
The evaluation of the English textbook “Bahasa Inggris” for tenth graders of SMKN 7 Purworejo based on Paul Nation and John Macalister’s theory

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Abstract: Textbooks are the tools that should be available in teaching and learning. Textbooks are a set of teaching materials that are combined into books. No books are appropriate for all the characters of the students. the textbook for tenth graders is Bahasa Inggris. This book is recommended for senior high school and vocational school and is related to curriculum 2013. This research is focused on the evaluation of the textbook of Bahasa Inggris for tenth graders in SMK N 7 Purworejo according to the theory of Nation and Macalister. This research is aimed to discover the appropriateness or suitability of the textbook Bahasa Inggris for tenth graders in SMK N 7 Purworejo based on the Nation and Macalister theory and select the themes of the textbook that have been appropriate to the criteria. This research belongs to the descriptive qualitative research. In collecting the data, this research conducted a simple interview and document analysis. The findings of this research are the textbook is partly suitable for content analysis. Chapters 4 and 5 are partly suitable because the materials are not related to the needs. The teacher should modify the content. Chapters 12, 13 and 14 also need to be modified deeper. The format and presentation, monitor and assessment also have been suitable for the students of SMK N 7 Purworejo according to the theory of Nation and Macalister. When the themes of each chapter were compared to the criteria, the researcher found 12 appropriate chapters.

Keywords: content and sequencing, evaluations, format and presentation, monitor and assessment, Nation and Macalister, textbooks.

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Introduction

A textbook is a tool that is needed for the teacher in teaching and learning. It can help the students and the teacher transfer the materials. The textbook is the resource of materials that the students and teachers can get benefit from (Diniah, 2013). A classroom can obtain input from the textbook in the form of text, activities, explanations, games and so on (Hutchinson & Tores, 1994). It means that the textbook contains the activities to deliver the materials. The textbook can be said as a set of materials in several forms. The benefit of a textbook will be gotten by the students and teacher if it is used.(Harmer, 2007), Because textbook is the tool for teaching and learning, they are made to support the learning objectives. Refers to those explanations, certainly, the textbook is made based on the applicable rules.

Every country had a policy, which that policy generates a product of policy such as textbooks. It helps the teacher and the student in teaching and learning. In this case, every country has a policy in the educational system. According to those policies, the government had prepared the facilitation for helping the students and teachers in teaching and learning. For example, the textbook is the product of those policies. The textbooks are made according to the students' needs, grades and other situations.

However, not all textbooks can be applied to the teacher and students. (Cunningsworth, 1995) states that “No course book designed for a general market will be ideal for your particular group of learners, but the aim is to find the best possible fit, together with the potential for adapting or supplementing parts of the material where it is inadequate or unsuitable.” This indicates that every



student and teacher doesn't necessarily fit into every textbook. The facilities provided by the government regarding textbooks are a way to fulfil the students' and teachers' needs in general.

Some examples are the book entitled "Bahasa Inggris" for tenth graders is the textbook for senior high school students and vocational high school students for any major. The students with science or social majors for senior high school can use those books for learning in the classroom, even if the students with accounting, the technique of computer and networking, electrical engineering etc. for vocational high school also use those books for learning in the classroom. It can be said that those books are flexible for all majors but not suitable for all students.

Cunningsworth, 1995 has eight criteria to choose a good textbook or course book. They are aims and approaches, design and organization, language content, skills, topic, methodology, teacher's book and practical consideration. To select a good book, the teachers should know them. (Nation & Macalister, 2010) define some criteria that should be considered to choose a good textbook: principles, needs, environment, content and sequencing, format and presentation, monitoring and assessment and goals.

Based on those criteria, absolutely as a teacher should master it, so that teaching and learning can be achieved optimally. For example, a good book for accounting students, they use the book that has materials about how to create an email, how to assist someone, how to create announcements, etc. The words for vocational high school students the general book is not suitable for them. They should have a special book to learn English or supplementary books for learning in the classroom to improve their skills according to their major or their needs.

Some facts that have been found are that some schools use 1 type of book to learn English in the classroom, especially in vocational high school. After an interview with a teacher of SMK N 7 Purworejo, she said that the students use one textbook from the government entitled "Bahasa Inggris" for tenth graders revised edition of 2017 which was published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia. This book consists of 15 chapters, 4 skills are explored in this book. This book also has some brainstorming at the beginning of the chapter. The content of this book is still general for vocational high school and senior high school. The design of this book is colourful. The method of this book is a scientific approach and some technique learning is applied in this book, such as: jigsaw, roleplay, think pair share, etc. The curriculum used K13 or curriculum 2013. SMK N 7 Purworejo also utilizes some materials from the internet to explore more sources. It means that this book is not enough to explore the materials. Sometimes the teacher uses other books to give other materials.

