

The Teachers' Perceptions Towards The Use of The Textbook Developed by Erlangga for Eleventh Grade Students

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Abstract: Textbooks have a vital role in the teaching and learning process, especially in a foreign language classroom. Unfortunately, not all the published textbook are appropriate to be used in the classroom. Therefore, this study focuses on teachers' perception towards the use of eleventh-grade textbook developed by Erlangga. The research design was descriptive qualitative. The research participants were teachers. Measured using Tentative Evaluation Checklist By Nimechisalem and Mukundan. The Participants were eleventh-grade teachers from MAN 1 and MAN 2 Jember. Based on the result from eleventh-grade teachers' perceptions showed that The English Textbook published by Erlangga have the most weakest aspect that need more development.

Keywords: Textbook Evaluation, Teachers' Perception

1. Introduction

Textbooks have a vital role in the teaching and learning process, especially in a foreign language classroom. According to Charalambous (2011), textbook plays a significant role in EFL teaching and learning by providing useful ready-made materials to both teachers and students. Most of the published textbooks are written by those who are experienced and well-qualified writers. Moreover, the contents of the textbooks are checked carefully by the practical application before the publication (Lee, 2013).

Textbook evaluation is needed to help teachers and material developers select the appropriate textbook for EFL classroom and familiarize the teacher with its probable weaknesses and strength (Sheldon, 1988). In line with that statement, Cunningsworth (1995) considers that the evaluation of the textbooks needs the most successful and effective procedures to discuss the textbook user's opinions.

Some experts propose criteria and evaluation checklist that can be used to evaluate the EFL textbook. Besides, each expert might have a different idea about the checklist itself. As Ayu and Indrawati (2018) state, all agree that evaluation checklists should consist of some criteria related to the physical attribute of textbooks such as layout, design, size, and visuals. Other important criteria that should be included are those

that evaluate the textbook's methodology, the availability of materials based on curriculum, language skills, topics, language appropriateness, and cultural aspect.

1. Literature Review

2.1. EFL Textbook Evaluation

Textbooks play a significant role in the language classroom. It is in line with the definition that a textbook is a book used as a standard source of information for a formal study of a subject and an instrument for teaching and learning (Graves, 2000).

The textbook also becomes a ready-made syllabus since a textbook should provide a ready-made teaching text and learning task. It is also guidance for the teacher to make a useful instruction. A textbook serves as a support for beginning teachers who have not yet gained confidence, or merely guidance for the less experienced teacher (Tok, 2010; Cunningsworth, 1995).

The previous study conducted by Rahayu Y.E. (2013) found that the EFL textbook entitled English in Focus for Grade IX of Junior High School was less appropriate, and it still needs some improvements in learning activities, methods illustrations and pictures, and also audio-tapes. Cunningsworth (1995) and Ellis (1997) declare that textbook evaluation helps teachers move beyond impressionistic assessments. It helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material. They also

have suggested that there are three different types of material evaluation. They argue that the most common form is probably the 'predictive' or 'pre-use' evaluation designed to examine the future or potential performance of a textbook.

2.2 Evaluation Checklist

There are some instruments and models that can be used to evaluate textbook. The most common instrument used to evaluate textbook is the evaluation checklist. Many experts have produced detailed checklists with different criteria. Although the available checklists have been developed for different learning-teaching situations, they usually share almost the same characteristics and evaluative criteria (Nimehchisalem, 2015). The evaluation checklist can be quantitative or qualitative. Mukundan (2011) states quantitative scales have the merit of allowing an objective

evaluation of a given textbook through Likert style rating scales (e.g., Skierso, 1991).

Mukundan (2011) reports that not all the available textbook evaluation checklists have been developed qualitatively, it often with no empirical evidence in support of their construct validity. Some of the available checklists might sound ambiguous for language instructors with little expertise in the area. Considering the limit of the time and also the efficiency of this study, the checklist being used is the new version of tentative checklist (Nimchisalem&Mukundan, 2015) that has been refined from the old one which was developed by Mukundan in 2011. It has two sections of criteria, the first one is the general attribute and the second one is learning-teaching contents.

2.3 The Previous Studies on Textbook Evaluation

In the field of textbook evaluation, many different studies have been carried out in different content and perception. Alemi and Sadehvandi (2012) evaluate Pacesetter EFL course book series using Litz's teacher textbook evaluation form. The aim of this study was to determine the appropriateness of the Pacesetter EFL series in Iran Educational setting through teachers perspective. The result of this study revealed a striking number of benefits in applying the Pacesetter series; however, it suffers a few numbers of shortcomings.

