

TEXTBOOK EVALUATION FOR THE ELEVENTH GRADE OF VOCATIONAL HIGH SCHOOL

Widuri Indah Dwi Jayanti ^{1*}

Maya Ulyan ²

Suroy ³

^{1,2,3} Ahmad Dahlan University, Yogyakarta, Indonesia

widuri.indah@gmail.com¹ ; mayaulyani28@gmail.com² ; surono@pbi.uad.ac.id³

*Correspondence: widuri.indah@gmail.com¹

Submitted: 4 September 2021, **Revised:** 14 October 2021, **Accepted:** 27 October 2021

Abstrak. This study aims to analyze and evaluate the EFL Textbooks for the eleventh grade of Vocational High School. The entitle of the textbook is Forward, an English Course for Vocational Students. EFL Textbooks have become an essential thing used in foreign language teaching. The textbook is a guide for teachers in carrying out the learning and teaching process in the classroom. The textbook consists of a syllabus, methodology, and supporting materials for teaching in the school. Currently, choosing a textbook is a challenging job for EFL teachers because textbooks must be under the material to be taught in class. To evaluate the content of this textbook, the theory of Harmer has been adopted to research assessing and analyzing the textbook. Researchers want to know the strengths and weaknesses of the textbook. After implementing Harmer's theory, researchers found results that showed that textbooks were satisfactory because they were affordable, contained attractive layouts, attractive designs, and clear instructions. It conforms to the current ELT methodology, covers the four language skills, and comprises a variety of culturally appropriate topics. In addition, it has add-ons, contains additional material, and provides authentic listening material. However, teachers have succeeded in using textbooks as teaching materials and are expected to help teachers meet the learning needs of students in EFL classes.

Keywords: ELT textbook; textbook evaluation; vocational high school

INTRODUCTION

English as a foreign language is becoming an official topic in Indonesian classrooms, both in schools and universities. To teach English, the teacher or lecturer prepares instructional materials, classroom, learning media, etc. Instructional materials are the essential part used in the learning and teaching process at the school. Instructional materials will positively influence the classroom (Tomlinson & Masuhara, 2017), (Raharjo, 2020). As stated by (Olaitan & Aguisiobo, 1994) in (Ajoke, 2017), suitability, adequacy, and use of effective teaching materials can help achieve learning objectives in the classroom. The purpose of instructional materials is to satisfy the needs of pupils (Martins et al., 2016).

The teacher cannot deny the effectiveness of teaching materials in improving students' academic achievement in the teaching and learning process. It provides the sensory experience that learners desperately need for effective and meaningful behavior change. The purpose of teaching materials is to improve the quality of education so that students can perform well in school. Student performance on desired learning outcomes validates successful interaction and instruction (Ajoke, 2017). (Lewis, 2018) define that teaching material is considered the main guidelines to help teachers realize learning goals in the classroom. As a result, one of the essential aspects of student learning materials is teaching materials (Cakir, 2015).

States by (Cakir, 2015) that instructional material is a set of teaching

materials, equipment, good illustrations or can be defined as any device that can help students' learning processes in the classroom. On the other hand, (Jack Croft Richards et al., 2002), quoted by (Hanifa, 2018), emphasized that instructional materials are the primary material in inputting language that can be practiced directly by students. At the school, the instructional material used by the teacher at the school is a textbook. The students can find Learning activities and language instruction in text, which is considered an essential component of the EFL program. According to (Cortazzi & Jin, 1999) in (GC, n.d.), textbooks contribute maps, resources, authorities, and ideologies to support successful classroom learning. So, in addition, in the learning process in the classroom, students need textbooks.

