

ENGLISH TEXTBOOKS USED AT BANYUASIN SENIOR HIGH SCHOOLS: BASED ON CURRICULUM 2013

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Abstract

The purposes of this research were to find out (a) to what extent the English textbooks used by the public senior high schools in Banyuasin matched the requirements of Curriculum 2013, (b) which textbooks met the objectives of TEFL based on Curriculum 2013, (c) what were the teachers' perceptions of the English textbooks used by the public senior high schools in Banyuasin, (d) what were general qualities found out in the textbooks. Descriptive analytics and quantitative method were used in this research. The samples were 22 teachers of English who taught at public senior high schools in Banyuasin. The data were based on (1) documentation, in terms of three English textbooks, (2) three questionnaires were used, a checklist for raters, teacher's evaluation, and teacher's ideas about general qualities. The results showed that (a) those three textbooks matched the requirement of the 2013 Curriculum, (b) the highest occurrence of the *Kemendikbud* textbook was 4.33 (good), *Bumi Aksara* was 3.87 (good), *Erlangga* was 3.49 (adequate) based on the scale which meant the textbooks met the objectives of TEFL stated in the newest curriculum, (c) teachers' perceptions of the SMAN English textbooks were positive based on the requirements in the questionnaire of the three textbooks they evaluated, (d) there were some general qualities found out in the textbooks. Then, those three textbooks were recommended to use in the teaching and learning process.

Keywords: english textbooks, the 2013 curriculum, textbook evaluation.

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Introduction

A textbook is one of the vital sources of knowledge. It contains information that needs to be learned and acquired by students through the prescribed curriculum. According to Cunningsworth (1995, p.105), the textbook is a reference for student, a very good resource for independent learning, a source for a less experienced teacher or the one who has no high confidence, and it can be a syllabus to show the learning aims and goals. Furthermore, Dragana (2011, p.82) claims that textbook gives a great contribution to the teaching and learning process both to the teachers and to learners. Hence, the textbook will be very applicable to support the teaching and learning activities for both student and teacher.

According to Tarigan (1986, p.20), the more qualified textbooks mean the more perfect of teaching outcome. It

means that good quality of textbooks will increase the teaching quality and its product. To show more the importance of textbooks in language learning, Richards (2001, p.1) claims:

A textbook is a very important component in any language program. It provides the basic language input received by learners and the language practice to learn in the classroom. It may also provide the content of the lessons, the language skills taught and any kinds of language practice the learners take part in.

As noted above, the textbook must be carefully selected, it will give an impact on the quality of teaching and outcomes of the teaching process. However, Sheldon (1988, p.238) reminds that if the textbook is wrongly selected, it will be the reason for regret. O'Neill (1990) indicates, not every

textbook contains all materials required by the curriculum. That is why teachers must be careful in deciding which textbook should be used in their teaching and learning process. According to Cunningsworth (1995, p.5), no textbook designed for a general market be absolutely ideal for a particular group of learners. It is supported by Richards (2001, p.3) that it is also necessary to realize that no commercial textbook will completely fit a language program. Richards (2001, p.4) continues that commercial textbook sometimes cannot be used for teaching and learning activities without doing some kinds of adaptation to make them match a particular context in which they will be used. Therefore, in order to have a textbook which matches the teaching or learning requirements and the students' needs, the textbook evaluation is a demand to do (Inderwati, Saputra, and Vianty, 2017, p.1).

Based on the writer's observation and his informal interview with the teachers of English at public senior high school (SMAN) in Banyuasin about the textbooks used in their teaching and learning process, it was found that; (1) Some headmasters and teachers of English decided English textbooks as one of the main instructional materials for the students, while teachers could select English textbook by themselves. They said that they have to prepare another book since some weaknesses and limitation are still found, (2) Some teachers used the same textbook as one of the instructional materials for both science class program and social class program. That is why, some students of the social class program are not familiar with the certain texts served by the textbook since it was dealing with the scientific material. It is not in line with the objective criteria of textbooks noted by Hutchinson and Water (1987) that textbook must consider what kinds of the

texts are there in the materials in order to fit the students' goals. Therefore, Ministry of education and culture number 81 the year 2013 highlights that textbooks should be based on the students' needs and purposes.

In this case, Indonesian government released a regulation that is Ministry of education and culture number 71 the year 2013 article 1 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. However, a number of commercial textbooks were still used in the teaching and learning process especially at SMAN in Banyuasin, namely *English target* published by Erlangga; *Let's learn English* by Bumi Aksara.

Theoretically, an experienced teacher can teach English without using textbooks. However, it is not quite easy to prepare materials all the time. Many teachers do not have much time to prepare their own materials, then they just adopt from a certain textbook. In this case, selecting appropriate materials is crucial to do before teaching activity. Therefore, Hutchinson and Water (1989, p.99-104) promote a checklist of criteria for objective analyses which serve questions asked related to some criteria such as audience, aims, content, and methodology.

