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## Evaluating an EFL Textbook: To What Extent Does The 2013 Curriculum-Based Textbook Accomplish Pedagogical Aspects?

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**Abstract:** According to Permendikbud number 71 year 2013 article 1, the government provides guide books for learning process, so pilot project schools for the 2013 curriculum must use the textbooks developed by the government. The 2013 curriculum-based English textbook for grade X is entitled “Bahasa Inggris” (BI hereafter). Since the use textbook is so significant and no textbook is completely accurate, this present study aims to verify: (1) how the 2013-based curriculum textbook “Bahasa Inggris” (BI hereafter) for grade X of senior high school accomplishes pedagogical aspects; (2) the students’ responses toward BI textbook for grade X. It is classified as a qualitative study. BI textbook for grade X is the object of the study while SMA 1 Ponorogo and SMA Muhammadiyah 1 Ponorogo are the setting of the study. Document analysis, personal interview, and focus group discussions are the data collection techniques and the instruments are a constructed criteria rubric to analyze the textbook and two lists of interview. After analysis of data, it is found that BI textbook has strengths in aspects of methodology, presentation, design, and learner’s factors and weaknesses in aspects of content coverage and material completeness. Moreover, BI textbook is sufficiently beneficial and challenging for the students.

**Keywords:** textbook evaluation, the 2013 curriculum-based textbook

### 1 INTRODUCTION

Permendikbud number 71 year 2013 states that the 2013 curriculum aims to prepare Indonesian citizens to have competencies in any aspects: being religious, productive, creative, innovative, affective, and having contribution to the environment, social life, and the global development. This curriculum has different characteristics than previous one. The affective domain of education, the desired attitudes and characters expected of the learners are emphasized in the 2013 curriculum.

Particular requirements and regulations must be followed by pilot project schools to achieve the goals of the 2013 curriculum included the form of syllabus, lesson plans, textbook materials, and teaching strategies in the classroom. One of regulations made by government is Permendikbud number 71 year 2013 article 1. It is stated that the government provides textbooks for both teacher and students during a course. Based on this policy, all the pilot project schools must use the 2013 curriculum-based textbooks developed by the government. These textbooks can be easily downloaded in kemendikbud website.

The use of textbook is important since it influences much on the learning process in the classroom. A textbook is teaching material for the teacher and a learning material for the learner (Awasthi, 2006: 1). Tomlinson (2011: 296) argues that a textbook supplies core materials for a language-learning course and aims to serve what learner and teacher need during a course. Textbooks are best seen as resources in achieving aims and objectives that have already been set in terms of learner needs. Furthermore, textbooks provide a readily available source of ELT materials for teachers to focus on doing the real work of teaching, and not having their energy dispersed by preparation of teaching materials (Edge & Wharton, 1998). The textbook also can be an aid to motivate and stimulate language learning (Allwright, 1981; Lee, 1997; Skierso, 1991). Textbooks can also potentially save learners from teacher’s incompetency and deficiencies (Litz, 2005). McDonough and Shaw (2003: 60) propose that textbook analysis and evaluation is a practical and useful process because it gives teachers conception into the organizational principles of the materials and helps them to maintain the improvement in the field.

Since the importance of using textbooks is so significant, choosing the best textbooks which are suitable for students' needs is necessary. Regarding of this urgency, analyzing textbook is important. As stated by Tomlinson & Masuhara (2004: 31), textbook analysis involves measuring the potential value of textbooks by making judgements about the effect of the materials on the people using them. In addition, there is still a huge discussion among educational stakeholders, teachers, parents, and students about the existence of the 2013 curriculum. Therefore, it is important to analyze the 2013 curriculum-based textbooks for the sake of education quality and development.

This study aims to verify: (1) to what extent the 2013 curriculum-based textbook accomplishes pedagogical aspects, (2) the students' responses toward BI textbook for grade X.