However, educators must understand the textbooks used in the classroom because each book has advantages and disadvantages in teaching using the book. (Altay, 2013) & (Hanifa, 2018) states that textbooks could be influential when improving students' abilities in foreign languages in the classroom. Besides that, books can stimulate students to interact and communicate actively using foreign languages with teachers and friends in the school. This idea is backed by (Nordlund, 2016), who claims that textbooks are of excellent quality and have an essential role in language acquisition. Furthermore, (Harmer, 2007) said that if the book can be presented well by following the syllabus, correct grammar, and adequate vocabulary, it can be helpful for teachers and students when used in class to master English language learning materials.

Furthermore, textbooks may be used to meet teaching and learning objectives and assist students in developing new vocabulary. They generally contain a wide range of text types, class activities, various types of tests, and additional elements to help students deepen their understanding. In addition, teachers will be capable of covering all things required in the national curriculum and syllabus. Thus, the teachers will be more conscious of the essential things that should be taught in the classroom following the national curriculum and standard syllabus. Furthermore, they will train for an entire semester or an academic year with complete teaching materials.

On the other hand, the textbook is not fully cover students' needs for their learning material. The national publishers mostly publish the books without considering the teacher's background as they are conscious about the needs of students in the classroom ([Nurhamsih & Syahrial, 2018](#)). ([Jack C Richards, 1998](#)) in ([Hanifa, 2018](#)), mentions that the selected textbooks sometimes do not reflect the needs of students. It may not also be affordable for some students.

Teaching plays a vital role in teaching English because it enhances language acquisition ([Tomlinson & Masuhara, 2017](#)), draws students' attention, inspires them to study foreign languages, provides valuable input ([Krashen, 1985](#)), and natural language ([Krashen, 1985](#)) helps to make learning more tangible. And meaningful while guiding students in language practice. But in addition, ([Gebhard, 2006](#)) in ([Huda, 2017](#)) explains that there are possible problems found by teachers when using textbooks in

the classroom, such as differences of opinion or ideology used by textbook publishers with those used by teachers in the field of education. In addition, when teachers blindly follow assigned texts, they may underestimate the experience of students—lastly, commercially created textbooks for a broad audience of culturally diverse and geographically.

So, it can be said that all the material in the textbook is decent, even though it has flaws in each material. Choosing books is not an easy thing for teachers ([Kodriyah et al., 2020](#)). According to ([Douglas & Frazier, 2001](#)), teachers can take several steps to choose the appropriate textbooks in the classroom, such as discussions, role play, chalkboard work, etc., to see the material needs of students in class. For this reason, teachers need to evaluate books before relying on them; ([Kodriyah et al., 2020](#)) also stated that in selecting textbooks, teachers must adjust to the syllabus and curriculum used at that time. As a consequence, they will be aware of the best and most relevant books. It is critical to understand that the quality of a book has no bearing on how teachers choose and use it. However, it is more likely that the teacher's creativity is reflected in assessing textbooks and selecting resources for instructional activities. ([Altay, 2013](#)) in ([Hanifa, 2018](#)) recommends that teachers not select texts without considering them thoroughly because ignoring critical criteria decreases EFL students. Given this, the evaluation and selection of books should be concepts teachers need to pay attention to. It is necessary to evaluate the teacher.

Every textbook must be thoroughly reviewed before being utilized in the

classroom. Theoretical underpinnings for textbook analysis may be found in ([Douglas & Frazier](#), 2001), quoted by ([Kodriyah et al.](#), 2020), which says that textbooks must be following the curriculum approach, needs, syllabus, goals, objectives, and content. Meanwhile, ([Jack Croft Richards et al.](#), 2002), quoted by ([Kodriyah et al.](#), 2020), provides several vital points in defining good material such as authentic, realistic contextualistic, and relevant according to student needs. Not all textbooks are appropriate for student's circumstances, and teachers must adapt texts to assist students in meeting their learning objectives. The method for selecting teaching materials include assessing particular aspects of the book, such as books, their contents, availability, and availability, whereas the procedure for altering textbooks entails deleting, including, replacing, and customizing specific sections of the book. Because the present aim of learning is to, in contrast, the students cognitive abilities and communicate, cooperate, think critically, and be creative, teachers must adapt instructional materials to a 21st-century education. As a result, the teacher's responsibilities include student evaluation and evaluation of the teaching and learning process and the content itself.

