A SCORE CATEGORIZATION SURVEY OF THE EFL TEXTBOOK

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *SarjanaPendidikan* Degree in English Language Education

By:

GEBRI ADINDA

13322041

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA

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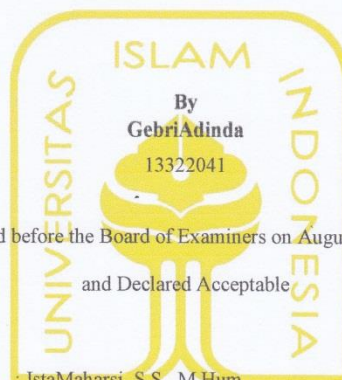
By:

GebriAdinda

13322041

Approved on

By:

Supervisor

IstaMaharsi, S.S, M.Hum

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A SCORE CATEGORIZATION SURVEY OF THE EFL TEXTBOOK

By
GebriAdinda
13322041

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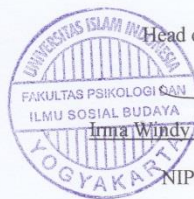
and Declared Acceptable

Chairperson : IstaMaharsi, S.S., M.Hum

First Examiner : Intan Pradita, S.S., M.Hum

Second Examiner : Rizki Farani, S.Pd., M.Pd

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Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department,

Irma Windy Astuti, S.S., M. Hum

NIP. 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, August 15th, 2018

The Writer,

GebriAdinda

13322041

MOTTO

"No one besides Allah can rescue a soul from hardship"

(Q.S An- Najm 53:58)

"Hard work without talent is a shame, but talent without hard work is a tragedy"

-Robert Half-

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

My lovely parents "*Suyani and Roslaini*" who always take care of meand support me through their prayers.

My beloved husband "*AuliaCiptaPurnaYudha*" who love me and always been right there.

My adorable son " *Fahrein Malik Al Hayyan*" who always make me smile and hugged me tight.

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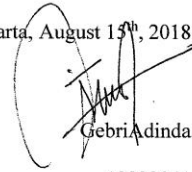
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Last but not least, the author believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions, recommendations are compulsory for further improvements. Finally, the author expects this thesis can be beneficial for the readers.

Yogyakarta, August 15th, 2018

Gebri Adinda

13322041

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GebriAdinda

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ABSTRACT

Textbook is one of references that put English instruction materials which often used by language instructors. Textbook is also a standard source of information for formal study and an instrument for teaching and learning. It should be as one of the many sources teachers can create an effective lesson and may offer a framework of guidance and orientation. Textbook also saving students from teacher deficiencies. When student met with inexperienced teacher in the class who may use a textbook as a pedagogic crutch, the student can minimize the errors by checking on textbook. However, textbook has standard requirement for teaching learning and need an evaluation to know the performance of textbook which can help student and teacher or not. The purpose of the study is to evaluate textbook that used in Academic Writing elementary class in CILACS UII. In this study, student and teacher take as respondent that assume teachers as user in teaching and student as user in learning activity. The population of this study is all students and teachers who contribute in academic writing class in elementary level on January 2016 until January 2017 period class that included 36 students and 4 teachers. The method of this study is quantitative research and adopted Litz (2005) questionnaire as the instrument to collect the data. The questionnaire consist of Student Textbook Evaluation Form and Teacher Textbook Evaluation Form. The result of this study is the highest average score of student textbook evaluation form is practical consideration ($\bar{X}=$ 3.11) and the lowest average score is layout and design category ($\bar{X}=$ 2.78). Furthermore, the highest average score of teacher textbook evaluation is language type ($\bar{X}=$ 3.21) and the lower average score is skill category ($\bar{X}=$ 2.05).

Keywords: Academic Writing, Textbook Evaluation, CILACS

CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study. It covers the background of the study, identification of the problem, limitation of the problem, problem formulation and objectives of the study and also significance of the study as a closing of this chapter.

1.1 Background study

English Second Language (ESL)/English Foreign Language (EFL) learners need guidance in teaching-learning English. According to Graves (2000:175), textbook is one of standard source of information for formal study and an instrument for teaching and learning. It should be as one of the many sources teachers can create an effective lesson and may offer a framework of guidance and orientation.

Textbook as guidelines for the teacher to arrange materials in teaching learning based on syllabus and curriculum that's followed. Textbook is still exists trustworthy reference for the teacher because textbook creation has many roles and reviewed from any scientist. Sheldon (1988) pointed out that students also believe that published materials have more credibility than teacher-generated materials.