In this 21st century, building a qualified education system is very vital since students must be able to compete in order to have a good status of life, so it is a demand to improve their quality though. It is in line with OECD (2015) that raising performance in Indonesian education is crucial to meeting the challenge of reaching a high-income status. Therefore, OECD (2015) clarifies the top priorities for Indonesia:

...to improve learning outcomes and to enable students to form core skills and understanding. Teachers need support in order to develop greater professional capacity and be held more accountable for the results they achieve. Pre-service teacher education and especially in-service professional development of teachers need major improvement.

To deal with the priorities above, Indonesian government keep examining the education system by reforming its curriculum to fit the teachers and students' needs. Therefore, the national curriculum has been shifted to the new one, named the 2013 curriculum.

The curriculum 2013 is the revision of the curriculum 2006. So, it is still the operational curriculum made and done by each unit of education. Curriculum 2013 is arranged and developed by seeing the potential students, the developing of the era, and the students' needs. And the important thing is curriculum 2013 offer some models of teaching. Three models are suggested by the curriculum 2013, but not only three models, the government also gives a special approach that is called scientific approach, (Ministry of education and culture 81a, 2013). In the assessment, teachers must use the authentic assessment. It will be helpful for teachers so that they do not use false assessment since, in curriculum 2013, they will also assess the affective aspect. The former curriculum does not give the way how to assess the effectiveness, but the curriculum 2013 has existed the way how to assess it.

According to Agrawal (2004, p.362), when the content and the range of skills and competencies covered by examination are widened, teachers will be required to make corresponding changes in their approaches. It is in line

with Juniawan (2007, p.6) says that a shift of curriculum, therefore, usually brings a new paradigm in an education system. It means that the curriculum reform will give an impact to the teacher since the new curriculum brings such corresponding changes.

In relation to the statements above, particular requirements and regulations must be followed by pilot project schools to achieve the goals of the 2013 curriculum included the form of a syllabus, lesson plans, textbook materials, and teaching strategies in the classroom. One of the regulations made by Indonesian government is number 71 the 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 the website of Ministry of education and culture.

Besides textbook provided by the government, the writer found out that some teachers still use other (commercial) textbooks as their preferences in the teaching and learning process. Therefore, teachers are expected to evaluate and adapt as it is needed to fit what they need to make their teaching and learning process succeed since it is rare to find a perfect fit between learner needs and course requirements and what the course book contains on the other hands (Cunningswoth, 1995, p.136). It seems that material can always be improved by being adapted to suit the particular situation where it is being used.

Statement of the Study

In this case, the writer felt necessary to conduct a research concerning to the textbook evaluation by considering: (1) a curriculum reformed in an education system causes some

changes in teaching materials. Therefore, it was a demand that teachers must find a good material that was relevant to the recent curriculum (the 2013 curriculum); (2) one of the significant factors in implementing the 2013 curriculum laid on the good textbook which was available. Due to a textbook which had a good quality would have an impact to the teaching and learning process; (3) a number of teachers still did not want to and even did not have the ability in evaluating and selecting instructional materials. It meant some of them just relied on the available textbook in their teaching process instead of sparing time in evaluating the textbook to find the fitness; (4) the writer felt that the EFL teacher had responsibility to evaluate and select the textbook they used to teach and all the decision must be made carefully and systematically.

Purpose of the Study

The objectives of the research were to figure out (1) to what extent did the English textbooks used by the public senior high schools in Banyuasin match the requirements of Curriculum 2013?, (2) which textbooks met the objectives of TEFL based on Curriculum 2013?, (3) what were the teachers' perceptions of the English textbooks used by the public senior high schools in Banyuasin?, (4) what were general qualities found out in the textbooks?.

Methodology

Research Design

In this study, descriptive analytics and quantitative method were used. In terms of the descriptive analytic approach, this study used the typical qualitative approach known as documentary analysis describing a given situation, facts, and events obtained from various documents, such as books, papers, and related journal. Therefore, in this research, English textbooks based on

the 2013 curriculum were considered as the main documents for the sources of the data. The attempt was to find out the conformity between the textbooks and the 2013 English curriculum.

With regard to the quantitative method was used in interpreting the data statistically. In this study, the writer wanted to analyze data and describe the data based on the problems and objectives of the study. According to Walliman (2011, p.113), a quantitative method was dealing with data to be analyzed in the form of numbers and uses statistical operational to figure out the phenomenon. In this study, Microsoft Office Excel 2007 was used to analyze the quantitative data.

Objects of the Study

The objects of this study were the standardized contents of 2013 curriculum (K13) and the textbooks used in Senior High Schools. In this study, there were three different books published by various publishers, namely: Erlangga, Ministry of Education and Culture (Kemendikbud), Bumi Aksara. Then, those textbooks were used in this study.