Learning English at vocational schools must be tailored to their majors to compete in the workplace and meet the demands of the industry, implying that English classes are not about subject content. Still, as material for skills that they must master, as stated by the Ministry of Education and Culture No. 20 of 2016, Vocational school graduates must master the skills they acquired to help them compete and

succeed in their careers. ([Berg](#), 2002) is quoted define "*Learning how to work*" is what vocational education entails. Vocational education aims to increase technical competence and elevate individuals' social status by using technology to manage their surroundings. In addition, vocational education is tailored to the needs of the labor market, which is often considered to contribute to the strength of the national economy. Thus, Vocational High School always tries to improve its students' competence by mastering technology and language skills. In comparison, English should be a lifestyle in 21st-century learning. Knowledge of English to face the ASEAN Economic Community is a necessary prerequisite.

Therefore, English learning for students in vocational high school is carried out for a specific purpose, and the subject matter presented must conform to the learning needs of students. EFL Teachers in vocational high school are required to understand the needs of students in class. They need to be more creative in designing, developing, and balancing students' teaching materials in class based on the students' competency learning needs. ([Ayu & Indrawati](#), 2019) had successfully surveyed several ESP teachers regarding choosing an appropriate textbook for use in the classroom. The results indicated that they were faced with various difficulties finding a suitable book because most of the textbook contents were not in conformity with the topic of materials, the lists, and even the contents of the materials provided. Consequently, this was considered a new challenge for teachers in finding the appropriate textbook to be

further utilized to meet the students' needs and desires in learning in the classroom.

Moreover, as ([Santika & Wirza](#), 2021) regarded, most VHS graduates are not entirely prepared to engage themselves in the world of work. The training they take in school also has not received a positive response because the implementation of Curriculum 2013 at the VHS level is required to conform to the textbooks used in the classroom. The teacher should adapt the text used in the school to find the conformity with Curriculum 2013. Therefore, textbook evaluation is considered essential to determine the students' learning framework and learning needs ([Salehi et al.](#), 2015) that may be balanced with the K 13, which the government regulates.

Some previous research has been conducted regarding the evaluation of textbooks in teaching English. As ([Karimnia & Jafari](#), 2017) showed that students highly require books in their learning process because texts contain a wide range of students' materials. However, readers cannot entirely cover the needs of students as their learning material because national publishers mostly publish the current compulsory book without the background of teachers who are conscious about the needs of students in the classroom ([Nurhamsih & Syahrial](#), 2018). ([Woodrow](#), 2017) one of the crucial elements in teaching is textbooks. Thus, the book must be selected appropriately to be used as a guideline for teaching materials in the classroom.

Currently, opinions and studies on textbook evaluation are mainly within the scope of the advantages and

disadvantages of textbooks and understanding the content and style of these textbooks, but that can be changed by analyzing the objectives, student learning needs, and the instructor's views of the textbooks. Several studies have built various types of textbook evaluation instruments, for example, ([Cunningsworth](#), 1995), ([Jack C Richards](#), 1998), ([Douglas & Frazier](#), 2001), ([Harmer](#), 2007), this study adopted ([Harmer](#), 2007) textbook assessment instrument, which consists of various areas for evaluating textbooks for EFL students in the eleventh grade of a Vocational High School.

Previously Mentioned Categories are the most critical element of assessing textbooks, according to this textbook evaluation tool. When it comes to picking a book, price is a significant factor. Thus, the price of a text must be acceptable to students ([Jack C Richards](#), 1998). The next category of evaluation instruments is add-ons and extras because textbooks serve as a reference source for students and assistance for inexperienced teachers. They are essential. ([Cunningsworth](#), 2002) they should include other sources of information such as books and the internet. As a result, instructors benefit from the introductory book's ideas and experiences, but they may also expand on books and other information found on the internet. Layout and design, instructions, technique, syllabus, language skills, subjects, and other factors must be considered while assessing textbooks. These elements are essential to note ([Litz](#), 2005). In addition, cultural appropriation is also taken into account. As ([Jack Croft Richards et al.](#), 2002) say, culturally appropriate textbooks will

make students learn more efficiently.