Another study using the same adapted checklist conducted by Ahour, Towhidiyan, and Saeidi (2014) investigated the appropriateness of "English Textbook 2" for Iranian EFL second grade high school from teacher's perspective. The participants consisted of 25 English teachers (8 females and 17 males) randomly selected from different high schools in Boukan, Iran. The result showed that the "English textbook 2" is not appropriate for Iranian high school students in terms of subject and content, activities, and skills. In Indonesia, a study was conducted by Handayani, Suwarno, Dharmayana (2018). They investigated the EFL teacher's perceptions concerning the textbook of "Think Globally Act Locally" on these criteria: (1) physical and utilitarian attributes, (2) efficient outlay of objectives and supplementary material, (3) learning-teaching content, (4) language skills and aspects using the checklist by AbdelWahab (2013). Those previous studies prove that conducting the evaluation from teacher's perception is important in developing EFL textbook. From that point, it can be concluded that there is no perfect textbook.

3. Research method

3.1. Research Design

This research used quantitative survey research method due to the aim of the research that is to know the teachers perception on eleventh grade EFL textbook using textbook evaluation checklist. The present study targets the senior high school teachers who used a textbook published by Erlangga based on 2013 Curriculum. This present study was in-use textbook evaluation, the textbook under investigation is still used in the classroom.

3.2. Research Participants

This study used purposive sampling because the participants should be the teachers who used textbook published by Erlangga in their classroom. The participants of this present study were the EFL teachers of two selected school MAN 1 Jember and MAN 2 Jember. The number of the participants of this study was 8 EFL teachers from two selected school.

3.3. Research data and Analysis

The data collection method in this present study used a tentative checklist evaluation adopted from Nimechisalem and Mukundan (2015) focused on general attribute and the content which include skills and language component. The total items consist of 39 items and measured using Likert Scale. This tentative checklist value from 0 to 4 namely scale 0 for never true, 1 for rarely true, 2 for sometimes true, 3 for often true, 4 for always true to the item. Each section also consist not applicable items for teachers that will find out if the section not applicable in their teaching situations.

The scores from checklist were calculated to find out the mean score of each item. The interpretation guide has already been provided by Nimechisalem and Mukundan (2015) as follows: If the mean score ranged between 0 and 0.80, it would have „negligible usefulness“ to the target group respondents. A mean, ranging between 0.81 and 1.60, would indicate „low usefulness“. The third level ranged between 1.61 and 2.80, which would indicate „moderate usefulness“. The next level, ranging from 2.81 to 3.60, would show „high usefulness“. The final

level that fell between 3.61 and 4.00 would indicate a „very high level of usefulness“.

4. Research findings and discussion

The first sub-aspect is the book concerning syllabus and curriculum, and it considers the following two items; It matches the specification of the syllabus, and overall, the book has a nice feel. This sub-aspect was categorized as high usefulness from the teachers“ perception, with a total mean of 3.00. The mean score from the first item higher with score of 3.25 indicated that 75% of the teachers agreed with the item. It means the teachers had no issue and agreed on this textbook related to the syllabus. This results in line with the statement from Ansari and Babaii (2002) who stated that in some situations a textbook could serve as a syllabus. Moreover, for the second items rated at 2.75 from the teachers“ perception, this items was not high, 25% of the teachers rated three as sometimes true because the items might sound more subjective.

The second sub-aspect is the methodology, with the total mean of this aspect was 2.50 and categorized as moderate usefulness from the teachers“ perception. The first item measured from this aspect was that the activities could be exploited fully. This item rated 2.88 which means that the teachers viewing the activities could be exploited or used with any methods of teaching. The second items assessed was that the activities can work well in most classroom situations. This item gained mean score 2.13 with total 87.5% of the teachers' viewed that the activities only work well in some of the classroom situations. In Curriculum 2013, the methodology that already appointed by the Government is Scientific Approach. In the term of Scientific Approach, Ariebowo (2017) argued most of ELT teachers must build the skill to communicate while in the

other hand the government imposed Scientific Approach which is aimed to gain or develop new knowledge.

In the aspect of methodology, Alemi and Sadehvandi (2012) found that the author's methodology seem to fit the needs of the youngsters suitably and to pursue the primary goal set by Language institutes, that is, to foster communicative competence. In contrast, the study from Handayani, Suwarno and Dharmayana (2018) found that

teachers suggested the textbook "Think Globally Act Locally" needed other methods applied which suited to the learning objectives and the students' characteristics.

