preparation before coming to the classroom because there is no such ancillary material that can help the lecturer.

The book has a lot of exercises, and a test for each unit is provided in order to help lecturers to find out individual students' problem area as well as how well they are progressing. Furthermore, the writer says that this book does not use a spiral approach explicitly because there is no structural item appears several times.

Finally, this textbook can be used by colleagues since it has been recommended by the authorities of Tarbiyah Faculty of IAIN Alauddin Makassar.

Based on the writer's analysis, all questions in part two have 12 scores from the amount score of the 'Yes' answer, that is 20 total score. So the average of the questions in part two is 60 %, and it can be concluded that this book *partly* suits the lecturer.

### C. The Suitability of the English Textbook to the Syllabus and Examination

The textbook 'Improve Your English Structure' has not only been recommended by the authorities of Tarbiyah Faculty of IAIN Alauddin Makassar, but it is also an obligatory reference book that must be possessed by the students who attend the course of Bahasa Inggris II. This book is designed based on the syllabus of Bahasa Inggris II, therefore its contents are very relevant with the syllabus itself.

This book is well-graded, which means that what the students learn earlier in the course facilitates them to learn what comes later for the contents of the book are in order of difficulty, from simple to the complex ones. It enables the students to master the basic first, like the use of tenses, before they study the difficult problems such as passive voice, participles, gerund, and negative inversion.

The aims of the exercises given at the end of each unit are to enable the students to practice their abilities to use the structure whenever they speak, and it can also help the students to prepare themselves for examinations. This book is arranged based on the structural approach, therefore all the exercises given at the end of each unit mostly emphasizes on how to complete

sentences with the correct structure. After studying and doing the exercises, students are given a test about the use of structure to fulfil the target examination. As far as the students master the content of this book and can do the exercises, of course they don't find any difficulties in the examination.

The course helps the students to do their examination since the examination is based on the models of exercises set up in each unit on which question models are based. This book consists of 11 units where each unit has enough exercises that can train the students for practice in making the correct sentences. The activities can be done individually, in pairs, or group works, particularly on written exercise that is one of the model examinations.

Furthermore, the course contains useful hints on examination practice, for example:

- Change the following active verbs into the passive voice (page 40);
- Underline the passive voice for the following passage (page 41);
- Choose the correct answer (page 47);
- Choose option A if the first, second, and third statements are true; option B for the first and the

- third; option C for the second and the fourth; option D if all statements are true; and option E if only the fourth statement is true (page 54);
- Underline the conditional sentences and state their types in the following passage (page 57);
  - Answer these following questions (page 65, 97, 99, 139, and 147);
  - Answer these questions in not more than 50 words (page 114);
  - Change each sentence below so that it begins with a negative word/phrase (page 152).

Based on the writer's analysis, all questions in part three have 15 scores from the amount score of the 'Yes' answer, that is 20 total score. So the average of the questions in part three is 75 %, and it can be concluded that this book suits the syllabus and examination.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

Textbook evaluation is very important for the teachers and lecturers in order to get the appropriate materials that fit their needs and evaluating materials are not an easy job to do. Some experts have suggested some principles, criteria or characteristics of materials evaluation. We can choose the one we prefer to use in our evaluation. In this case, the writer chose and applied the criteria set up by Grant.

After evaluating and describing the answers of some questions set up by Grant's questionnaires, it is found that the textbook 'Improve Your English Structure' has some weaknesses that must be taken into account. Some of them are:

1. The book does not contain any authentic materials which the students can see from those that the book is relevant to the real life.
2. The book does not contain any communicative activities that will enable the students to use the language independently.

3. There is no good balance between knowledge about the language and practice in using the language.

4. The book does not have a lecturer's guide and a clear description about the course objectives of the book.

The book, however, also has strength for its contents are well-graded and explained systematically.

Considering with the evaluation results of this book, the writer recommends that since the trend of language teaching today always refers to the communicative approach, 'Improve Your English Structure' textbook should be revised on its methodology of writing the materials by referring to the communicative activities. In teaching tenses of the verbs for example, it should be presented by giving sentences in a descriptive discourse or dialogue instead of giving some patterns of those tenses. The discourse or dialogue is preferable in the form of authentic materials (i.e. magazine, newspaper, advertisement, etc.), which reflect the real life situations. However, it should be remembered that all the materials given must refer to the tenses which will be taught.