Some previous researchers had widely discussed textbook evaluation, such as (Nurhamsih & Syahrial, 2018). (Susilowaty, 2019), (Purwanti 2019) (Suhirman, 2018) discussed textbook evaluation used for Vocational Highschool as a compulsory textbook published by the Ministry of Education Republik Indonesia. However, none of the research evaluates the book entitled "Forward an English Course for Vocational School Students Grade XI" as the additional guideline for the teaching and learning process in Vocational High School in Yogyakarta. From the description above, this research was conducted to answer the following questions: what are the strengths and weaknesses of an additional textbook entitled Forward an English Course for Vocational School Students Grade XI under a Harmer framework microscope (Harmer, 2007). This study is expected to give helpful information to instructors, students, schools, and others interested in the same topics as this study. Furthermore, the findings of this study are intended to be beneficial to instructors and educational material creators to aid in the enhancement of educational resources.

MATERIALS AND METHODS

This article uses qualitative research. According to (Creswell & Creswell, 2017), qualitative research is an interactive process to identify social or human conditions that are being experienced directly or images that have been shared previously. By applying qualitative methods, the researcher would explain the phenomena of the data that had been studied. The descriptive qualitative

approach was successfully utilized in this research, where the results obtained would be described in detail by using sentences. This research data is a textbook, "Forward an English Course for Vocational School Students Grade XI," was analyzed and evaluated, consisting of 10 chapters and 188 pages. This textbook corresponded to the Curriculum 2013 in revision edition and was used in Vocational High School in Yogyakarta. Therefore, the need to analyze and evaluate the book is imposed because it is used on many students in a school. When textbooks are published, their strengths or weaknesses will significantly impact students' English learning.

The textbook evaluation tool that was used was adapted from (Harmer, 2007). To be able to see the quality of the textbooks used in the classroom and be recognized in the international arena is why the researchers chose these instruments. Therefore, this book will meet the demands of local and international exposure, which is helpful to provide a better insight into the suitability of the book. This framework includes ten key areas and some suggested questions to think about while assessing a textbook. The textbook is checked based on the presence of each type in this instrument.

Furthermore, textbooks are evaluated using detailed questions for each category. There are no rankings or scores in this textbook rating tool. As a result, a thorough assessment of the textbook by the researcher is necessary. In other words, the researcher's viewpoint influences the textbook's evaluation for this study.

RESULT AND DISCUSSION

The data have been classified and analyzed to evaluate the Forward An English Course for Vocational Students Grade XI textbook. The researcher organized the research results into their strengths and weaknesses. According to the categories proposed by Harmer, Therefore, each data is presented and discussed under the following categories ([Harmer](#), 2007).

The Textbooks' Price and Availability

The textbook is accessible in terms of price and availability. It is available in the bookstore or an online marketplace with Rp 65.000, which is still affordable for the students. The publisher also offers the digital version to be bought on their websites. It is also available in an electronic book version, so the students who have difficulties finding it in the bookstore can request the website. It offers many activities and exercises inside, even though it does not have separate worksheets or extra materials.

Students get all-in-one textbooks as advantages. Therefore, this book is value for money. Price is an essential aspect of choosing the text ([Hanifa](#), 2018). It is in line with ([Jack C Richards](#), 1998) and ([Harmer](#), 2007), who clarify that the cost of a textbook had to be reasonable for students. Therefore, the pricey books become meaningless for the students since they may not afford them. As a result, this category should be considered by the teachers.