Likewise that textbook is one of respectable investment which is reasonably price and also low lesson preparation time, though teacher created materials can

be time, costly and quality defective. Thusly, materials in textbooks can diminish potential overwork to the teacher and enable teacher to spend their energy and time undertaking more useful interests (O'Neill, 1982; Sheldon, 1988). Other advantage of textbook identified by Cunningsworth (1995) that textbooks have prospective additional roles in the English Language Teaching (ELT) curriculum. Textbook have indirectly contribute by giving materials, exercising, assignment and also assessment for teacher and student that could have relations in ELT curriculum. Textbook is one of successful resource for student in self-directed learning, an effective resource for presentation material, a source of ideas, activities and a reference for students. Mostly, textbook have simple syllabus that shows learning objectives as guidance for teacher. Textbook also saving students from teacher deficiencies. When student met with inexperienced teacher in the class who may use a textbook as a pedagogic crutch, the student can minimize the errors by checking on textbook (O'Neill, 1982; Williams, 1983; Kitao&Kitao, 1997).

Besides those things, many of the aforesaid theorists from researchers explain about the advantages by using EFL/ESL textbooks, there are many others researchers who do not really acknowledge this view. Allwright (1982), give comment on the use textbooks in the ELT classroom. He proposes that textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic will influence the classroom setting by indirectly imposing external language objectives and learning constituents on students as well as potentially incongruent instructional paradigms on the teachers who use them. In this style,

textbooks basically decide and control the strategies, processes and procedures of language teaching and learning. It makes student and teacher difficult to develop it based on their condition. Additionally, the pedagogic principles that are frequently shown in many textbooks may likewise be clashing, contradictory depending on the capitalizing interests and exploitations of the sponsoring agent.

Other theorists such as Prodromou (1988) and Alptekin (1993) have pointed out on the use of the target language culture as a vehicle for educating the language in textbooks and propose that it is not generally conceivable to teach a language without implanting it in its social base. Phillipson (1992) is likewise careful about the unpredictable connection between language textbooks and the target language culture yet he sees the advancement of Western' (British) global textbooks as government-sponsored undertakings with both a monetary as well as an ideological motivation. Besides that, Gray (2000), has kept up the socio-cultural parts of many textbooks. He recommends that English language textbooks are really ambassadorial social antiques. Thusly, students will enhance their language skills by utilizing their textbooks as valuable instruments for provoking discussion, social civil argument, and a two-path stream of data.

The last reason behind disillusionment and suspicion with many ELT textbooks is the fact that they are frequently viewed as the product of an author's or a publisher's desire for quick profit (Sheldon, 1988 p.239). Many textbooks are distributing in market artificial claims by their authors and publisher with same books tend to contain serious theoretical problems, design flaws, and practical shortcomings. They also present disjointed material that is either to limited or too

generalized in a superficial and flashy manner and the vast array of "…single edition, now defunct [text]books produced during the past ten years testifies to the market consequences of teachers' verdicts on such practices" (Sheldon, 1988 p.239).

All of the tragedy also happened in others country, especially in Indonesia. Many textbooks forgot the culture and did stereotyping on particular object, such as racism on gender and ethnic group. Textbook should help both student and teacher to get depth understanding as additional explanation besides from the teacher and also help teacher to arrange the material in the class. Textbook should have standard in producing and using in pedagogical system. So, the objective of study or program could be reached effective and efficient.

Determining whether a textbook is has standard requirement for teaching learning, its need an evaluation on textbook. Textbook evaluation will help a program or class to know about the performance of textbook which can help student and teacher or not. It could help the program or class to know the quality of textbook include of positive and negative.

Based on the issues, many textbook is not appropriate to use in learning activity. Considering of the phenomenon, this study present to know the score of textbook evaluation based on students and teachers perspective. It helps education providers know students and teacher special needs in textbook on teaching learning. It also can use as evaluating program on classes that have been in progress, especially in textbook as one of media for teaching and learning.

As EFL, the learners should have developed their capability in English skills. Basically, there are four language skills in English, such as listening, speaking, reading and writing (Saleh 1992: 27 as cited by Sari 2013: 1). According to Zamel (2007: 207), writing is a process which the people can explore and discover their thoughts and ideas in written form. Besides that, writing system is a system of written symbols which represent the sounds, syllables, or word of language (Richards, 1985: 409). Especially in Writing, many EFL are really scary because of grammar structure as the biggest specter in learning English. According to Sari (2013: 2), there are three reason that the students have difficulties in writing; they are: (1) the students are lack of vocabulary mastery so they are not able to express their ideas in appropriate English words; (2) the students are lack of grammar mastery so they are not able to write grammatical sentence; (3) the students are lack of motivation in learning writing so they have a bad performance in writing. However, if writing blend with academic and be an academic writing, it should be raised more complexity to do. Nowadays, in higher education and scholarship program put academic writing as a primary requirement for who want to apply and join with this term. Because of academic writing is difficult and complex, many student take additional study in course program after school. For fulfill the student needs, courses provide Academic writing class as a media to develop student skills in academic writing. Many media used to deliver material in class, one of them by using textbook. So, this study investigates the score of academic writing textbook evaluation by students and teachers perspective.