The writer also recommends that each unit in this textbook should integrate the four language skills (reading, writing, listening, and speaking) in its



presentation and explanation, so that it can encourage the students to be more active in the teaching and learning process.

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**DEPARTEMEN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI (IAIN)  
ALAUDDIN UJUNGPAKANDANG**

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**Jl. Sultan Alauddin No. 63 Tlp. 864928 - 864931 Ujungpandang**

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**SURAT KEPUTUSAN REKTOR IAIN ALAUDDIN**

Nomor 94 Tahun 1999

Tentang

**PENELITIAN, JUDUL PENELITIAN DAN KONSULTAN  
PENELITIAN BIAYA DIKS IAIN ALAUDDIN TAHUN 1999/2000**

**REKTOR IAIN ALAUDDIN**

sebagai:

- Menimbang:**
1. Bahwa dalam tahun anggaran 1999/2000, dosen IAIN Alauddin Ujungpandang, akan melaksanakan penelitian.
  2. Bahwa untuk melaksanakan penelitian tersebut dipandang perlu mengeluarkan Surat Keputusan.
  3. Bahwa mereka yang tersebut namanya dalam lampiran Surat Keputusan ini dipandang cakap untuk melaksanakan penelitian.

- Mengingat:**
1. Undang-Undang No.2 tahun 1989 tentang sistem pendidikan Nasional.
  2. Peraturan Pemerintah No. 30 tahun 1990 tentang Pendidikan Tinggi.
  3. Keputusan Menteri Agama RI, No. 232 tahun 1991 dan No. 289 tentang wewenang merencanakan Surat Keputusan.
  4. Keputusan Menteri Agama RI, No. 389 Thn. 1993 tentang Susunan Organisasi dan Tata Kerja IAIN Alauddin.
  5. Keputusan Menteri Agama RI, No. 403 tentang Statuta IAIN Alauddin.
  6. Surat Dirjen Binbaga Islam Departemen Agama RI Nomor E/TL.00/AZ/1878 A/1998 tanggal 29 Mei 1998 tentang Petunjuk Teknis Pengelolaan Dana Bantuan Penelitian.

**Mengingat Pula:** Hasil pemeriksaan Tim Penyeleksi Proposal Penelitian IAIN Alauddin tahun 1999/2000.

## MEMUTUSKAN

- Menetapkan:** KEPUTUSAN REKTOR IAIN ALAUDDIN UJUNG-PANDANG TENTANG PENELITIAN, JUDUL PENELITIAN DAN KONSULTAN PENELITIAN BIAYA DIKS IAIN ALAUDDIN TAHUN 1999/2000.
- Pertama:** Mengangkat mereka yang tersebut namanya di dalam lampiran Surat Keputusan ini sebagai peneliti dan konsultan peneliti.
- Kedua:** Biaya pelaksanaan penelitian ini dibebankan kepada data Daftar Isian Kegiatan Suplemen (DIKS) IAIN Alauddin tahun anggaran 1999/2000.
- Ketiga:** Waktu pelaksanaan penelitian selama 5,5 (lima koma lima) bulan mulai dari tanggal 5 Juli 1999 sampai dengan 20 Desember 1999.
- Keempat:** Pelikan Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.
- Kelima:** Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki bila dikondukan lain terdapat kekeliruan.

Ditetapkan di : Ujungpandang

Pada Tgl. : 5 Juli 1999 M.

21 R. Awal 1420 H.



Drs. H. A. Muin Salim ✓  
NIP. 150 036 705

**Embusan:**

Dissampaikan Kepada Yth

Sekjen Departemen Agama RI, di Jakarta.

Dirjen Binbaga Islam Departemen Agama RI, di Jakarta.

Ditbimperta Islam Departemen Agama RI, di Jakarta.

Kepala KPKN II Ujungpandang.

Para Dekan dalam lingkungan IAIN Alauddin.

Bendaharawan DIKS IAIN Alauddin Ujungpandang.