## 2 LITERATURE REVIEW

### 2.1 The Nature and the Role of Textbooks

A textbook can be defined as written information about a particular subject for those who are studying about that subject. According to Ur (1999: 79), a textbook gives a clear framework of learning process and tasks. Byrd (as cited in Murcia, 2001: 415) states that content, teaching, and learning activities which influence much of every learning process in the classroom are supported in the textbooks. Another research by Awasthi (2006: 1) shows that textbooks are such teaching materials for teacher and learning materials for students. Tomlinson (2011: 296) argues that textbooks provide core materials for a language-learning course and aim to serve what student and teacher need during a learning process. Cunningsworth (1995: 1) believes that textbooks can make learning process easier and more enjoyable. In addition, Hutchinson and Torres (as cited in Harmer, 2007: 181) mention that textbooks support an encouragement for methodological development. Overall, it can be concluded that textbooks can be specified as teaching aids which help learning process especially in EFL context.

However, textbooks also have disadvantages. They reduce teacher's role and limit teacher's creativity. The materials are

often inauthentic and are culturally inappropriate in choosing topics. Textbooks are often developed for the sake of global market so they may not meet students' needs and they have their own approach and often follow unrelenting format in developing units and lessons (Harmer, 2007; Richards, 2001; Ur, 1999)

### 2.2 Why Is Textbook Evaluation Important?

No textbook will be absolutely ideal for a particular class or student (Ur, 1999). Since there are textbooks developed for global markets, they may not supply students' needs. According to Cunningsworth and Green (as cited in Lawrence, 2011: 9), the number of textbooks on the market is the reason why selecting the right choices in textbooks difficult. Frequently, a textbook selection is not based on its intrinsic pedagogical value, but of the perceived prestige of the author and or the publisher (Green 1926, Mc Grath 2002). However, finding the best possible fit and supplementing parts of materials where it is unsuitable are the responsibility for educational stakeholders. Furthermore, Mc Grath (2002: 15) stated that textbook selection will give a significant impact on pedagogical area as teachers will make references to the textbook. Analysing textbooks is important to find the most possible one which can be used to achieve the goals of teaching and learning process.

According to Azizifar and Baghelani (2014: 23), there are three significant reasons for evaluating textbooks: the need to adapt new textbooks; by evaluating textbooks, parties who involved in education program will recognize specific strengths and weaknesses in textbooks; the results of analysing textbook can be so beneficial for education improvement and professional growth. Tomlinson & Masuhara (2004: 31), textbook evaluation involves measuring the potential value of textbooks by making judgements about the effect of the materials on the people using them. Furthermore, Hutchinson (1987: 96) states that evaluating material aids the teachers in selection of the teaching materials and the development of their awareness of language and learning. In line with Hutchinson, Sheldon (1988) implies that some reasons for evaluating textbooks are supporting teachers to have appropriate knowledge of the content of textbooks and recognizing pros and cons of the textbooks used. Likewise, Littlejohn (2011: 183) suggests that content analysis and

evaluation of textbooks allow all education parties to look inside the content and to take more control over their package and function. McDonough and Shaw (2003: 60) propose that textbook evaluation is a practical and useful process because it gives teachers conception into the organizational principles of the materials and helps them to maintain the improvement in the field.

### 2.3 What Should Be Evaluated?

Some experts of textbook evaluation have proposed aspects that should be done. Cunningsworth (1995: 3-4) suggests eight criteria for analysis and selection a textbook. It will be explained in table 1.

Table 1. Cunningsworth’s criteria

1.	Aims and approaches
2.	Design and organization
3.	Language content
4.	Skills
5.	Topic
6.	Methodology
7.	Teacher’s book
8.	Practical consideration

Another criteria are proposed by Ur (1999: 82). It is described in table 2.3. Different from Cunningsworth’s checklist, her criteria are stated in the form of statement. Below are the criteria.

Table 2. Ur’s criteria

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.
9.	Content clearly organized and graded (sequences 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.	Having additional materials such as audio cassettes or DVD.
19.	Readily available locally

Murcia (2001: 420-421) has other criteria. The criteria are divided into two kinds: analysis of content for implementation in teaching and analysis of teaching activities for implementation in teaching. Below are the criteria.

Table 1.3. Celce-Murcia’s criteria

Analysis of content for implementation in teaching	
1.	Linguistic Content
2.	Thematic Content
Analysis of teaching activities for implementation in teaching	
1.	Which of the activities provided in this textbook will I do in class?
2.	Which activities in the textbook will I assign as homework?
3.	Which activities in the textbook will I hold back to use for testing?
4.	Which activities in the textbook can be used for review later in the term?
5.	Which activities in the textbook require longer periods of time to accomplish – special projects?
6.	Which activities in the textbook might require special equipment that has to be ordered ahead of time?
7.	Where are connections being made between various units of the book, connections that might require review?
8.	Which activities in the textbook do I not want to do at all?