Add-ons and Extras Category on the

Textbook

In this aspect, the *Forward An English Course for Vocational Students Grade XI* textbook has various add-ons and extra materials. Many internet sites are used as additional learning sources. This was by ([Cunningsworth](#), 1995) that the textbook should provide a reference source and support the teacher's development. It is in line with ([Litz](#), 2005) that identifies a good reader can be precious for professional growth. So that providing extra workbooks and other relevant information are required. Moreover, the book includes additional activities or learning materials. One of the information on using internet sources that applied to this textbook was found on unit 3, page 52. There is an activity for the students to complete a formal invitation letter. The standard notes that are used are taken from some websites. It enables the students to search for further information or learning materials from the internet.

Further, the website address implements the use of Information and Communication Technology (ICT) in the learning activities. The technology integration as materials into classroom practice in meaningful ways establishes high-quality teaching and learning in nowadays education ([Hernawati](#) et al., 2019). On the other hand, internet sites sometimes do not provide complete learning materials. Some extra materials are missing from the website. As a consequence, the teachers and students still have limited sources of learning.

Textbooks' Layout and Design

The *Forward An English Course for*

Vocational Students Grade XI textbook reflects its title. The front cover indicates a group of high school students discussing material using the textbook. The learners get a stunning impression from its body at first. It represents that learning English can be fun and easy. The people shown on its cover implies that students can learn by using interactive discussion. It encourages the reader that everyone can learn English as a Foreign language. It brings learners from different backgrounds, areas, and races. The cover's color selection gives a cheerful atmosphere; the book looks more attractive and energetic. It also enables the students to differentiate from the other graders. ([Jack C Richards](#), 1998) explains that a textbook that is attractive and has colorful formats could be interesting for students. The textbooks' cover plays an essential role as the readers' first impression shapes the perception of the book. In addition, attractiveness is considered the factor of choosing a textbook ([Okitasari & Palupi](#), 2019). The student's interest in learning material from the books will be influenced.

The book contents are clear and well-ordered. At the beginning of each unit, it provides a picture that introduces the topic to be learned. This indicates the apperception activities using related photographs or illustrations. The textbook uses authentic images, such as people from foreign countries. As a result, the students can see how people from different parts of the world look. ([Anjaneyulu](#), 2014) points out that The colorful illustrations in the textbook make the book more appealing to the students.

Textbooks' Instructions

Instructions in the textbook are completed in straightforward language. The instructions are written in bold that ease the students to identify. It reduces the number of students to accomplish the task in each unit. It allows them to determine which skill they must employ: listening, speaking, reading, or writing. It also provides the information that tasks should be done in a group or individually. For example, in unit 5, page 81, the instruction for the students is a reading text that asks the students to identify some tips when dealing with a fire extinguisher.

The language instructions are clear and easily understood by learners. It is in line with ([Tomlinson & Masuhara](#), 2017), who says that materials should help learners feel comfortable. As a consequence, the students tend to lose opportunities for language learning if they feel anxious or uncomfortable with the materials,

Textbooks' Methodology

The methodology of learning *Forward An English Course for Vocational Students Grade XI* textbook focuses on students' progress. This term is also known as learner autonomy or student-centered learning. ([Farrokh](#), 2018) that learner autonomy enables students to learn independently and be responsible in their learning. Students can use the exercises to learn more about the topics and practice the language features.

For example, students are instructed to read a dialogue between two people in unit 1 assignment 17 using expressions of asking and giving opinions. The activity follows a table of expressions analysis to

check students' understanding of the dialogue. The students need to create their dialogue, using the expressions and comprehension of the language focus presented in previous tasks as the final activity.

The new paradigm of teaching and learning implementation of curriculum 2013 enables teachers to act as facilitators. They are not only transferring knowledge or providing information, but they also provide opportunities for students to find information on their own. One of curriculum 2013 concerns the educational content; change the learning paradigm from the teacher-centered into a student-centered ([Suranti et al., 2017](#)). It supports the learner autonomy that gives opportunities to the students and is responsible for their learning.