Participants in the Study

In this study, purposive sampling was used to take teachers of English as the sample. According to Arikunto (2010, p.117), a purposive sampling technique is directed to choose the subject based on certain purpose. Participants of the study were the senior high school teachers of English in Banyuasin. There were 22 teachers of English who taught the eleventh graders at the public senior high school (SMAN) in Banyuasin involved in this study.

The Techniques for Collecting Data Documentation

Since this study referred to the 2013 curriculum, the textbook reviewed

were based on the 2013 curriculum. The documentation was done to the three textbooks; namely (1) Sarwoko. (2015). *English on target: Untuk SMA/MA class XI*. Jakarta: Erlangga; (2) Bashir, M. (2014). *Bahasa Inggris*. Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud; (3) Dardjis, D., Fanani, S., & Anwar, A. (2014). *Let's learn English*. Jakarta: Bumi Aksara. The writer, then, used the technique of descriptive analytic, that was to describe the textbooks and analyze them referring to the audiences, aims, contents, methodology, and other criteria in English syllabus of the 2013 curriculum for senior high school and the English textbook used by senior high school students in Banyuasin.

Questionnaires

According to Walliman (2011, p.97), questionnaires are a particularly suitable tool for gaining quantitative data but can also be used for qualitative data. The writer used three questionnaires, the first questionnaire was analyzed by the two raters and the others were distributed to the teachers who taught the eleventh graders of SMAN at Banyuasin. The first questionnaire was adopted from Juniawan (2007), and it used scores from 1 (stands for Totally Lacking), 2 (Poor), 3 (Adequate), 4 (Good), 5 (Excellent). In this case, the questionnaire (in terms of the checklist) was reviewed by two raters (a professional lecturer which had at least S2 degree, reached above 550 TOEFL score) and the writer himself. The questionnaire was aimed to figure out to what extent do the textbooks match the requirements of the 2013 curriculum which covered nine defined evaluative criteria (promoted by Depdiknas, p.7, 2003) as follows: (1) development authority, (2) teaching-learning approach, (3) philosophy, (4) audience, (5) objectives, (6) teaching-learning materials, (7) methodology, (8)

contents: listening, speaking, reading, and writing, (9) language aspect: grammar. Some items were adapted based on the recent curriculum's requirements.

The second questionnaire was from Litz and David. R.A (2005). The questionnaire consisted of 40 items with the options SA=5 (stands for Strongly Agreed), A=4 (Agreed), U=3 (Undecided), D=2 (Disagreed), SD=1 (Strongly Disagreed). The questionnaire covered seven main items, those were practical considerations, layout and design, activities, skills, language type, subject and content, and conclusion.

The last questionnaire in terms of the checklist was adopted from Matthews (1985). This instrument was aimed to analyze the textbooks based on some criteria. There were 18 items to be analyzed, namely general impression, methodology, grammar, four skills, grading, layout, presentation and practice of new language, variety, illustrations, storyline, series, sexism, ease of use, culture bias, extras, pretesting, availability, and price.

The Technique for Analyzing Data

In this study, the data were analyzed by several procedures. First of all, the data was collected to see the correctness. Then, the validity and the reliability were checked to know whether or not the data were in line with the objectives of the research and to avoid irrelevant and bias data.

Second, the questionnaire in term of the checklist was adopted from Hutchinson and Water (1987). In order that the data was measurable, the questionnaire was scored from score 1 stands for (Totally lacking), score 2 (Poor), score 3 (Adequate), score 4 (Good), score 5 (Excellent). The scores, from the two raters (an experienced lecturer who had at least S2 and gained above 550 TOEFL score) and the writer

himself, were combined in order to find the result. Then, the writer calculated the results of the two raters to get the mean score. In this case, the writer applied rating scale as used in Juniawan (2007, p.87)

Third, in order to assess the teachers' perceptions of the textbook evaluation of the questionnaire which contained selected notion of the textbook elements in line with the 2013 English curriculum, then their answers were measured. The scores were determined by comparing each answer with the scores given by the teachers' respondents in the investigation. In other words, the letters SA stands for (Strongly Agreed), A (Agreed), U (Undecided), D (Disagreed), SD (Strongly Disagreed) they cross in each item of the questionnaire was scored just after comparing it with the result of other respondents of the same books. Thus, the scores were given accurately and objectively. To know the distinction of the values of the scores, the scores were shown in the form of a percentage. Therefore, the rating scale by Arikunto (2010, p.44) was used as the following:

Table 2. The Distribution of the Scores in Percentage

No.	Scale	Value
1.	81% - 100%	Very Good
2.	61% - 80%	Good
3.	41% - 60%	Adequate
4.	21% - 40%	Poor
5.	0% - 20%	Very Poor

Based on the table above, the textbook could be considered as very good if it matched the requirements of the questionnaire at all, it was good if the textbook mostly fulfilled the requirements, it was adequate if the textbook partly fulfilled the requirements, it was poor if the textbook less fulfilled the requirements, then it was very poor if the textbook did not fulfill the requirements at all.