The title of textbook that will be used is "*Progressive: Program of Studying English Intensively*" on Academic Writing Class in CILACS Islamic University of Indonesia. The textbook is adopted by Ann Hogue with the real title "*First Step in Academic Writing*" which has copyright at 1996 by Addison Wesley Longman Publishing Company, Inc. For level elementary until middle, the textbook will be used in teaching learning activity. For now, the stakeholders cannot create and provide a textbook under CILACS, so adopted is one of solve solution in this problem. The stakeholders took this textbook because this textbook may easy understanding to beginner students level in Indonesia who will study academic writing to especially purpose, such as continue the study or reach scholarship. In evaluation of textbook, there are many tools to evaluate it, such as using questionnaire. In here, the study use quantitative research as the method by using survey and descriptive study.

1.2. Identification of the Problem

In identification of the problems, all problems which potentially appear from the contextualized background are identified and elaborated. Academic Writing is one of English skill which has special difficulties to develop it. Fulfilling student needs, many additional courses open the class for develop academic writing. As media for teaching and learning, textbook is one of crucial media to use it. To help students and teacher get the needs in teaching learning, textbook evaluation should be attended. The evaluation could be as media to repair the weakness and to make stability progress on strengthens in providing textbook on academic writing class.

1.3. Limitation of the Problem

To make this study easy to understand, the researcher tries to limit the problem. This study is limited to student and English teachers in Academic Writing class Level 1 in class period on January 2016 until January 2017 at CILACS Islamic University of Indonesia, Yogyakarta. In here, there are some class periods which divide on 5 periods, such as January 2016, April 2016, August 2016, October 2016, and January 2017. It is assumed that teachers as user in teaching and student as user in learning activity. Another limitation of this study is that the present study is a macro level evaluation study. However, it can be complemented with a micro evaluation study, which is on the task level. So, the evaluations will be more accurate from both perspective between students and teachers.

1.4. Formulation of the Problem

Based on the description above, the researcher would like to formulate the problem as follows:

    a. How much is the score category for students' textbook evaluation?

    b. How much is the score category for teachers' book evaluation?

1.5. Objectives of the Study

Based on the questions formulated above, the aims of the study are:

    a. To know the score of category for students' textbook evaluation.

    b. To know the score of category for teachers' textbook evaluation?

1.6. Significance of the Study

The significances of the study are to give contribution, especially in textbook evaluating program to students of English Language Education, English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia and other researchers, such as

1. For other researchers

   This study is expected to bring benefits in providing information for further research regarding textbook evaluations program, especially in Academic Writing Textbook.

2. For CILACS UII

   The researcher hopes that this research will help the education provider, especially CILACS UII to give a recommendation of program evaluation. From that, the education provider will more aware to fulfill and understand students and teacher needs on textbook as one of media in teaching learning.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher elaborates literature reviews that used in this study. It covers theoretical review, review of relevant studies, theoretical framework, hypothesis, and definition of key terms.

2.1   EFL Textbook

Writing is one of primary activity that students do in teaching learning. Writing is also as media to express the feeling and thought in written form. As indicated by Hogue (1996: 2), writing is to describe or express something or give data about something with people in writing structure. Writing is not just requiring mastery of grammatical and rhetorical devices but also of conceptual and judgmental elements (Heaton 1990: 135). Writing is one of crucial skills because it involves many aspects that could be language use or vocabulary to write accurately and appropriate sentences, mechanical skills to use punctuation accurately and grammatical structure, the content and also all relevant information. From definition above, it can be assumed that writing is an approach to express ideas, opinion, information, message, feel, and emotion which is not only aware in grammatical structure and written form but also the conceptual, judgmental element and all relevant information that needed in writing activity.