Kepala Pusat Penelitian IAIN Alauddin Ujungpandang.

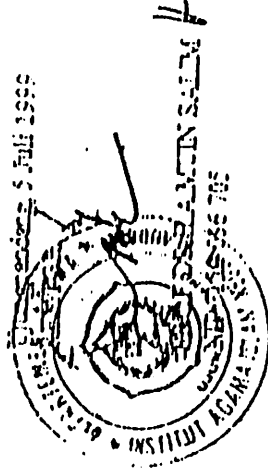
DAFTAR PENELITIAN, JUDUL PENELITIAN DAN KONSULTAN PENELITIAN BIAYA DIKS  
 IAIN ALAUDDIN TAHUN ANGGARAN 1999 / 2000

NO	JUDUL PENELITIAN	PENELITI/PANGKAT	UNIT KERJA	KONSULTAN	JENIS PENELITIAN
1	Analisis Tagmenik dalam Surah Al-Mu'minun Ayat 1-14 (Suatu Pendekatan Linguistik)	Drs. Azman Arsyad III/a	Fak. Syariah	Prof. Dr.H.M. Radhi Al-Hafid, MA.	Mandiri
2	Faktor-Faktor Yang Berpengaruh Terhadap Reproduksi Sehat di Kab. Sidrap	Drs. Muh. Ramli IV/a	Fak. shul	---	Sda
3	Masalah Diksi Dalam Bahasa Inggris (Suatu Studi Pada Mahasiswa Smt. III Fak Tarbiyah IAIN Alauddin U.Pandang)	Drs. Buhari, M.A. IV/b	Fak. tar	---	Sda
4	Studi Analisis Tentang Sistem Pelaksanaan Metode Iqra' dalam Meningkatkan Kemampuan Baca Tulis Aksara Al-Qur'an Santri Usia Sekolah Dasar pada TPA di Kec. Rappocini KMUP	Drs. Syaharuddin Usman IV/a	Fak. Tar	---	Sda
5	Politik Hukum Pemementah ORBA terhadap Hukum Islam Indonesia	Drs. Darussalam Syamsuddin III/c	Fak. Syariah	Prof. Dr. H.A. Muin Salim	Sda
6	Pengajaran Bahasa Arab pada Madrasah Aliyah Keagamaan (MAK) U.Pandang	Drs. h. Syarifuddin Oudeng, M.Ag. IV/a	Fak. Tar	---	Sda
7	Pengaruh Motivasi Terhadap Prestasi Belajar Bahasa Arab Mahasiswa Smt. VIII Fak. Tarbiyah IAIN Alauddin U.Pandang	Drs. Khaeruddin, M.Ag. III/d	Fak. Tar	---	Sda
8	Pengaruh Motivasi Belajar terhadap Prestasi yang dicapai dalam Bidang Studi Ilmu Falak Bagi Mahasiswa Fak. Syariah IAIN Alauddin	Dra. Hj. Ralmatiah H.L. III/a	Fak. Syariah	Prof. Dr. Hj. Andi Rasdiyana	Sda
9	Pembaharuan Pemikiran Islam di Indonesia (Studi Pemikiran Harun Nasution)	Nurhidayat Sa'id, S.Ag. III/a	Fak. Dakwah	Dr. Moh. Natsir Mahmud	Sda
10 ✓	Evaluating the Suitability of the English Text Book Used by the Second Semester Student of Tarbiyah Faculty of IAIN Alauddin Ujungpandang.	Dra. Djuwairiyah Ahmad III/a	Fak. Tar	Drs. M. Rafi Yunus, M.A. Ph.D.	Sda