Forth, the writer used a questionnaire to get the teachers' perceptions towards the English textbooks based on some criteria. In this case, Yes/No question was aimed to analyze the English instructional material presented in the textbooks. The data of the questionnaire were interpreted descriptively by using percentages based on the teachers' answers.

In summary, the analyses were used to draw conclusions from the data collected. The conclusions were made in terms of the patterns of the answers in the instruments. In addition, the conclusions were also aimed to assess the quality of those three textbooks, and they were illustrated in the forms of percentages. However, dealing with the questionnaire of textbook quality, the writer described the eighteen items through examples or illustration which were found in those three textbooks.

Findings and Discussion

The Findings of Research Problem 1

Textbooks evaluation checklist was used to collect the data for answering research question 1 "To what extent did the English textbooks used by the public senior high schools in Banyuasin match the requirements of Curriculum 2013?" The followings were the findings of the study related to the research question 1.

Development Authority

In terms of the Development Authority referring to the national and local contents of the curriculum, it was shown that *Erlangga* scored 4 (good), *Kemendikbud* scored 5 (excellent), *Bumi Aksara* scored 4 (good).

Teaching and Learning Approach

In terms of Teaching and Learning Approach referring to the textbooks and the 2013 curriculum

matched the implementation of various methods, *Erlangga* got score 3.67 (good), *Kemendikbud* got score 4.67 (excellent), *Bumi Aksara* got score 3.67 (good).

Philosophy

In terms of Philosophy referring to the underlying notions of the textbook materials helping students to have communicative competence, the objectives covering basic competence, indicator, and the textbook focusing on cognitive, affective, and psychomotor skills; *Erlangga* got score 3.67 (good), *Kemendikbud* got score 4.67 (excellent), *Bumi Aksara* got score 4.33 (excellent).

Audience

In terms of Audience referring to the specifications of students age, culture, grade level, the materials' appropriateness, and the corresponding objectives to the students' needs; *Erlangga* gained score 3.62 (good), *Kemendikbud* gained score 4.75 (excellent), *Bumi Aksara* gained score 4.0 (good).

Objectives

In terms of Objectives referring to the conformity of the syllabus, targeted competencies based, and outcome focused; *Erlangga* reached 3.44 (adequate), *Kemendikbud* reached 4.17 (good), *Bumi Aksara* reached 3.91 (good).

Teaching and Learning Materials

In terms of Teaching and Learning Materials referring to the characteristics of the students' development, the materials derived from the syllabus and formulated with essential topics, *Erlangga* reached score 3.34 (adequate), *Kemendikbud* reached score 4.26 (good), *Bumi Aksara* reached score 3.90 (good).

Methodology

In terms of Methodology, the characteristics and principles of literacy-based; *Erlangga* got score 3.19 (adequate), *Kemendikbud* 3.96 (good), *Bumi Aksara* 3.58 (good).

Contents

The four skills were covered in the contents of the textbooks, in which: (1) Listening, in terms of Listening skill, *Erlangga* got score 3.37 (adequate), *Kemendikbud* got score 4.10 (good), *Bumi Aksara* got score 3.87 (good); (2) Speaking, in terms of Speaking skill, *Erlangga's* score 3.31 (good), *Kemendikbud's* score 4.10 (excellent), *Bumi Aksara's* score 3.83 (good); (3) Reading, in terms of Reading skill, *Erlangga* got score 3.30 (adequate), *Kemendikbud* got score 3.88 (excellent), *Bumi Aksara* got score 3.69 (good); (4) Writing, in terms of Writing skill, *Erlangga* scored 3.54 (good), *Kemendikbud* scored 4.09 (good), *Bumi Aksara* scored 3.81 (good).

Language Aspects

In terms of language aspects of grammar, it could be seen that *Erlangga* reached 3.45 (good), *Kemendikbud* 4.30 (good), *Bumi Aksara* 3.9 (good).

The Findings of Research Problem 2

Instrument 1 was also used to answer research question 2 "Which textbooks met the objectives of TEFL based on Curriculum 2013?" The followings were the findings of the study related to research question 2.

Based on the results above, the total scores for three selected textbooks were 51.97 for *Kemendikbud* or by the mean of 4.33 (good), and the last was 46.49 for *Bumi Aksara* or the average of 3.87 (good) 41.83 for *Erlangga* or by the average of 3.49 (adequate).

The Findings of Research Problem 3

Instrument 2, in terms of checklist taken from Litz & David. R.A (2005) was used to answer the research problem number 3, “What were the teachers’ perceptions of the English textbooks used by the public senior high schools in Banyuasin?” The followings were the findings of the study related to the research question 3.