Academic writing is a general term that refers to all writing created for the purpose of study (Chin, Khoizumi, Reid, Wray, & Yamazaki, 2012). College

students are assessed generally in light of their writing, in includes of making paper, essay, thesis, dissertation, etc, so writing skill is fundamental for academic achievement. Chin et al. (2012) point out that academic writing is not quite the same as different from other types of writing in several ways, they are: (1) purpose: academic writing is mainly purposed to demonstrate knowledge of a topic; (2)audience: it refers to the reader of the writing; (3) evidence; (4) style; and (5) the process of writing. Hence, academic writing is an activity to express thought, opinion, information or something that created for the purpose study which is more complexity than writing.

2.2   Instructional Materials

Instructional materials divide into 2 forms; printed source, such as textbook, workbook, teacher's guide, etc; and non-printed source, such as videotapes, audiotapes, and computer-based materials.

According to Hutchinson & Waters (1987:109) as cited by Sharma (2006:129), a coherent framework model in designing instructional materials has four elements. It includes of input, content focus, language focus and task.

(a) **Input**: It could be a text, dialogue, graph, video-recording, device, photo or any piece communication depending on needs analyzed. It provides a number of things: stimulus material for activities; new language items; correct modules of language use; a topic for communication; opportunities for learners to use their information processing skills; opportunities for

learners to use their existing knowledge both of the language and the subject matter.

(b) Content focus: It means that language is not an end in itself, but a means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

(c) Language focus: It is unfair to give learners communicative tasks and activities for which they do not have enough of the necessary language knowledge. Good materials should involve both opportunities for analysis and synthesis. In language focus learners have the chance to take the language to pieces, study how it works and practice putting it back together again.

(d) Task: the ultimate purpose of language learning is language use. Materials should be designed; therefore, to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

Communicative task is described as a touch of classroom work which involves students in comprehending, manipulating, producing or interacting in the target language (Nunan, 1989). In addition, there are seven standards which can fill in as rules in as guidelines in laying out materials are given (Nunan, 1989).

1) Materials should be clearly linked to the curriculum they serve.
2) Materials should be authentic in terms of text and tasks.

3) Text refers to the authenticity of the input data which are used as point of departure in materials development.

4) Materials should stimulate interaction

5) Materials should allow learners to focus on the formal aspect of the language.

6) Materials should encourage learners to develop learning skills and skills in learning-how-to-learn.

7) Materials should encourage learners to apply their developing language skills to the world beyond the classroom.

2.3 Textbook Evaluation

Textbooks is one of instructional materials which has help EFL to learn English that still keep up enormous popularity and are most absolutely here to stay. Textbook is one of printed source which explain the material on papers. Based on that, it is possibly best to view textbook as resources in achieving goals and objectives for learner needs and also determine the aims as components of teaching and learning for teachers (Brown, 1995). Consequently, it needs effort to build up and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of textbooks that used in language classroom. And also make sure that careful selection is made and the materials chose nearly reflect (the needs of the learners) and the goals, methods, and values of the teaching program (Cunningsworth, 1995 p.7).

Rea-Dickins and Germaine (1994, p.4) point out that "evaluation is an intrinsic part of teaching and learning". It means that evaluation is principal role in education. It should help stakeholder to maintain of the development in teaching learning by using provide valuable information for the future going of classroom practice, the planning of courses and management of learning tasks by students. Moreover, it should be extremely helpful in teachers' development and professional growth (Cunningsworth, 1995 and Ellis, 1997). At last, that is why evaluation is fundamental for the use of instructional materials such as textbooks.

Ellis (1997) recommends that textbook evaluation enable teachers to go past impressionistic assessments and it encourages helps them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material. Means that, it is enabling to the teacher understand the value and qualification of the textbook for ELT, such as it is an acceptable level of quality, usefulness, and appropriateness for the context and people with whom they are being used.

Cunningsworth (1995) and Ellis (1997) distinguish three types of materials evaluation, namely predictive (pre-use) evaluation is designed to investigate the future or potential performance of a textbook; the in-use evaluation is designed to investigate material that is presently being used and the last is retrospective or post-use (reflective) evaluation that has been used as a part of in any particular institution.

Litz (2005) said that textbook evaluations should include criteria that relate to representation of cultural or social and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher and/or institution.

2.3.1.1 Practical Consideration and Overall Textbook

According to Litz (2005), one of the most starting points in textbook evaluation analysis is author and publisher's credentials. The information of publishing company such as address, telephone, the year of publish that can be found on the inside of the book and also the background study of the author have a recognized standing in the field or a reputation for the producing innovative materials. Another point that relates to choosing of a textbook is the price. Most of EFL/ESL textbook are published in wealthy English-speaking nations such as England and United States but used in many developing countries that price should play a pertinent role in textbook selection. Additional practical concerns are accessibility and availability. When the textbook to be purchasable, it should be printed and readily available and also easily to access it. Other point that should aware are quality and value for money (Sheldon, 1988). It means that the textbook made of high - grade, durable paper and the presentation of information appears to be clear, concise, and user-friendly. The textbook also contains chart, models, photographs and accessories that

help clarify and contextualize information of the materials. All items should help giving deep explanation for the readers to understanding the materials.