Based on the observations this book should be considered used as the only source of teaching and learning. One of the reasons for it is dominantly; the textbook consists of 2 or 3 texts in every chapter. Based on simple random observation this book has a few texts every chapter for reading activities. The first chapter, it has 2 texts and the topic is not suitable with their grade, because it had been taught in junior high school, although it is in a different form. The other problem is the activities are not in sequence, such as: 1. Identify the main idea and detail, 2. Answer the questions following the text, 3. Completing the sentences with appropriate words, 4. Identify the structure of the text, 5. Identify the structure of the texts and the purpose. Those show that the activities are not sequences which run from the easiest ones to the difficult ones. In another case, the design of the picture is not eye-catching and corresponds to the topic such as, the girl in the library.

The eighth chapter, it has one text entitled meeting my idol as a model of the text. Then, the basic competency and the title of the chapter is suitable. When the students read the title, they will interpret the material as describing an idol, but it does not match basic competency and also some activities are not consecutive. To sum up the observation, the material is not sequential and the material is not suitable for the basic competency, students' needs, and students environment. So the consequences of those problems are the students do not have the motivation in reading, the students' vocabulary is poor, and the material is not suitable for vocational students.

Based on the problem above, because the textbook is the set of materials, in providing material and assisting the students to acquire the second language, the material and the method should be done to achieve the goals. To achieve the goals, it should be supported by some aspects; they are content and sequencing, format and presentation, and monitoring and assessment (Nation & Macalister, 2010). The content and sequencing refer to the materials and format and presentation refers to the method or approach that should be done by the teacher. According to (Nation & Macalister, 2010) said that "If

poor content is chosen, then excellent teaching and learning result in a poor return for learning effort.” it means that the teacher should consider which textbooks are suitable for students and correspond to the curriculum.

Some evidence that not all textbooks are good for the students or teachers can be seen in the previous research. (Lathif, 2015) showed that the task and activities of two books does not fulfill the criteria of a good book and need to be modified. Another research is (Damayanti, 2019) has been done evaluation of English textbook for tenth graders entitled Bahasa Inggris of senior high school. She found that the book is a good category. She evaluated the textbook based on the Permendikbud number 08, 2016. (Sari, Syafei, & Fatimah, 2018) found that the textbook of Bahasa Inggris for tenth graders is a good textbook. They focused on the analysis of activities. (Sukmawijaya, Yunita, & Sofyan, 2020) their research found that the textbook entitled Bahasa Inggris for tenth graders has fulfilled the standard suggested by the Decrees of the Ministry of Education. To sum up those researches, the textbook entitled “Bahasa Inggris” is a good textbook with different characteristics of analysis.

Based on some research and the problem that has been shown, the researcher tried to evaluate the textbook entitled “Bahasa Inggris” for tenth graders which applied to vocational high students of SMK N 7 Purworejo by Paul Nation and John Macalister Theory. Hopefully it can help the teachers to be more selective in choosing the textbook.

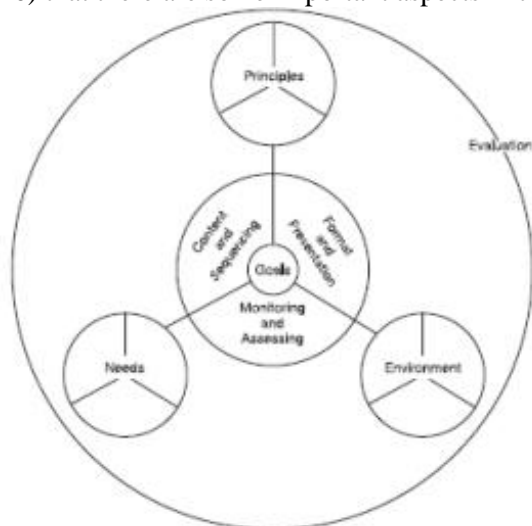
Literature Review

Curriculum

Curriculum is part of the educational system. It's designed to achieve the goals of education which consist of the materials, standard competencies, program of the activity, and evaluation.(McLaren & Madrid, 2004) state that the curriculum is the name of the program educational which states:

- a. The objectives of the program or educational purpose.
- b. The means to achieve the program: the content, the procedure of teaching, and learning experiences which support the purpose of the program.
- c. The means to assess the educational purpose.