The third sub-aspect is suitability to learners with the total mean 2.06 from the teachers' perception and measured using two items. The first item was that it is compatible with the background knowledge and level of students. The result shows 62.5% of teachers responded that only some moment this textbook compatible with the students' background knowledge. The second items measured was that it addresses the learning target with the mean score of 2.00. Although it was categorized as moderate usefulness, nevertheless this item still got the lower score. It means this textbook mainly did not fulfil the characteristic of this item. In conclusion, in the aspect of suitability to learners, this textbook by Erlangga not yet meet the criteria of a good textbook, because as Masuhara (1998: 236-266) states that a good textbook has to meet the needs of students, teachers, and administrator. Moreover, in this aspect, this textbook has not ultimately met the needs of students.

The fourth sub-aspect is physical and utilitarian attributes. This sub-aspect have three items assessed with the higher total mean than other sub-aspects rated 3.13 as high usefulness. The first item got the highest score from teachers' perception;

37.5% of teachers agreed that the price of this textbook is appropriate for students. The textbook published by Erlangga for eleventh-grade senior high school cost Rp 56.000,-

The second item was about the attractiveness of the layout and categorized as high usefulness with a total mean of 3.00. It means that all the teachers agreed that the layout of this textbook is interesting enough. This result similar to the statement from Dougill (1987) that the physical appearance of materials should be appealing enough to motivate learners.

The last sub-aspect in general attribute aspect is an efficient layout of supplementary materials. In this sub-aspect, the first item was the only item which got a higher total mean score of 3.25 was categorized as high usefulness. It means the teachers agreed

that the textbook published by Erlangga already provided suitable supporting material for the teaching-learning process. The second item indicated as low usefulness with total mean score only 1.25. It means that the teachers mostly did not satisfied with the supplementary review and test units. Supported material like test units can enrich student exercise, and review of the material can help the student to gain and remembering the whole material. The last item was that there is a useful teacher's guide to aid the teacher. This item also got a lower score, 50% of teachers responded to this item as rarely true—the average only 1.50 from the teachers' perception.

The previous study conducted by Handayani, Suwarno and Dharmayana (2018) also found that the supplementary materials have not fulfilled the criteria of a good English textbook and need some improvement, such as provide an audio material which contains native speaker recording for listening and pronunciation activities. In opposition to this result, a study conducted by Tok (2010) found

that "Spot On" has a wide variety of useful supplementary materials. In conclusion, this textbook has not completed the criteria for a good textbook in terms of providing useful supplementary materials.

The first sub-aspect is the general contents deals with task on the textbook. It contained five items, three items about the task in the textbook, namely tasks move from simple to complex, tasks are varied, and tasks support teaching objectives. The fourth item is the language in the textbook, is natural and real, and the last item namely the material is fairly recent. In this sub-aspect, especially in the term of a task. The second items which the task are varied reached the highest mean score with a total of 3.38. It means that this item already filling the criteria of an excellent textbook, as Celce-Murcia (2001) states A good textbook should be a doable and varied task.

The second sub-aspect is listening skill. This sub-aspect measured three items, those are the book has appropriate listening tasks with well-defined, tasks are authentic or close to real language situations, and various listening contexts such as formal vs

informal contexts are considered. The first item gained the highest mean score with a total of 2.88, 62.5% of teachers thought that the task in the listening skill already appropriate. In the second item, this item gained the lowest mean score compared with other items in this sub-aspect. 100% of teachers rated three on sometimes true in the related item. It can be concluded that not all the task are authentic were the most effective ways of gaining the learners' motivation is giving them a real language situation.

The third sub-aspect is speaking skill. The following items assessed were activities are developed to initiate meaningful communication and individual, pair and group work are given equal emphasis. The first mean score obtained

3.00. It means that the teachers perceived the activities of speaking skill in this textbook were almost drawing meaningful communication regarding the activities. The same result appeared in a study by Alemi and Sadehvandi (2012) found that teachers were happy with the activities provided in the “Pacesetter Series”, it provides an opportunity for sufficient communicative and meaningful practice. Moreover, concerning the speaking skill, Handyani, Suwarno, and Dharmayana (2018) suggest the exercises for speaking skill should be varied, especially exercises designed for speaking self-production by the students.

The fourth sub-aspect is reading skill. This sub-aspect assessed three items, namely length is appropriate, the difficulty level is appropriate, and texts are interesting. All of the items that have measured categorized as moderate. It means that reading skill needs improvement. Especially in the second items because 75% of teachers assumed the difficulty level of reading passage or the exercises in this skill sometimes did not the same with the level of the student. The measured items related to Cunningsworth (1995:75) suggestions, there are two dimensions of reading materials which should be taken into consideration. The first dimension is related to the topic (interests, levels of challenge, cultural acceptability, and so on)—the other deals with a different type of genre which is related to the range of students’ ability. The third is related to the exercise and activities which students engaged.