Based on Litz (2005), the overall textbook in here means that the author's approach to teaching methodology. Brown and Cunningsworth (1995) point out that in evaluating textbook to determine whether or not its inherent methodology will reinforce the institutional aims as well as conform to the classroom context.

2.3.1.2 Layout and Design

Paramount theorists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) and all concur that evaluation checklists ought to have a few criteria identifying with the physical characteristics of textbooks such as design or layout, organizational, and logistical characteristics. According to Litz (2005), other imperative criteria that should be incorporated are that evaluate a textbook's methodology, aims, and approaches and how much an arrangement of materials is not just assertive, yet additionally fits the needs of the individual teacher's approach and the organization's overall curriculum.

2.3.1.3 Activities

According to Vygotsky (1978) and Long (1990) have supported the cognitive value of student-student/social interaction for advancing learning. Furthermore, Long (1990) mentions five advantages of interactive group activities in comparison with teacher-fronted whole class instruction that include of increased quantities of students' language use; enhanced quality of the language students use; more opportunities to individualize instruction; a less threatening environment in which to use the language; and greater motivation for learning. Besides interactive group, peer interaction also give students benefits, such as the chance to encounter ideas and perceptions that differ form their own as well as the chance to clear up (clarify), elaborate, reorganize, and re-conceptualize information, express ideas, get feedback, and legitimize their cases (Bruning, Schraw, and Ronning, 1995).

All things considered, as Jacobs and Ball (1996) have brought up, not all group work encourages learning. The activity just made with sign "in groups" or "in pairs" but it could be minimum instruction to encourage student to cooperate. The most excellent activities should have negotiation of meaning; encourage positive interdependence and also individual accountability by using cooperative learning strategies. Negotiation of meaning means that the communication has been effective and successful among all the group members. Positive

interdependence must be embedded in each student. They would be succeeding when they are linked with fellow group members and they must coordinate the efforts to finish an assignment. At least, individual accountability should be existed when student performance is evaluated and assessed. Then, given back the result to the individual and group and also each student has responsible for contributing to the group's success. Clearly, the key in these occasions is for groups "…to avoid the parallel problems of the group member(s) who do nothing, or who do everything and discourage others from participating" (Jacobs and Ball, 1996 p.101).

2.3.1.4 Skills

Litz (2005) recommend that textbook has multi-skills syllabus and integrates all skills in English learning, both productive (speaking and writing) and receptive skills (listening and reading). However, it places a larger emphasis on listening and speaking. Moreover, some prominent authors in ELT, Swan (1985), Harmer (1996) and McDonough and Shaw (1997) advocate an integrated, multi-skills syllabus because it considers and incorporates several categories of both meaning and form. Skill is very expensive part to know how skill will teach by using the textbook.

Based on this study to investigate academic writing textbook, he said all of skill in academic writing should input on there, include of

linguistic elements of textbook such as grammar and vocabulary items are closely connected to the skills-base. So, as the grammar element in the textbook or course progresses and the vocabulary base becomes more demanding, the skills work will also become more demanding. (Litz, 2015)

2.3.1.5 Language Types

Litz (2005) pointed out that 'language type and content' needed in textbook/materials evaluation form to investigate the materials was realistic and authentic or not. It additionally analyzed the extent textbook can encourage students both personalization and localization whereby students were required to use language that they had learned in order to engage in purposeful and real situations or to discuss themselves and their lives in a meaningful manner. Other criteria that were esteemed to be critical included whether or not that the language in accurate level or accurate type, logic and suitable for student. Then, in what arrange, students are requested to create a new language. All in all, it hopes there is clear sequence or relation between what students have previously learned and what they are learning now.

2.3.1.6 Subject and Content

Undeniable that language is culturally bound. Because of between language teaching and culture cannot be definitely disconnected from each other. Probably unavoidable that student will

be unprotected or exposed to some features from target language culture when using many ELT textbooks. Furthermore, Kramsch, (1994); McDonough and Shaw, (1997) pointed out that to end up familiar and fluent in a second language needs communicative competence and mostly communicative competence that includes of cultural understanding such as daily conversational, discourse nuances and society's norms, values, and manner or etiquette. So, indirectly, these factors set up that essential requirement for ELT textbooks ought to be showed a precise portrayal of the target language culture.