Richards (2001: 259) suggests specific questions in textbook analysis and selection. The criteria are not stated in particular statements but they are stated generally. One teacher may develop their own questions based on these criteria. They are described in table 4.

Table 4. Richard’s criteria

Program factors	Questions relating to concerns of the program.
Teacher factors	Questions relating to teacher concerns.
Learner factors	Questions relating to learner concerns.
Content factors	Questions relating to the content and organization of the material in the book.
Pedagogical factors	Questions relating to the principles underlying the materials and the pedagogical design of the materials, including choice of activities and exercises types.

Nimehchisalem, Mukundan, & Rafik-Galea (2011: 104-105) propose a checklist for textbook analysis. Table 5 below explains the criteria.

Table 5. Nimehchisalem et al.’s criteria

Criteria
I. General attributes
<u>A. The book in relation to syllabus and curriculum</u>
1. It matches to the specifications of the syllabus.
<u>B. Methodology</u>
2. The activities can be exploited fully and can embrace the various methodologies in ELT.
3. Activities can work well with methodologies in ELT.
<u>C. Suitability to learners</u>
4. It is compatible to background knowledge and level of students.
5. It is compatible to the socio-economic context.
6. It is culturally accessible to the learners.
7. It is compatible to the needs of the learners.
8. It is compatible to the interests of the learners.
<u>D. Physical and utilitarian attributes</u>
9. Its layout is attractive.
10. It indicates efficient use of text and visuals.
11. It is durable.
12. It is cost-effective.
13. Its size is appropriate.
14. The printing quality is high.
<u>E. Efficient outlay of supplementary materials</u>
15. The book is supported efficiently by essentials like audio-materials.
16. There is a teacher’s guide to aid the teacher
II. Learning-teaching content
<u>A. General</u>
1. Most of the tasks in the book are interesting.
2. Tasks move from simple to complex.
3. Task objectives are achievable.
4. Cultural sensitivities have been considered.
5. The language in the textbook is natural and real.

6. The situations created in the dialogues sound natural and real.
7. The material is up-to-date.
8. It covers a variety of topics from different fields.
9. The book contains fun elements.

B. Listening

10. The book has appropriate listening tasks with well-defined goals.
11. Instructions are clear.
12. Tasks are efficiently graded according to complexity.
13. Tasks are authentic or close to real language situations.

C. Speaking

14. Activities are developed to initiate meaningful communication.
15. Activities are balanced between individual response, pair-work and group work.
16. Activities motivate students to talk.

D. Reading

17. Texts are graded.
18. Length is appropriate.
19. Tasks are interesting.

E. Writing

20. Tasks have achievable goals and take into consideration learner capabilities.
21. Models are provided for different genres.
22. Tasks are interesting.

F. Vocabulary

23. The load (number of new words in each lesson) is appropriate to the level.
24. There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book.
25. Words are efficiently repeated and recycled across the book.
26. Words are contextualized.

G. Grammar

27. The spread of grammar is achievable.
28. The grammar is contextualized.
29. Examples are interesting.
30. Grammar is introduced explicitly.
31. Grammar is reworked implicitly throughout the book.

H. Pronunciation

32. It is contextualized.
33. It is easy to learn.

I. Exercises

34. They have clear instructions.
35. They are adequate.
36. They help students who are under/over-achievers.

Regarding to the implementation of the 2013 curriculum, the textbooks made by government should be based on *BSNP* or *Badan Standar Nasional Pendidikan*.