For example, in unit 5, students learn the instructions around them. They are expected to be able to accomplish a task through a set of instructions. The learning activities in the unit start from identifying pictures about written instructions around the daily student's environment. Then, they are asked to listen to a sample of spoken instruction. Then, they answer the task by analyzing several instructions using a table. As shown on page 91, students should expand their knowledge by completing a project in which they offer education based on the relevant topic of their program study.

Contextual learning is enhanced by such learning activities that are directly tied to students' everyday lives. According to ([Mamum, 2018](#)), a communicative textbook is categorized as restorative material that allows students to relate what they have

learned in class and apply it to real-life situations. In short, the textbooks use appropriate methodology, cover the curriculum, and provide clear instructions.

Textbooks' Syllabus

Based on the books' syllabus analysis, the Forward An English Course for Vocational Students Grade XI textbook is suitable for Vocational High School students of Grade XI learning. ([Cunningsworth, 1995](#)) suggests a syllabus that reflects learning objectives should be included in a textbook. Byrd (2001) ([Lawrence, 2011](#)) also emphasizes that the first factor to consider when developing and analyzing a text is its compatibility with the curriculum. For that reason, the book should have relevance to the current syllabus. In addition, a class may not have a clear direction in terms of what to teach and learn without books that have been planned and developed systematically based on the syllabus ([Suryani, 2018](#)).

On the other hand, the textbook does not insert the syllabus in detail. It's only the syllabus summary inside the book on the first page of the unit, supporting the curriculum's learning objectives. There are at least seven expressions (asking for opinion, giving an idea, agreeing, disagreeing, handling telephone conversation, passive voices, and conditional sentences) and seven available texts (telephone message, formal invitation, personal letter, procedural text, factual report text, analytical exposition text, and biography text) that are expected to be learned by the eleventh grade of Vocational High School students based on the syllabus. Almost all the learning topics

are covered in this textbook. Unit 1 covers the expressions of asking for and giving an opinion, agreeing and disagreeing; unit 2 covers handling telephone conversations; unit 6 covers passive voices, and unit 7 covers conditional sentences. Meanwhile, the telephone message is in unit 2, the formal invitation is in unit 3, the personal letter is in unit 4, the procedural text is in unit 5, the factual report text is in unit 8, the analytical exposition text is in unit 9, and the biography text is in unit 10. Thus, the contents of this textbook are relevant and appropriate for the eleventh grade of Vocational High School syllabus.

Textbooks' Language Skills

The Forward An English Course for Vocational Students Grade XI textbook proposes that students integrate English language skills that include reading, writing, listening, and speaking. (Anjaneyulu, 2014) reveals that implementing daily life conditions and elaborating the four language skills in an integrated way become the consideration for the author of a good book.

The researcher found that the language skills used in the English Forward for Vocational High School Grade XI are written in order. It also has a balanced portion. Mostly, the learning process starts with pictures in which students notice and brainstorm a topic that they will learn. Then, the students are supposed to read the text on which the case is relevant. Then, it was followed by several listening tasks. At the end of each unit, the students have a writing task to complete the text using their language. For example, the lesson material unit 2 discusses telephone messages.

Students identify a cover picture of a woman on a telephone call. Then, they practice reading dialogue and analyze which one that categorizes as a telephone call. The learning above activities is intended to improve students' reading and writing skills. Students are asked to listen to several dialogues provided by QR code to download the audio in the next activity. After that, the students should identify the content of the conference and write it on a table. Students write their sentences and practice making phone calls with their friends as the last activity. The final two tasks are designed to help students develop their listening and speaking skills.

In this book, listening activities are available in each of the units. They were mainly provided with the QR code, enabling them to access the audio using their smartphones. It is seen that the English textbook for the eleventh-grade students, which is entitled *Forward An English Course for Vocational Students Grade XI*, has suitable listening materials. The native speaker mainly speaks the listening skill practice in the textbook. Nonetheless, as the researcher investigates the audio application file, some have different text on the book. Consequently, the teacher should pay attention to the written text in the textbook before practicing with the students. Meanwhile, reading activities include a variety of affluent readers in vocabulary and language for specific topics.