Besides that, as indicated by Prodromou (1988) and Alptekin (1993) propose that the presence of foreign subject matter and social constructs in ELT textbooks has the potential to build comprehension problems or other serious cultural misunderstandings. It could be happens because the students might lack the proper schemata to interpret these foreign concepts accurately. However, the student's failure to understand the subject and content could be effortlessly fixed through a humble explanation given by a teacher or native-speaker instructor.

2.4 Academic Writing Class at CILACS UII

CILACS UII (Center for International Language and Cultural Studies) is a Training Center for Language and Culture under the Islamic University of Indonesian (UII), Yogyakarta. As one of the supporting unit UII, CILACS UII is committed to improving the competence of Foreign Languages in the academic

community UII. Moreover, CILACS UII also has a broad goal to contribute as a leading foreign language education institutions in Yogyakarta. CILACS UII applies Training by Edutainment as a method of learning. This method is designed specifically for participants to be more active in the classroom, with their variations of the game and the use of audio-visual facilities to facilitate the participants to understand the language being studied.

Academic writing class which used in this study is class which held on January 2016 until January 2017. In this period, there are five classes as a population. It includes of class in January 2016, April 2016, August 2016, October 2016, and January 2017 with fourth teacher. In here, they used a main book which has provided by CILACS UII with the title *"Progressive: Program of Studying English Intensively"*. The book is adopted by Ann Hogue with the title *"First Step in Academic Writing"* which has copyright at 1996 by Addison-Wesley Longman Publishing Company, Inc.

2.5   Relevant Study

Academic Writing has many phenomenon's' that has very interesting side to explore as a part of English Foreign Language. Many aspects and tools can help to increase Academic Writing. So, that's how researchers explore about how to get best score in Academic Writing by observing many supporting factor, especially textbook.

Litz (2005) in his writing "Textbook Evaluation and ELT Management: a South Korean Case Study" discuss and describe the intricate and complex

evaluation process that was undertaken at Sung Kyun Kwan University in Suwon, South Korea in 2000-2001 for a textbook (English Firsthand 2) that was being used in this particular learning environment. The purpose of this research project was to determine the overall pedagogical value and suitability of the book towards this specific language program. By using survey study, he arranged the list of questionnaire and contained question that pertained to the practical consideration (price, accessories, methodology etc.), layout and design, range and balance of activities, skills appropriateness and integration, social and cultural considerations, subject content, and language types represented in the textbook. Based on teachers' and students' perspective, the result of the survey seemed to demonstrate that this particular textbook actually stood up reasonably well to a systematic in-depth analysis and that the positive attributes far out-weighed the negative characteristics.

Alseweed and Sabry (2012) investigates the effectiveness of an Intensive Preparatory English Language Module (IPELM) in preparing students for the transfer from Arabic medium instruction in high school to English medium learning environment in a university setting. The variables that used were modules IPELM. The method used in this study is survey. The participants comprise 1412 EFL novice Preparatory Year Program (PYP) students, 69 EFL native and non-native English speaking teachers, and 10 EFL focus group members. The quantitative measures include module evaluation form, and a pre-post proficiency test, while qualitative measures take account of individual interviews with students and teachers, focus group discussions and classroom observations.

Coskun (2013) discuss about the evaluation of the modular intensive general English language teaching program applied at a university in Turkey by investigating students' and English instructors' perceptions of different program dimensions, such as the materials, teaching process, and assessment. The variables used module ELTPP. The method used in this study was mixed method by using questionnaires filled out by students and interviews with the English instructors at the preparatory program. The findings of the study show that the modular system should be discontinued as it has certain drawbacks and should be replaced by a more manageable and feasible system considering specific contextual constraints, such as the number of instructors, classrooms and teaching resources.

Nardo and Hufana (2013) focused on the development and evaluation of Technical Writing modules to develop autonomous learning among students. The variables used Modules technical writing. The instrument used in this research is questionnaires. The evaluation instrument used by the English teachers and control group and students in the experimental group was a modified checklist for evaluating modules. The instrument covered five criteria for evaluating the materials - a) subject matter; b) vocabulary and structures; c) exercises; d) illustrations; and e) physical make-up. The ratings from the scale of 0 to 4 with 0 described as Totally Lacking; 1 – Weak; 2 –Adequate; 3 – Good; and 4 – Excellent. The test of the fit was also part of the evaluation. The test of fit is between the modules and the curriculum, the students and the teachers.