The result showed that more respondents chose 223 (25.4%) strongly agreed, 285 (32.4%) agreed, 0 (0.0%) undecided, 281 (32.0%) disagreed, and 90 (10.2%) strongly disagreed to *Erlangga* textbook.

Related to *Kemendikbud* textbook, it could note that 538 (61.13%) chose strongly agreed, 296 (33.63%) agreed, 31 (3.52%) disagreed, and only 15 (1.70%) strongly disagreed.

Referring to the results of *Bumi Aksara*, it could be determined that the majority of the respondents 342 (38.29%) chose strongly agreed, 449 (50.27%) agreed, 55 (6.15%) disagreed, and 47 (5.62%) strongly disagreed.

The Findings of Research Problem 4

Textbooks evaluation checklist was used to answer research question about “What were general qualities found out in the three textbooks?” The findings were presented as follows:

General Impression

In terms of *general impression*, there were 60 respondents (96.23%) had positive responses and only 3 respondents (4.76%) had a negative response to *Erlangga* textbook. Then, there were 57 respondents (90.47%) agreed with the statements, and 6 (9.52%) disagreed with their impression about *Kemendikbud*. In relation to *Bumi Aksara*, there were 48 (76.19%) stated

that the textbook was positive and 15 respondents (23.80%) was negative.

Methodology

In this part, *Erlangga* reached 25 respondents (39.68%) positive, and 38 (60.31%) was negative. It could be found out in *Erlangga* that the textbook was theme based on it presented some new words related to the theme in each lesson unit. Four skills were integrated and it had cooperative and active learning activities such asking the learners to have a conversation in pairs or practicing the dialogue with their classmates.

It could be found that *Kemendikbud* used the principle of learning by doing. It meant that the students learn language by actively doing activities, for example, the students listen to the tape recording or even teacher, repeat and complete the sentences. The students also read the texts, do the exercises in a group and the four skills were integrated.

Bumi Aksara provided the four language skills. It was started from productive skills (speaking and writing) to receptive skills (listening and reading). It could be found out that grammar rules were focused more. In another word, this book was more structurally. The gained score was 27 (42.87%) chose yes, in which 20 respondents were structural, 2 respondents were functional, 5 were other methods. However, 36 (57.17%) respondents chose no or negative.

Grammar

It was found that 12 (57.14%) respondents assumed that *Erlangga* covered the grammar of language well, and the rest of them, 9 (42.85%) had different ideas. It could be noted that *Kemendikbud* gained 18 (85.71%) positive responses, and 3 (14.28%) gained negative responses. *Bumi Aksara*

also covered several structures or grammars of language, namely; simple past tense, demonstrative pronouns, indefinite pronouns (chapter 1, 8-27 pages). It could be seen that the gained point was 20 (95.23%) respondents agreed that it covered the grammar of language well, and only 1 (4.76%) respondents disagreed since they were overloaded.

Four Skills

It was found that *Erlangga* gained 9 (42.85%) points for the positive responses and 11 (52.38%) point for the negative responses. It meant that the textbook needed additional sources to have an effective understanding of the students, no phonetic transcriptions are given. This textbook provided listening skill by using verbal and non-verbal activities though no CDs as the media to support the teaching and learning activities. In reading skill, it could be found that some genre texts related to the topic discussed and followed by questions. In writing, there was an integrated activity in which the students had to complete or answer the questions, and they had to write a simple text based on the description given.

Based on the gained scores, *Kemendikbud* got 15 (71.42%) points for the positive aspects, and 6 (28.57%) points for the negative aspects. In fact, *Kemendikbud* also provided listening skill both verbally and non-verbally. This textbook gave a list of new words and their phonetic transcriptions, so the teacher could practice students' pronunciation while asking them to repeat. Some short functional texts and simple genre texts were provided to support the reading skill mastery followed by questions to confirm their understanding based on the topic given. It could be noted that *Kemendikbud* book used some language functions for integrating skills. In writing skill, the

students were asked to write simple texts based on the topic in each unit both individuals or groups.

Bumi Aksara started every chapter with listening and speaking skills. Students listened to the teacher and practiced after that in pairs or groups. Both verbal and non-verbal were also given. In reading skill, students read the texts and answered the questions given in the book. In terms of writing skill and students had to write short functional texts based on the topic in each chapter and to write simple sentences or just completed the sentences given. Therefore, the gained score was 17 (80.95%) points for positive responses and only 4 (19.04%) for negative ones.

Grading

Erlangga could be considered average and linear since this textbook was structured and sequential. It could be found out that the materials presented in each unit were less than the other books. This textbook had adequate recycling in grammar items. Those grammar items were simple present tense, simple past tense and conditional sentences, and those grammar items were given to empower some language functions provided. The gained score could be seen that 28 (66.66%) points were positive and 14 (33.33%) were negative. It meant that materials covered in each unit was enough and not overloaded.