11	Sistem Pembinaan Agama di Pantii Asuhan Babagie Ujungpandang.	Drs. Derwis Mubidina, M.A., III <sup>c</sup>	Fak Shul	--	Sda
12	Partisipasi Dakwah dan Masyarakat Dalam Melestarikan Lingkungan Hidup di KMUP.	Munzir, S.S <sup>c</sup> III <sup>c</sup>	Fak Dakwah	Dr. Mo' Natsir Mahmud	Sda
13	Studi Tentang Kemampuan Menulis Bahasa Arab Mahasiswa Jurusan Pendidikan Bahasa Arab Fak Tarbiyah IAIN Alauddin Ujungpandang	Drs. Seberuddin Gerencang M.A., IV <sup>a</sup>	Fak Tar	--	Sda
14	Konsep Perseksuan Pela dan implementasinya bagi Kerukunan Hidup Beragama di Ambon	Drs. Dinar Sulisman S. III <sup>c</sup>	Fak Tar	Drs. H.M. Shaleh Puhessa	Sda
15	Eros Kerja Karyawan Pria dan Wanita di IAIN Alauddin Ujungpandang	Drs. Tantiq Akhman Amel III <sup>c</sup>	Fak Syariah	Drs. M.R. Rafi Yunus, M.A., Ph.D.	Sda
16	Penerapan CBSA di M.Ts N., Model Ujungpandang dan Pengaruhnya Terhadap Prestasi Belajar Siswa	Drs. Nurayyannah III <sup>c</sup>	Fak Dakwah	Prof. Dr. H.M. Gappanessaro	Sda
17	Pandangan Kesegamaan Pengikut Terak Khalwatiyah di Desa TomnappadduaE Kec. Maro; Barr Kab. Maros	Drs. Saletmasung III <sup>c</sup>	Fak Tar	Drs. H. Muhammad Abnec	Sda
18	Persepsi Masyarakat Ujungpandang Tentang Kosim di Pinnang Ditinjau dari Segi Ajaran Islam	Drs. Gusti Tabir, M.S <sup>c</sup> III <sup>c</sup>	Fak Adab	Drs. H.M. Shaleh Puhessa	Sda
19	Kondisi Mahasiswa di Mammuruki dan Pengaruhnya terhadap Proses Belajar	Drs. Pebase III <sup>c</sup>	Fak Adab	Dr. Mo' Natsir Mahmud	Sda
20	Hadis-Hadis tentang Kejelekan Bersyair (Analisis Berdasarkan Kritik Hadis)	Drs. Mubammad Yahya III <sup>c</sup>	Fak Tar	Prof. Dr. H. Andi Rasdivanah	Sda
21	Dakwah dan Dinamika Kehidupan Remaja (Studi tentang Efektivitas Dakwah dalam Meningkatkan Akhlakul Karimah di KMUP)	Usman, S.S <sup>c</sup> III <sup>c</sup>	Dak Dakwah	Drs. H. Muhammad Abnec	Sda
22	Pelaksanaan Kompilasi Hukum Islam pada Pengedilic Agama Ujungpandang (Studi tentang Faktor-Faktor Pendukung dan Penghambat Pelaksanaan dalam Masyarakat)	Drs. Fonda Saban, M.A. IV <sup>a</sup>	Fak Syariah	--	Sda
23	Pengembangan Sumber daya Manusia dalam Persektif Dakwah di Kabupaten Bultumbea	Drs. Murnier Sirajuddin III <sup>c</sup>	Fak Dakwah	Drs. H.M. Shaleh Puhessa	Sda
24	Kelujian Hadis-Hadis Khulq dalam Sunen Ibnu Majah (Kritik Saamad dan Man)	Drs. M. Rusyid III <sup>c</sup>	Tsk. Tar.	Prof. Dr. H.A. Muin Salim	Sda
25	Kondik dan Integrasi dalam Masyarakat Muslim (studi tentang Pola Hubungan antar Komunitas Muslim di KMUP)	Drs. Nurman Said, M.A. III <sup>c</sup>	Fak Shul.	--	Sda

26	Lontarak Mamarungge ri Toppottika	Drs. A. Nur (Kena) Drs. Soraya (Sugora) Drs. Susantoro (Sugora) Drs. H. Abdo Asse Iva (Kena)	Fak. Adab	Prof. Dr. H. M. Rachi Al-Hadi, MA	Kolektif
27	Konsep Ukhuwah Qur'ani dan Penerapannya dalam Kehidupan Sosial di Kecamatan Ujungpandang	Drs. Supardin (Sugora) Drs. H. Salim B. (Sugora) Drs. Dora Jaya Ili C (Kena) Drs. Iyaz (Sugora) Drs. H. M. Sidiq Jafar (Sugora)	Fak. Syariah	---	Kolektif
28	Persepsi dan Respons Masyarakat Terhadap Masalah Aliyah Negeri Model di Ujungpandang		Fak. Tar	Prof. Dr. H. M. Mappa- ngene	Kolektif