Tom, Lawyer, O (2014) on a pilot study that evaluated the implementation of the English language curriculum of the Nigeria Certificate in Education at a

College of Education in Ogun State, Nigeria. The variables used curriculum. The method used in this research is mixed methods approach. The sample comprised ten lecturers and twenty students drawn through convenience sampling techniques. The instruments were questionnaires, observation checklists, interviews and field notes. The methods of analysis were descriptive/ inferential statistics and thematic content analysis. The findings revealed that lecturers employed mostly a combination of teaching modes in classrooms.

Tok (2010) in "*TEFL Textbook Evaluation: From Teachers' Perspectives*". This study aims to examine the advantages and disadvantages of one type of TEFL materials, English language textbook "Spot On", used in state primary schools in Turkey. Sample of the research consists of 46 English teachers chosen randomly from state primary schools in Malatya and Adıyaman city centers. A five-likert type scale was used for evaluation. In this research, the course book was evaluated in term of 'layout and design, activities and tasks, language type, subject, content and skills and whole aspect'. The research revealed that 'Spot On' textbook actually did not stand up reasonably well to a systematic in-depth analysis and that the negative attributes far out-weighed the positive characteristics.

From many researches above are relevant because the subject of the research is EFL textbooks and the purpose of the research is evaluation and also for the perspective are teachers and students. The differences between these researches and this research are the object is Academic Writing Textbook that adopted by Ann Hogue in Writing Class on CILACS UII, the methodology that

used is quantitative research (survey and descriptive study). For the variable of this research used from Litz (2005) which include of layout and design, activities and task, skills, language type, and also subject and content.

2.6   Theoretical Framework

As whole research, here the following theoretical framework that used in this research to match the relationship between theories and research problem.

Tok (2010)

Mohammadi and Abdi (2014)

Litz (2005)
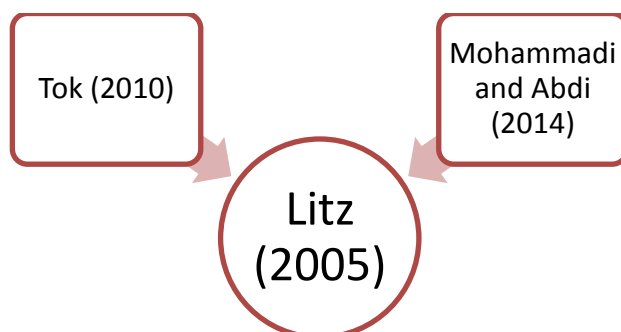
Figure 2.1 Theoretical Framework

In brief, instructional material is very crucial because it provides a framework or structure for teacher in achieving the goals and the objective in teaching learning activity. In this research, textbook used as printed source of instructional materials which need do evaluation. As time goes by, to improve and develop the quality of textbook as a media of instructional materials in teaching learning activity, it is possibly great to evaluate textbook. Textbook evaluation should help stakeholders to maintain the development in teaching learning activity and help teachers' development and professional growth. Furthermore, this research will investigate textbook that used in Academic Writing Elementary Class in CILACS, UII on January 2016 until January 2017 class period. Academic writing is an approach to express and describe the idea

that creates for the purpose study. In here, as instrument research to follow up this textbook by using questionnaire by Litz (2005) which have 5 variables and an additional question on practical consideration (price, accessories, methodology etc). The variables consist of layout and design, activities, skills, language type, subject and content.

2.7   Definition of Key Terms

In this subchapter covers all of definition of key terms that include in the title of the research, which is "Academic Writing Textbook Evaluations': Teachers' and Students' Perspectives *(Case Study: Academic Writing Textbook on Course Class at Cilacs Islamic University Of Indonesia)"*.

Academic Writing	Academic writing is a general term that refers to all writing created for the purpose of study (Chin, Khoizumi, Reid, Wray, & Yamazaki, 2012).
Textbook Evaluation	Textbook evaluation should help stakeholder to maintain of the development in teaching learning by using provide valuable information for the future going of classroom practice, the planning of courses and management of learning tasks by students (Rea-Dickins and Germaine 1994, p.4) and also should be extremely helpful in teachers' development and professional growth (Cunningsworth, 1995 and Ellis, 1997).

CILACS UII	CILACS UII (Center for International Language and Cultural Studies) is a Training Center for Language and Culture under the Islamic University of Indonesian (UII), Yogyakarta.
EFL	English as Foreign Language (EFL) refers to the status of English in countries where English is used as the primary foreign language (Kachru, 1992).
ESL	English as Second Language (ESL) refers to the status of English in countries where English is typically used as a daily medium of communication. The countries may be in "inner circle" which represents the traditional bases of English as well as "outer circle" where English has been institutionalized as an additional language (Kachru, 1992).