As noted that *Kemendikbud* was linear and average. It could be seen that every unit had a list of new words (nouns, verbs, and etc). Those new words were related to the theme discussed. The grammar items were also presented adequately. Based on the score, *Kemendikbud* reached 27 (64.28%) score for the positive considerations and 15 (35.71%) score for the negative ones. It could be seen that

the materials covered well in each unit, and it was not considered overloaded.

Bumi Aksara got 32 (76.19%) scores for positive answers and 9 (21.42%) for negative answers. It seemed that the textbooks covered the materials well in each unit, but it was quite overloaded. Then, it could be seen that this textbook was average and linear.

Layout and Design

Those three textbooks were good in terms of layout and design, however, the best was *Kemendikbud*. It could be found that this textbook layout was full color, very attractive, and clear. The font size was clear (readable), the color style was interesting, and picture object was very wonderful. The gained score of this textbook was 20 (95.24%) point having a good opinion, and only 1 (4.76%) having a bad opinion.

Erlangga was considered attractive and colorful enough, the font size was easy to read, and some pictures provided. This textbook reached 11 points (52.38%) for positive opinions and 10 points (47.61%) for negative opinions.

Bumi Aksara also looked attractive because it provided with some famous cartoon figures, for example, Cinderella, Pinocchio, and Beauty and the beast, however, it was not the colorful version of the design. This book gained 18 respondents (85.71%) who had the good impression, and 3 respondents (14.28%) who had a negative impression.

Presentation and Practice of New Language

Those three textbooks provided some sufficient exercises in every skill (listening, speaking, reading, and writing) discussed in the textbooks. *Erlangga* got 17 scores (80.95%) for good responses and 4 scores (19.04%)

for negative responses. *Kemendikbud* gained 19 (90.47%) for positive opinions, 2 (4.76%) for negative opinions. *Bumi Aksara* reached 18 scores (85.71%) for good responses and 3 scores (14.28%) for negative responses.

Variety

Having looked at those three textbooks, *Kemendikbud* presented variety of exercises. It could be found out in this textbook also listed some achievement indicators at the beginning of lesson unit. The gained score showed that 25 points (59.52%) chose positive answers, and 17 points (40.47%) chose negative answers. *Erlangga* reached 21 scores (50.00%) chose *yes*, and 21 (50.00%) chose *no*. *Bumi Aksara* got 13 points (30.95%) for positive responses and 29 points (69.04%) for negative responses.

Illustration

Those three books provided some illustrations that were not as a decoration. It could be found that those illustrations made the lesson more meaningful and understandable since some textbooks presented illustration at the beginning of lesson unit, so teacher used it as a warming up activity. It could be known from the score in which *Erlangga* got 9 (42.85%) for positive answers, 11 (52.38%) for negative answers. *Kemendikbud* reached 4 (19.04%) positive, and 17 (80.95%) negative. *Bumi Aksara* gained 5 points (23.80%) from the total who chose positive responses, and 16 (76.19%) negative responses.

Storyline

As noted that those three textbooks were not story-line. It meant that each unit had their own objective and focus in terms of achievement indicators. In relation to the gained score, *Erlangga* was 1 (4.76%),

Kemendikbud 3 (14.28%), *Bumi Aksara 6* (28.57%) positive, and the rest of them was negative. It means that they were not a story-line in each unit.

Series

In terms of series, those three textbooks were part of series. They started from tenth grade to twelfth grade of the senior high school.

Sexism

Due to the object of this study were three textbooks used in senior high schools Banyuasin and publishers were from Indonesia, the stereotypes were not found.

Ease of Use

Erlangga, *Kemendikbud*, and *Bumi Aksara* provided book guideline, a map of the book, or how to use the book for a teacher in the order it would help him or her use it. However, *Kemendikbud* and *Bumi Aksara* provided more detailed instruction and guidance for the teacher to use it.

Culture Bias

It could be concluded that those three textbooks were in the American style, and they had relevant topics and interested. Generally, the topics were about our environment context, in the form of authentic materials. The materials in the textbooks had included intercultural consideration.

Extras

Out of three textbooks the writer selected as the object of this study, only *Kemendikbud* gave teacher's book or teacher's manual. However, audiocassettes were provided by *Bumi Aksara*.

Pre-testing

There was no information whether or not these three textbooks had

been pre-tested. The information should be written in the textbook in order the users would know what qualities the textbooks serve.

Availability

Those three textbooks had been prepared before the semester was begun. So teachers may not be worried about the availability.

Price

The teacher could choose the textbooks based on their students' condition. These three textbooks relatively were not too expensive.

Discussion

In light of the findings of the gained data noted above, it could be interpreted that *Erlangga* was considered adequate with the mean 3.49 meaning that the textbook partly (fairly) match the requirement of the 2013 Curriculum. The highest score was achieved in the aspect of development authority 4.00 (excellent). There were five aspects categorized *good*, namely; teaching-learning approach (3.67), philosophy (3.67), audience (3.62), and writing (3.54). The other scores were mostly categorized *adequate*.