(Nation & Macalister, 2010) that there are some important aspects in the curriculum.



Model of the curriculum design

This model is part of the basic curriculum, but the inner circle (content and sequencing, format and presentation, and monitoring and assessing) which goals as a centered represent the syllabus. The environments, principles and needs are the elements that provide an effect to designing a syllabus. The principle is a factor that should be considered to encourage the process of learning in the classroom. In other words, the methods or approaches that should be applied in the classroom, such as: audiolingualism, task-based learning, scientific approach, and etc. for the environment, in (Richards, 2001) it is called situational analysis. The environments are designed to find the situational factor.

This is an important factor to know the effect of the environment on the course. To illustrate it, if the course is required to use a computer, but, the school/institution doesn't have it, so the learning could not run well. In short, environment analyses are necessities. The factor in environment analysis as (Nation & Macalister, 2010) statement are learners, teachers and situation.

English Textbook

Textbook is a collection of various materials that are prepared to facilitate the students and teachers in teaching and learning. Material for language learning is the facilitation of teaching and learning, including course books, videos, graded readers, flash cards, games, websites, and mobile phone interactions (Tomlinson, 2012). The material should be designed to encourage the learners to learn language. (Tomlinson, 2013), he states that the material should be designed to encourage learners to experience and use English outside the classroom, so the process of English learning can be effective. If we see how important materials are, the development of materials is needed and should consider the curriculum, the students' needs, the principles and situational analysis supported for learning activities. Those have been explained in this chapter that in developing materials should be based on 3 important aspects: principles, needs and environments.

Criteria of a good book according to Nation and Macalister theory

In the educational system, even though the material could be accessed easily by the internet, tape recorder, video from YouTube and etc. the printed materials / textbook are still used in every school. (Harmer, 2007) said that the teacher and the students will get a benefit when they learn or use a textbook in teaching and learning. So that, the textbook should be selected before used. (Diniah, 2013) also reveal that the appropriateness between the students' need and the relevant textbook should be considered before teaching and learning process, hopefully the materials could be delivered clearly.

In this discussion of a textbook evaluation, definitely will refer to how the curriculum is designed, it means that a textbook is designed based on a curriculum that has been made previously. It related to the statement from (Johnson, 1990) which the learning occurs because of the curriculum goals.

The criteria of a good textbook according to the Nation and Macalister are presented on this table below:

- a. Content and sequencing
 - The topic should suit the age of the students
 - The materials should be able to be modeled by the teacher
 - The materials are applicable at the outside classroom
 - The content should suit the students' majors
 - The content should suit the level of proficiencies students.
 - The content should train the learners in how to learn a language, how to monitor and be aware of their learning.
- b. Format and presentation
 - The layout of the content should interest to the students
 - The activities are manageable by the teacher
 - The textbook is simple and available for all students
 - These kinds of activities are useful in learning in the classroom and outside.
 - The activities are suitable to the learners' need
 - The activity can make the learners interest in learning language
 - The students can learn language as deeply and as thoughtfully as possible.
- c. Monitor and assessment
 - The teacher can assess the students and the outcomes of the assessment are correct to the activities.
 - The monitoring and assessment should increase the students' knowledge
 - The monitoring and assessment technique are related to the students' need and environment
 - The feedback should help the students to improve their knowledge

Methodology

In this research, the researcher used the content analysis method. It was conducted to find the appropriateness between the textbook and the students of SMK N 7 Purworejo which have more than one major's education. This research was one of the types of descriptive qualitative research. The textbook evaluation was analyzed to discover whether the textbook had met the criteria of a good textbook based on Nation and Macalister theory which was relevant to the curriculum 2013. In this research the criteria of a good book was summarized in several sections. The determination of the criteria was based on an analysis of the students' needs, environment and principles that was referred to the Nation and Macalister theory.

The population in this research was the English textbook Bahasa Inggris that was published by the minister of education and culture of Indonesia used by SMK N 7 Purworejo. The textbook consists of 15 chapters. This book was recommended by the minister of education and culture of Indonesia that relevant with the curriculum 2013. The sample of this research was the textbook for tenth graders of SMK N 7 Purworejo. The sample provided the information needed in this research that was claimed as the data to analyze.