5 Juli 1999





## NOTA KONSULTAN

Setelah kami membaca dan mengadakan perbaikan seperlunya atas hasil penelitian saudara

Nama : Dra. Djuwainiah Ahmed  
NIP. : 150 271 887  
Pangkat/Jabatan : Penata Muda Tk.I (III/b)/Ass.Ahli  
Unit Kerja : Fakultas Tarbiyah IAIN Alauddin Makassar  
Judul Penelitian : Evaluating the suitability of the English  
textbook Used by the Second Semester Students of Tarbiyah Faculty  
of IAIN Alauddin Makassar

kami berpendapat bahwa hasil penelitian tersebut sudah dapat diseminarkan dan diproses lebih lanjut.

Demikian nota ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ujungpandang, 15 - 12 - 1999

Wassalam.  
Konsultan.



Drs. H. M. RAFII YUNUS, M.A. Ph.D.  
NIP. 150.177.812.....  
Pangkat. Lektor (IV/a)

**LEMBAR IDENTITAS DAN PENGESAHAN  
LAPORAN HASIL AKHIR PENELITIAN**

Tahun 2000.

Judul Penelitian : Evaluating the Suitability of the English Textbook  
Used By the Second Semester Students of Tarbiyah  
Faculty of IAIN Alauddin Makassar

Jenis Penelitian :  murni  terapan  pengembangan

Nama Peneliti/Peneliti  
Nama Lengkap dan Gelar : Dra. Djuwairiah Ahmad

Jenis Kelamin :  P

Pangkat/Gol. dan NIP : Penata Muda Tk. I (III/b) / 150271887

Pegabatan sekarang : Asisten Ahli

Fakultas / Jurusan : Fak. Tarbiyah / Bhs. Arab

Lidang ilmu yang diteliti : Pendidikan

Jumlah Peneliti : 1 (satu) orang

Jenis Penelitian : .....

Penelitian ini merupakan peningkatan kerjasama kelembagaan, sebutkan :  
Nama Instansi : .....

Alamat : .....

Waktu Penelitian : tiga bulan


Biaya : Rp. 1.000.000,- (satu juta rupiah)

Ujungpandang 30 Januari 2000...

GETAHUI  
DIREKTORAT  
PUSAT  
RESEARCH  
PENELITIAN IAIN ALAUDDIN

MOH. NATSIR MAHMUD, M.A.  
150 217 170

KETUA PENELITI /  
PENELITI

  
DRA. DJUWAIRIAH AHMAD  
NIP. 150 271 887

DEPARTEMEN AGAMA R.I.  
INSTITUT AGAMA ISLAM NEGERI ALAUDDIN UJUNG PANDANG.  
PUSAT PENELITIAN

Jl Sultan Alauddin No.63 Telp. 864928-864931 (Fax. 864623)

SURAT KETERANGAN  
No. PL/TL.01/76 /2000

Kepala Pusat Penelitian IAIN Alauddin Ujungpandang menerangkan bahwa :

Nama : Dra. Djuwairiah Ahmad  
NIP. : 150 271 887  
Pangkat Golongan : Penata Muda Tk. I. (III/b)  
Unit Kerja : Fakultas Tarbiyah IAIN Alauddin Makassar  
Judul Penelitian : "Evaluating the Suitability of the English  
Textbook Used by the Second Semester Students of Tarbiyah  
Faculty of IAIN Alauddin Makassar"

Yang bersangkutan telah menyelesaikan Penelitian tahun 1999/2000 dan telah diseminarkan pada seminar yang diselenggarakan oleh Pusat Penelitian IAIN Alauddin Ujungpandang.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 29 Januari 2000

Wassalam  
Kepala,

Dr. Moh. Natsir Mahmud, MA.  
NIP. 150 217 170