Table 1.6 *BSNP* criteria

I. Content Suitability	
A. The suitability of material with core competence (KI) and basic competence (KD)	1. Completeness
	2. Material quality
B. Material accuracy	3. Social function
	4. Structural meaning
	5. Linguistics features
C. Supplementary material	6. Kemutakhiran
	7. The development of life skills
	8. The development of Pengembangan wawasan kebhinekaan
II. Presentation	
D. Presentation technique	9. Systematic presentation
	10. Balance among units and components
E. Methodology	11. Using Student-centered approach
	12. Implementing scientific approach, discovery learning, project-based learning
	13. Developing students' critical thinking
	14. Developing students' learning authority
	15. Developing students' ability of self-evaluation
F. Material completeness	16. Introduction
	17. Content
	18. Closing

Deep result of textbook analysis should cover all the characteristics of textbook. Therefore, a constructed criteria from proposed checklist is needed to cover all characteristics of textbook. The most aspects used by the experts are taken to develop a constructed criteria of textbook analysis.

#### 2.4 The Rule of Education Ministry about Textbook for Grade X

It is stated in the Ministry of Education and Culture Regulation number 71 year 2013 article 1, the government provides guide books for learning process, used by both teacher and students. The government itself develops all the textbooks for pilot project schools. Based on that policy, those schools must use the 2013 curriculum government textbooks.

The Ministry of Education and Culture has regulated the laws about the structure of curriculum and textbooks for senior high school grade X. It is clearly stated in the rule of Education and Culture Ministry or Permendikbud number 59 year 2014 that one of English textbooks used by both teacher and students of grade X is government-textbook entitled "Bahasa Inggris". It consists of 161 pages and 9 chapters.

Scientific approach is used as the key of the 2013 curriculum. Scientific approach is an approach where the activities are created based on facts. According to Lindberg (2007: 362), it reflects to scientific experiments. The students act as scientists or inquirers. Through these activities, students are expected to learn more than science concepts and skills but to find the answers practically. The 2013 curriculum textbook applies scientific approach to achieve the goal of this curriculum. Priyana (2014) suggests that the textbook should have learning stages:

##### 1) Observing

In language learning, observing refers to reading and listening texts. By reading and listening, students are asked to comprehend the text with a list of items they need to know.

##### 2) Questioning

The students have a list items of text they have learnt, thus they formulate questions based on identified items.

##### 3) Experimenting

In order to answer their formulated questions, the students have to collect data and information. Collecting data can be done through observation, interview, and reading books.

##### 4) Associating

In this stage, students analyze data or information to answer the formulated questions and summarize the conclusion. Teacher's guidance play important role in this stage.

##### 5) Communicating

After answering the questions, it is time for students to present their results in the form of written or spoken work. In communicating stage, they get feedback from their partners and the teacher to improve their knowledge.

##### 6) Creating

Learning language does not end only by learning its features. The students should regularly practice and create texts to assess their achievement. By having such opportunities, the students are expected shape their thoughts.

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### **3 RESEARCH METHODOLOGY**

#### **3.1 Setting of the Study**

The study was conducted from January 2015 – June 2015. The data were collected from two different schools both state school and private school which were pointed as pilot projects of the 2013 curriculum in Ponorogo. Those schools were SMA Negeri 1 Ponorogo and SMA Muhammadiyah 1 Ponorogo.

#### **3.2 Design of the Study**

The study was classified as a case study. A content analysis was used as the pattern of the study. Thus, the findings would be analyzed descriptively in depth and detail. Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use (Krippendorff, 2004:18). In line with Krippendorff, Borg & Gall (2003: 278), state that content analysis was a method to observe written documents as features of the environment in which behaviour occurs.

#### **3.3 Object of the Study**

The object of the study was the 2013 curriculum-based textbook “Bahasa Inggris” for grade X of senior high school. It was chosen because content analysis for the 2013 curriculum-based senior high school textbook had not conducted yet. BI had been used since 2013 by pilot project schools. It consists of 161 pages and 9 chapters.

#### **3.4 Techniques of Collecting Data**

The first technique was document analysis. Document analysis was done through a checklist. The checklist was used as instrument to analyze the textbook and was in the form of rubric which contained criteria constructed from some experts. The researcher would have a list of criteria which comes from Cunningsworth (1995), Ur (1999), Murcia (2001), Richards (2001), Nimehchwasalem, Mukundan, & Rafik-Galea (2011), and BSNP (2015). Thus, the constructed criteria would be the basics to create a self-rubric as an instrument to analyze BI textbook.