The researcher acted as a key instrument in this research (Bogdan, Robert, 1982) so the research analyzed the content by the criteria of textbook according to the Nation and Macalister theory to discover the appropriateness of the textbook for the vocational high school students. The researcher conducted reading, identifying and describing the textbook.

This research concerned to the analysis and interpreting the materials of the textbook. It is because this research was about content analysis. In collecting the data, the researcher interviewed the teacher of SMK N 7 Purworejo to know the document, aimed at the textbook that used by the school. The researcher used the documentary by analyzing all chapters of the textbook. It was analyzed based on the formulated criteria that had been summarized from the theory of Nation and Macalister. The researcher divided the analysis into 3 sections. Those were 1). Goals, content and sequencing, 2) format and presentation, and 3) monitoring and assessing based on the environment, need and principles factors.

In addition, the researcher used the interview to support the discussion about the list of theme materials that are appropriate with the students based on the textbook of Bahasa Inggris. It was conducted to make sure that the researcher's analysis was relevant with the teacher's thoughts or teacher's perspective.

In analyzing the data, the researcher used the following steps Miles and Huberman. The steps are: Data reduction, data display and conclusion drawing and verification. In this research, the researcher made them into data description, research analysis and the discussion. In the data description the researcher showed the raw data from the textbook. For research analysis, the researcher showed the suitable data from the data description. The researcher provided a table to sum up the result of analysis, and the discussion, the researcher explained the result in depth for verification or made a conclusion

Finding and Discussion

The textbook that used by SMK N 7 Purworejo is the textbook that recommended by the government. The title of the textbook is Bahasa Inggris for tenth graders. It's published by the minister of education and culture of Indonesia. The edition of this book was revised in 2017. This book consists of 222 pages with 15 chapters. This book was recommended to SMK and SMA.

In this research, the researcher analyzed the goals, content and sequencing, format and presentation and monitor and assessment. Those were related to the students' environment, need and principles. In analyzing it the researcher had some criteria as the references in analyzing it. Those criteria have been shown on the literature review above.

Goals

According to the syllabus above, the researcher found that the materials of the textbook are accordance with the syllabus. For example the competencies of 3.2 and 4.2:

3.2: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat bersayap (extended), dan responnya, sesuai dengan konteks penggunaannya.

4.2: *Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat bersayap (extended), dan responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*

Based on the core competency above, the chapter 2 of the textbook has been related to those core competencies and after analyzing all of the chapter of the textbook, the goals has been related on the syllabus are applied on SMK N 7 Purworejo.

Content and Sequencing

The content and sequencing the researcher found the data and the result of analyzing the data can be shown on the table below:

Table 1. Summary of suitability of content and sequencing

Chapter	Materials	Suitability		
		Environment	Need	Principle
Chapter 1	Introducing someone	Suitable	Suitable	Suitable
Chapter 2	Expressing congratulating and complimenting	Suitable	Suitable	Suitable
Chapter 3	Expressing intention something	Suitable	Suitable	Suitable
Chapter 4	Description of place	Suitable	Partly suitable	Suitable
Chapter 5	Description of place	Suitable	Partly suitable	Suitable
Chapter 6	Announcement	Suitable	Suitable	Suitable
Chapter 7	Recount past event	Suitable	Suitable	Suitable
Chapter 8	Recount an experience	Suitable	Suitable	Suitable
Chapter 9	Recount of historical event	Suitable	Suitable	Suitable
Chapter 10	Recount past event about someone	Suitable	Suitable	Suitable
Chapter 11	Recount past event about someone	Suitable	Suitable	Suitable
	(Biography)			
Chapter 12	Narrative	Partly Suitable	Partly suitable	Suitable
Chapter 13	Narrative	Partly Suitable	Partly suitable	Suitable
Chapter 14	Narrative	Partly Suitable	Partly suitable	Suitable
Chapter 15	Songs	Suitable	Suitable	Suitable

Relates to the goals, on the research finding, the researcher found that the content of the textbook “Bahasa Inggris” are partly suitable to the students of SMK N 7 Purworejo. The result found that some chapter is not suitable. Chapter 4, 5, 12, 13, and 14 are the chapter that should be considered to modify. The chapter 4 and 5, the theme is not suitable with the students’ need and the chapter 12, 13, and 14, the teacher should take account with the theme of the text, the level of readability. It is because the researcher assumed that the content is not appropriate to the major of SMK but based on the rule, it should be taught. This textbook has also arranged with the consistent activities at the beginning until the last activities.