Kemendikbud was in the category of good in terms of its fulfillment of 2013 as the mean score achieved was 4.33. It meant that the textbook matched the demands of the 2013 curriculum and recommended to be used at schools. The highest points were reached in the development authority 5.00 (excellent), teaching-learning approach 4.67 (excellent), philosophy 4.67 (excellent), and audience 4.67 (excellent). However, the other aspects were gained the category of *good*.

Bumi Aksara was also in the category of *good* since it gained the mean score of 3.87. It meant that the textbook matched the 2013 curriculum.

The highest point went to the items of philosophy 4.33 (good), development authority 4.00 (good), audience 4.00 (good), objectives 3.91 (good), language aspects 3.90 (good), teaching-learning materials 3.88 (good), listening skill 3.87 (good), speaking skill 3.83 (good), writing skill 3.81 (good), reading skill 3.69 (good), teaching-learning approach 3.67 (good), methodology 3.57 (good). It meant that the textbook matched the 2013 curriculum and was recommended to be used in the teaching and learning process at schools.

In relation to the findings above, it could be meant that the textbooks met the requirements of the 2013 curriculum, and the textbooks were recommended to use in the teaching and learning process. It is in line with Juniawan (2007), he found that those five textbooks (Erlangga, Yudistira, Bumi Aksara, Grafindo, and Tiga Serangkai) adequately met the objectives of the 2004 curriculum, though, some revision must be considered in which the textbooks should make students active, present language functions such as some expressions used for communication, and provide more different contextual tasks and exercises. Furthermore, Nimasari (2015) found out that *BI* (Bahasa Inggris) textbook met the requirements of the 2013 curriculum and it has strengths in aspects of methodology, presentation, design, and learner's factors.

Moreover, the results of the questionnaire in the form of a checklist which was consisted of the aspects of standardized contents of the 2013 curriculum showed that among those three English textbooks, two of them could give potential negative effect in such aspects, since the two out of three subjects in this study were the textbooks published for global markets, they, often, might not reflect the pupils' interest and needs and might require adaptation. It is

in line with Harmer (1991) who notes that textbook adaptation might have an effective impact on the teaching and learning process. In this case, Richard (2008) noted that the use of commercial textbooks in teaching had advantages and disadvantages. Possibly, English teachers selected these commercial textbooks because of some reasons; (1) they helped standard instructions, (2) they provided a guidance and a syllabus for a program, (3) they provided a variety of learning resources, (4) they maintained quality, (5) they could provide effective language model and input, (6) they were efficient, (7) they were visually appealing, and (8) they could train teachers.

Based on the findings of the research problem 2 above, it could be interpreted that of the five textbooks, *Kemendikbud* reached the highest score 4.33 (good), after that *Bumi Aksara* got 3.87 (good), and the last, *Erlangga*, gained 3.49 (adequate). Regardless of their different gained scores, all of them matched the 2013 curriculum and they were suitable for the objectives of TEFL stated in the curriculum. It was assumed that whole textbooks could be recommended to be used especially at senior high school in Banyuwangi. It meant those three textbooks were relevant to four criteria for evaluation textbooks proposed by Cunningsworth (1995) in Richard (2008), they were; (1) textbooks should correspond to learners' needs, (2) they should reflect the uses (present or future) which learners will make of the language. (3) they should facilitate the learning processes, (4) they should have a clear role as a support for learning.

Generally, all of these textbooks were good to be selected as one of the English instructional materials in the teaching and learning process at schools since they had fulfilled the criteria to evaluate textbooks. In this

case, the writer used the checklist from Mathews (1985) in order to find out some general qualities in the textbooks. It could be determined that all textbooks had had the good general impression when first time to be chosen since they gave clear layout, attractive design, colorful, good size and enough pages based on the students' needs. Basically, every textbook had their own characteristics in terms of methodology, grammar, four skills, presentation and practice of new language. In brief, most of the textbooks were functional and the four skills were integrated even though the emphasis on the language skills varies.

Three textbooks presented four skills that should be taught by a teacher and mastered by students, namely; listening skill, speaking skill, reading skill, and writing skill. Grammar items were combined in language functions and supported by related vocabularies. In terms of grading, all categorized in average by giving language items such vocabulary, grammar items, expressions that had structured, however, *Kemendikbud* was considered covering the materials much better when it is compared to the other textbooks. It could be seen that majority of teachers (64.28%) agreed that *Kemendikbud* presented materials that probably had been recommended by the other textbooks in the preceding series.