The second technique was interview. Interview would be done through a list of protocol interview as the second instrument. Together with document analysis, interview to both teachers and students were used to make the analysis more valid. The researcher would collect teachers’ perspectives and students’ responses toward the suitability of “BI” textbook. These interviews consists of two kinds, for both teachers and students. A personal interview was used to gather the additional information from teachers to analyze “BI” textbook while a focus group discussion was used to collect students’ responses toward “BI” textbook.

The researcher used triangulation to check the validity of the data. The results from document analysis done by the researcher and the teachers, and interviews were compared to get valid data. However, the interview results from both teachers and students from different schools were meant to get reliable data.

#### **3.5 Techniques of Analysing Data**

This study followed the technique of analyzing data proposed by Krippendorff (2004: 83). It is stated that a content analysis has components in analyzing the data. The components were: unitizing, sampling, recording, reducing, inferring, and narrating.

### **4 RESULTS AND DISCUSSIONS**

The evaluation shows that BI textbook had some merits and drawbacks viewed from either its content or the 2013 curriculum aspect. This condition proves the theory that no textbook is absolutely ideal for teaching and learning process (Ur, 1999). Furthermore, based on the interview and focus group discussion results, it was known that BI textbook was rather unwell prepared due to limited preparation of time toward the implementation of the 2013 curriculum. The textbook had developed autonomy learning strategy, it was insufficient to cover all level of students. The textbook was adequately appropriate and needed to develop in some aspects. The theory by Mc Grath (2002) that a textbook selection is frequently

based on the perceived prestige of the author and or publisher is proven in this case.

There are six constructed criteria that should be evaluated: methodology, material completeness, content coverage, presentation, and learner's factors. Methodology aspect covered three criteria. Those related to the 2013 competence, the suitability of the syllabus, and the suitability of scientific approach. Based on the results, BI textbook had included both core and basic competence in the objective although the spiritual and social competence were less developed in the material. Spiritual and social competence were integrated in the activities with other competence and not clearly presented in particular part. This result is not in line with the demand of the 2013 curriculum which is stated in Permendikbud number 59 year 2014. It is stated that the 2013 curriculum should cover all four core and basic competence: spiritual, social, knowledge, and skill competence.

In the suitability of the syllabus, it was found that BI textbook was very appropriate with the requirements of the syllabus. Each lesson in the syllabus is certainly applied in the textbook. The 2013 curriculum syllabus for grade X is in line with the materials of BI textbook.

Last criterion of methodology aspect was the suitability of scientific approach. The analysis and interview results showed that stages of SA were not specifically stated, but presented clearly through activities provided. In addition, observing material was less provided since there was no recording-material for listening skill. This analysis is followed the theory of SA in learning language. According to Priyana (2014: 291) and McCollum (2009: 2), scientific approach includes observing, questioning, experimenting, associating, and communicating although the textbook is proved that observing activity is insufficiently provided.

The second aspect was content coverage. Six criteria were included in this aspect. Those were topic, skills, pronunciation, vocabulary, grammar, and authenticity. The results found that BI textbook had strengths in

topic, pronunciation, vocabulary, and grammar. Engaging topics were presented in the textbook. Moreover, pronunciation, vocabulary, and grammar activities were so beneficial although needed to improve. Meanwhile, the weaknesses were found in skills and authenticity criteria. The analysis showed that no recording-material for listening was provided. Listening was integrated with speaking activity only. The textbook was designed to meet pedagogical needs, so the authentic material was less provided. According to Cunningsworth (1995), Ur (1999), Murcia (2001), Richards (2001), Nimehchisalem et al. (2011), and BSNP (2014), a textbook for ESL/EFL classroom should cover six aspect as mentioned in the instrument. However, the textbook is in line with the theory from those experts although there is still inadequacy in some criteria.

The third aspect related to the completeness of the material. This aspect included task, exercise, additional material and enrichment program. Based on the analysis, task reflected the phase of SA and distributed from simple to complex. It was provided much, but it was not given a summary of student-centered learning concept. The task was easy to do for those who had high autonomy learning. Meanwhile, exercise were varied and it developed student's autonomy although it might be challenging for students who were unfamiliar with independent learning. Exercises were delivered through various activities that could decrease student's anxiety, but it was inadequate for multiple choice test. These results were sufficiently with the theory proposed by Cunningsworth (1995), Ur (1999), Murcia (2001), Richards (2001), Nimehchwasalem, Mukundan, & Rafik-Galea (2011), and BSNP (2014). They state that task should be interesting, achievable, and moves from simple to complex. BI textbook almost fulfills all the requirements proposed.