Format and Presentation

In format and presentation, the researcher summarized the analysis based on the table below:

Table 2. Summary of suitability of format and presentation

Chapter	Suitability		
	Environment	Needs	Principle
Chapter 1	Suitable	Suitable	Suitable
Chapter 2	Suitable	Suitable	Suitable
Chapter 3	Suitable	Suitable	Suitable
Chapter 4	Suitable	Suitable	Suitable
Chapter 5	Suitable	Suitable	Suitable
Chapter 6	Suitable	Suitable	Suitable
Chapter 7	Suitable	Suitable	Suitable
Chapter 8	Suitable	Suitable	Suitable
Chapter 9	Suitable	Suitable	Suitable
Chapter 10	Suitable	Suitable	Suitable
Chapter 11	Suitable	Suitable	Suitable
Chapter 12	Suitable	Suitable	Suitable
Chapter 13	Suitable	Suitable	Suitable
Chapter 14	Suitable	Suitable	Suitable
Chapter 15	Suitable	Suitable	Suitable

According to the table above about the format and presentation, the researcher analyzed that it has been appropriate to the all criteria. Even so, some materials are not taught in some chapter. The listening and reading are not taught in some chapter. The presentation of this textbook has been interested, some method are applied in the activity, such; jigsaw, role play, games or collaborative writing and etc.

Monitor and presentation

In discussing of monitoring and assessing of the textbook “Bahasa Inggris” the researcher found that those have appropriate to the criteria. Based on the method that is applied is PPP and as the statement of WAMENDIK that the textbook is activity based, this textbooks are fully exercises in each skills or sub skills. After presenting the materials, the students are asked to do some exercise then make a product. At this textbook, the assessment of this textbook are conducted after chapter 6 and 15, however the questions them are in the teacher’s books. In sum the criteria of a good textbook in monitoring and assessment have fulfilled to the criteria of Nation and Macalister.

According to the data finding and discussion above, the researcher summarized the discussion that the textbook in context of the content and sequencing, this textbook should be improved which considered the rules, students’ needs, environment and principle. But in the context of format and presentation and monitoring and assessing have been related to the all factor. However, listening skills and grammar doesn’t include at the all chapter of the textbooks and the assessment are presented privately. The researcher also summarized the list of themes that appropriate with the criteria. Those are shown below:

Table 3. Summary of themes

Chapter	Materials	Themes
Chapter 1	Introducing someone	Introducing oneself, parents, friends or someone else by dialogue and email
Chapter 2	Expressing congratulating and complimenting	Expressing congratulating and complementing through dialogue
Chapter 3	Expressing intention something	Expression of intention through dialogue
Chapter 4	Description of place	Describing of building that related to their majors
Chapter 5	Description of place	Describing the things or place that related to their majors
Chapter 6	Announcement	Understanding and giving announcements about meeting events or etc.
Chapter 7	Recount past event	Talking about past events
Chapter 8	Recount an experience	Talking about idol
Chapter 9	Recount of historical event	Talking about the historical event.
Chapter 10	Recount past event about someone	Talking about past event someone (heroes)
Chapter 11	Recount past event about someone	Talking about the past event someone (heroes from anothi)
Chapter 15	Songs	The moral values of song

Conclusion

In the conclusion, the textbook Bahasa Inggris for tenth graders are partly suitable in part of the content and sequencing. The content of the textbook should be modified due to it isn't appropriate with the students' major and environment. The students of vocational high school and senior high school have a different character. The students of vocational high school are prepared to the ready for getting jobs after they graduated. So, the materials should be also different with the students of senior high school. The chapter 4 and 5 in the content of the textbook, it generally has been suitable with the majors of SMK N 7 Purworejo. However, the themes of those chapters are not applicable to the majors. The teacher can modify the theme in teaching the description text. Those are different from chapter 12, 13 and 14, these chapters should be considered deeply because it is opposite with the students' majors, rules, and environment. the teacher should have additional materials if this chapters are taught.

The format and presentation then the monitor and assessment, the researcher concluded that those are appropriate with the criteria were formulated before. however, the listening and grammar are not available in each chapter. So, the researcher, teacher or user that used this textbook should be have more effort in teaching listening and grammar. In sum, this books need a supplementary textbook while using it.

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