The fifth sub-aspect is writing skill. This sub-aspect considered two following items, and those are tasks have achievable goals and take into consideration learner capabilities, and tasks are interesting. All the items in this sub-aspect categorized as moderate usefulness. The result showed 75% of teachers responded that the items almost true/appeared in writing skill section. To emphasize the result of this study. In line with the second items, a study

conducted by Handyani, Suwarno and Dharmayana (2018) suggest the textbook should provide series of pictures or some clues to guide students to write procedure, narrative, descriptive and report text.

The next sub-aspect is vocabulary. Vocabulary is the first language component in the evaluation checklist. It considered four following items, namely the load (number of new words in each lesson) is appropriate to the level of students, there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book, new words are sufficiently repeated and also recycled across the whole book, and words are contextualized. All of the items were categorized as moderate usefulness, it means that this language component needs some improvement. A study conducted by Handyani, Suwarno and Dharmayana (2018) used the same items to evaluate vocabulary, the result categorized as weak.

The next language component sub-aspect is grammar. It considered two following items; namely, grammar is contextualized, and grammar items are repeated throughout the books. Those items were categorized as moderate usefulness. In the first item, 75% of the teachers seemed almost agree that grammar is contextualized with a total mean score of 2.75. The second item only got mean score 2.25. It means that the teacher partially not satisfy enough with the repetition of grammar in this textbook. In respect to the grammar, Brown (2001) states that teaching grammar is always needed since students need to know the correct structure in English sentences. Understanding the grammar also helps student more comfortable in individual learning; it can be in the form of providing grammar section.

The following sub-aspect is pronunciation. It considered two following items, namely

tasks are useful and the task is interesting. Unfortunately, the pronunciation was the poorest one in this textbook, because the teachers found that the section task was not applicable throughout the books so that there was nothing to evaluate in this sub-aspect. The previous studies also found that pronunciation becomes a significant weak aspect. For instance, a study conducted by Handayani, Suwarno and Dharmayana (2018) found in the textbook entitled "Think Globally Act Locally", pronunciation aspect categorized as inadequate means it needed more improvement, the teachers on this study suggest for each new word list should be completed with phonetic transcription. In line with the result from Tok (2010), in "Spot On", he also found that pronunciation becomes the major weak points in that textbook, there are very few units contained any exercises devoted to the teaching of word stress, sentence stress and intonation.

From that point, it concluded that the textbook does not fulfil the criteria of a good textbook. As Cunningsworth (1995) states a textbook should give teacher and students pronunciation work in terms of individual sounds, word stress and Intonation. As Intonation become the typical problem in ELT classroom, Levis (1999) suggests in pronunciation ability such as stress and Intonation should only be taught in an explicit context to emphasize their communicative value and relevance.

The last sub-aspect is exercises. The sub-aspect of exercises meant to evaluate the whole general exercises in the textbook. There were four items to be measured; namely, they have clear instructions, they are adequate, they are interesting, and they help students with mixed abilities. The only the first item which was categorized as high usefulness with a total mean score of 3.38. It means that the

exercises in this textbook can be used as individual learning because the teacher's pointed out that it already provided with explicit instruction.

Conclusion

.According to the survey evaluation checklist result, this textbook has strength in some aspects and weaknesses in the other aspects. From the teachers' perception, the most prominent strength of this textbook would be in the sub-aspect of physical and

utilitarian attributes. All three items categorized as high usefulness; it means that most of the teachers" agreed that this textbook priced appropriately, the layout is attractive and it indicates the efficient use of text and visuals. Moreover, the textbook should be considering the usefulness of the contents. In the general content, this textbook is useful enough because the tasks are varied, and it supports teaching objectives, also the exercises have clear instructions.

In general, the teachers" perception towards the eleventh grade of textbook published by Erlangga seems to need more improvement in many aspects, especially in language teaching content. The improvement will make the textbook more appropriate to be used in the classroom and also support individual learning as one of the curriculum 2013 requirements.

For EFL Teachers of Eleventh Grade Senior High school who already used the textbook published by Erlangga or have the plan to use it in the future. The teachers should find others supporting materials as supplementary for some language skill and component which still need more improvement in order to make it useful. Moreover, the teachers" also need to prepare a review and test units by themselves.

For future researchers who interested to conduct the same study need to be more specific by doing in-depth evaluation research from teachers" perception.the future researchers want to use the same instrument, they must be able to give clear guidelines for the teachers and also adding some interview section in order to make it more specific.

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