Furthermore, there was no additional material such as recording-material or DVD, there was only further activity that could enrich student's knowledge. Moreover, it was only provided in two chapters. It is emphasized in the theory suggested by Ur (1999) and Murcia

(2001), that the textbook will be more beneficial if there is an enrichment program and additional material. It was regrettable that the textbook is not in line with the theory.

The fourth aspect was the presentation and it covered two criteria. Those criteria described the completeness of units and components; and the systematic and balance among units and components. The analysis results showed that BI textbook had listed seven of nine units. Those were cover page, copyright page, preface, table of content, materials, references, and back cover. Meanwhile, units and components flowed from simple to complex. They had a very good distribution. Result from this aspect is certainly appropriate with the requirement proposed by BSNP (2014). and the systematic and balance among units and components becomes one of the needs suggested by BSNP.

The fifth aspect was design. The evaluation of design included layout, pictures, and fonts. The results showed that BI textbook had good arrangement and interesting layout. The pictures mostly were drawing pictures. Moreover, fonts were readable. This results are very appropriate with the demands of six experts: Cunningsworth (1995), Ur (1999), Murcia (2001), Richards (2001), Nimehchwasalem, Mukundan, & Rafik-Galea (2011), and BSNP (2014).

The last aspect was viewed from learner's factors. The factors were the compatibility of learner's background knowledge and level, the compatibility of learner's needs, and the encouragement to develop independent learning strategy. As previously stated that BI textbook related to the students' background although it sufficiently coped for all student's levels. The textbook was compatible with the learner's needs and it could be a good material textbook which led the students to develop their autonomy learning. This results fulfills the demands of the 2013 curriculum that have been stated in Permendikbud number 69 year 2013 and number 59 year 2014. It is stated that the 2013 curriculum asks the students to develop spiritual, social, knowledge, and skill

competence through materials given during learning process. Furthermore, the students are also hoped to be independent learners.

Students responses also had been gathered to know the feedbacks from them. Comparing to the evaluation and interview from the teachers, the results from focus group discussion with the students would be beneficial to improve the textbook since the students were the main users of this book. As stated by Tomlinson & Masuhara (2004: 31), textbook evaluation involves measuring the potential value of textbooks by making judgements about the effect of the materials on the people using them. Based on the discussion results, it was known that BI textbook helped them to improve skills of speaking, reading, and writing. It was so challenging to use the textbook to shape their listening skill. They only practiced listening through conversation and not by particular recording-material provided by textbook. Although there was a weakness in listening section, practically, the students liked to use this book because the activities were engaging, supported by various activities and attractive presentation. Moreover, BI textbook trained them much to create student-centered learning. They hoped that the author could give additional material for listening such as video or DVD. They liked audio-visual aid during learning process in the classroom. To overcome this limitation, their teachers gave additional material for listening skill. Besides, they used L2 as much as possible in the classroom. However, by identifying merits and drawbacks of the textbook, the teacher knew what they should do during teaching process. This condition proves the theory that textbook evaluation is a practical and useful process because it gives teachers conception into the organizational principles of the materials and helps them to maintain the improvement in the field (McDonough and Shaw, 2003: 60).

## **5 CONCLUSION**

In this part, the researcher draws some research findings based on the analysis results. The following are the findings.



This textbook evaluation covers six aspects: methodology, content coverage, material completeness, presentation, design, and learner's factors. Each aspect has some strengths and weaknesses. The weaknesses are in two aspects: content coverage, and material completeness. However, not all criteria involved in those aspect are inadequate. In the content coverage, BI textbook lacks of listening skill and authentic material. Meanwhile, in the material completeness, additional material and enrichment program is not as much as needed. Furthermore, the rest aspects are appropriate as expected.

BI textbook has been suitable with the students' need. According to the students' responses, it helps them to familiarize the student-centered learning. The activities provided are understandable and engaging and the design is attractive. It is regrettable that the listening skill is the exception in this textbook. Since it lacks provided, the students only improve their listening skill by hearing what their teacher says and their classmates say while having conversation in L2.

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