Textbooks' Topics

Regarding topics, it is analyzed that *Forward An English Course for Vocational Students Grade XI* has various issues. The

researcher discovered that each unit introduces a variety of expressions. As a result, students are constantly introduced to new topics in each unit. As a result, the students require a great deal of experience with the language being used in various steps for various purposes (Tomlinson & Masuhara, 2017). The students would know the core of the language. Hence, the selection of the topics can be categorized as good.

Textbooks' Cultural Appropriacy

The *Forward An English Course for Vocational Students Grade XI* textbook is culturally appropriate for Indonesian students who learn English as the target language. The target cultural contents, such as names, locations, and activities, are contained in the books. Besides, the textbook also reflects local culture; for example, in Unit 10, page 171 includes information about Indonesian people's biography. It is also noted that page 150 introduces analytical exposition text about rice as the staple food in Indonesia. As a result, students learn about the text and gain a better understanding of the dish.

(Anjaneyulu, 2014) derives that a textbook should be suitable for the students and consider their culture. The purpose of using local culture is to help students accomplish the teaching and learning objectives. In the classroom activities, while using the textbook, the students are expected to recognize their own local culture by integrating local culture.

Textbooks' Teacher's Guide

There is a teacher's guide provided in

this textbook. Basically, (Harmer, 2007) asserts that A book should be accompanied by a teacher's guide to assist teachers with the procedure and provide additional ideas. It can be found after the preface of the textbook; it generally describes both teachers and students the instructions on how to use the book. These strengths supported by instructions found in the text are clear and easy to practice.

CONCLUSIONS

The researchers examine an ELT textbook used for the eleventh grade of Vocational High School students to know its strengths and weaknesses. Overall, the findings of this research demonstrated that *Forward An English Course for Vocational Students Grade XI* is a good English language textbook. The textbook can be reached a reasonable price and readily available in terms of price and availability. In addition, the book contains exciting layouts and attractive designs which attract students' interests. Some related images or illustrations complement the learning exercises and resources in the textbook. It generally comes up with realistic pictures and is well organized and written, making students easy to learn.

Further, the textbooks' content is relevant to the current ELT methodology geared toward student progress. It is also shown that the student-centered or learner autonomy paradigm is represented by the scientific implementation approach, which includes learning steps such as observing, questioning, associating, experimenting, and networking.

Then, the textbook is relevant to the syllabus in which the learning objectives

can be accomplished. The language skills are covered in the book as well. The language skills are designed through each unit, including reading, writing, listening, and speaking. It has a balanced portion of integrated language skills. In addition, the textbooks provide learning resources that are appropriate for students' requirements, cultures, and interests and cover a wide range of topics. The result also detects the strength of the textbook. It is rich in authentic material, especially for listening skills. The language of native speakers is presented in each of the units. Listening activities are provided using QR codes that enable them to access the audio just simply using their smartphones. It has add-ons and extra materials. There are numerous websites available that can be used as an additional learning resource. As a consequence, students can understand English used for real-life communication. However, the problems caused by the written text often have slight differences with the audio, so the teacher should have checked the audio first before practicing it with her students.

The following suggestions are followed as the final results of the research. The first recommendation is that teachers be trained to be more aware and critical of what is happening in their teaching materials. Even if teachers can use textbooks, they must adapt and supplement them with related materials based on the needs of their students and the teaching context. Second, the textbook author must conduct a regular retrospective evaluation of their books and make the necessary changes to keep them up to date and improve them. Third, while

this study only focuses on the analysis based on the outsider evaluator's perception, additional research can reveal a more objective and in-depth analysis by combining the evaluation with interviews with teachers and students who use the textbook.

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