In terms of variety, most of the textbooks had the same type of exercises for each unit since they had reason to do it such those textbooks wanted to make the teacher of English easily understand these textbooks. Every textbook pretended to have the best illustrations since they wanted to match the market demands. The writers found out that illustrations in the textbooks were not only as decoration but they were also as guidance for teacher of English to give warming up activity for each unit.

It could be noted that none of the textbooks had storyline since they had some various themes and each theme had their own objectives or achievement indicators.

These three textbooks which were selected as the objects of the study were part of series. It was related to teaching and learning process in senior high schools that had been begun from the tenth graders to the twelfth graders.

Due to the textbooks published by Indonesian publishers, the writer did not find out the stereotype in those three textbooks since they were presented in a good way.

It was also considered that every textbook under this study had already fulfilled the criteria in terms of ease of use. They described how to use the textbooks using map of the book or book guidance, listing contents of the textbook, giving a list of vocabularies, including tape scripts and so on.

All textbooks were not culture bias since the contents included in the textbooks were relevant to be taught to senior high schools' students. The themes presented in the textbooks were environment context, self-description and everything around the students' context, and some of them were in the forms of authentic materials.

The writer found out that only *Kemendikbud* which provided teacher's manual, so teachers of English could know how to apply the textbooks. Teacher's manual was as important as the textbook because it really helped teacher, especially inexperienced teacher to use it more effectively. However, no information about *Erlangga* and *Bumi Aksara* found out by the writer.

In this study, the writer could not find out whether or not the textbooks had been already pre-tested since it was not stated clearly in those three books. Having looked at the textbooks, it was known that those were written by the

professional author(s) who had educational background in this field. It could be assumed that these textbooks had been well prepared before they were printed. In addition, the writer got information from someone who had been included in the process of preparing *Kemendikbud* book for junior high school that *Kemendikbud* had been tested well before they were distributed.

All textbooks were easy to be accessed. *Erlangga* and Bumi Asara were provided by bookstore or some publishers offered those books at the beginning of the semester, meanwhile, *Kemendikbud* was provided by the government and distributed to schools. Moreover, the quality of the textbooks would influence the price. It meant that if the textbooks were organized in a good way, very attractive or it had nice impression, so the price would be considerable. It is in line with Mukundan (2011) who stated that the quality of a textbook might be so important that it could determine the success or failure of the teaching and learning process.

On the basis of the findings, it was considered necessary for teachers of English to define some criteria of the teaching materials (textbooks) that suit their needs. Therefore, a checklist of criteria promoted by Hutchinson and Water (1987, p.96) could give some beneficial inputs in the order they could compare different sets of materials since no textbook could effectively suit the individual learning styles, differences of learners, and the needs of any classroom setting (Tomlinson, 2005).

Conclusions and Suggestions

This study was conducted to find out to what extent the textbooks met the requirements of the 2013 curriculum, which textbooks match the objectives of TEFL based on the 2013 curriculum, what were the teachers' perception toward the textbooks, and what were the

general qualities found in the textbooks used at public senior high schools in Banyuasin. It was found that *Erlangga* scored 3.49, *Kemendikbud* scored 4.33, and *Bumi Aksara* scored 3.84. It could be concluded that those three textbooks met the requirements and match the objectives of TEFL based on the 2013 Curriculum, it is in line with Juniawan (2007) and Nimasari (2015). Moreover, those three textbooks had general qualities as stated in the checklist by Mathews (1985). It meant that the textbooks were recommended to use in the teaching and learning process, especially, at public senior high schools in Banyuasin.

Based on the conclusions, some suggestions can be delivered to teachers of English, stakeholders (principal and Diknas), textbook publishers, and other researchers who were interested in conducting similar research.

Those three textbooks should be used by all teachers of English of the public senior high schools since they matched to the standardized contents of the 2013 curriculum, and it was prepared and written relatively in a professional way. In other words, they were appropriate with the students' needs, interests and language competence. Nevertheless, the textbooks still needed some revisions, in terms of subject and content, in order to give beneficial contribution for the effectiveness of English teaching and learning, and particularly in the selection of more contextualized materials.

In this case, the stakeholders (principal and Diknas) were expected to give teachers the knowledge and skills to evaluate and adapt textbooks, then to prepare them to use textbooks as sources for creative adaptation. In addition, teachers of English should be active in attending in-service courses, training, seminars, workshops in the field on selecting, evaluating, and developing

textbooks based on the newest curriculum.

Moreover, textbooks' publishers were expected to give more information about the process and their experience in designing a textbook. Therefore, teachers and students could have a more information about the textbooks for the effective learning.

Finally, for the further research may be undertaken, the writer suggests that the next researchers: (a) focus on the methodology for TEFL presented in the textbooks. In addition, the next researchers are hoped to concern about how these published textbooks utilized by teachers of English. They could do a classroom observation study to get deeper information in terms of textbook evaluation; (b) focus on the materials adaptation and even materials development. Then, it could give beneficial inputs for the teachers of English to modify and create their own materials.

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