CHAPTER III

RESEARCH METHOD

This chapter will be highlighting the research method which is used for collecting data in this research. It covers research design, population and sample, data collecting technique, and also data analysis techniques.

3.1 Research Design

This study was designed to investigate and find the Academic Writing Textbook scores by doing textbook evaluation on Academic Writing Elementary Class at CILACS (Center for International Language and Cultural Studies) Islamic University of Indonesia. Quantitative research used as research method to collect the data in survey. Quantitative research is a method for testing objective theories by investigates the relationship among variables which the variables can be calculated by number of data and can be examine using statistical dealings (Creswell, 2014).

Particularly, it will run by survey research which presents numeric description of opinion from the population or sample of population by using questionnaires for collecting the data with the intention of generalizing from sample of population (Fowler, 2009). The data of textbook evaluation was pulling out by using primary data of survey study with questionnaires as the instrument.

3.2 Population and Sample

3.2.1 Population

According to Arikunto (2006), population is the overall subject of the research. The population of this study is all students and teacher who participated in Academic Writing Elementary Class at CILACS UII on period January 2016 until January 2017. On this period, there are five batch was held at CILACS UII. It consist of January 2016, April 2016, August 2016, October 2016, and January 2017 which have 36 students as participant of this period. For teacher, there are 4 teachers which taught the student during this period on January 2016 until January 2017.

3.2.2 Sample

According to Arikunto (2006), sample is a part of population which has similar characteristics. This research has 36 students as population of Academic Writing Elementary Class at CILACS UII. If the population is less than 100, all population can be sampled but if the population is over 100, the researcher can take 10%-15% or 20%-25% or more from all population as a sample (Arikunto, 2006, p. 134). However, roughly a quarter of population did not willing to be as a respondent because of some reason, such did not have time, busy, etc. Therefore, the researcher used Proportioned Stratified Sampling as techniques sampling for dealing with. Before that, the total sample should be determined. One of sampling method used to determine the number of samples is Slovin formula (Sevilla et. al., 1960:182) as follow.

$$n = \frac{N}{1+Ne^2} , \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots (1)$$

Where n is the total of sample, N is the total of population, and e is error tolerance. In this research, the error of tolerance is 10% (0.1). So, the total of sample is 27 respondents.

Techniques sampling divides into two, probability sampling and non-probability sampling. According to Sugiyono (2001), probability sampling is sampling techniques that provide equal probability for each element (member) of the population to be elected as sample members, while non-probability is a technique that does not provide equal probability for each element of the population to be elected as sample members. Proportioned stratified sampling is one of probability sampling. According to Margono (2004:126) states that stratified random sampling is commonly used in population that have stratified composition. Furthermore, Sugiyono (2001:58) said that proportioned stratified sampling used when the population has members or elements that are not homogeneous and stratified proportional. Because of the class period have five batch (January 2016 until January 2017) and stratified proportional, proportioned stratified sampling is appropriate for this research. The formula to get total sampling per each stratified as follow.

$$n_k = \frac{N_k}{N_{tot}} , \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots (2)$$

Where n_k is the sample total of each class, N_k is the population of class, and N_{tot} is the total of all population. For each class sampling that should

fulfill as follow on **Table** 3.1 and for teachers' sampling, the researcher takes all of the members.

Table 3.1 The total of students per batch

No.	Batch	Population each Class	Sample
1	January 2016	10	7
2	April 2016	7	3
3	August 2016	6	4
4	October 2016	9	9
5	January 2017	4	4
Total		36	**27**

3.3   Data Collecting Techniques

This subchapter explores data collecting techniques which are instrument, validity and reliability.

3.3.1   Instrument

According to Arikunto (2006), instrument is a media that used by the researchers to collect the data also make the research easier and enhanced results, in terms of caution, complete and scientifically so more easily processed. Instrument is a part of research to guide and help researcher to gather the data which used to find the result of the study.

In this research, the instrument that used by the researcher are questionnaire. There are two forms which gave to the students and the teachers as the respondent. While the researcher choose students and teachers as respondents because the whole activity in teaching learning consist of teacher as a person who deliver the material from the textbook and also students as a person who receive the material from the teacher and read the material by their selves. Chambers (1997) have pointed out that this activity is usually more beneficial if it is collectively undertaken by everyone involved in the teaching and learning process.

The questionnaires designed by Litz (2005) which are STEF (Student Textbook Evaluation Form) and TTEF (Teacher Textbook Evaluation Form). The questionnaire consists of 25 statements for STEF and also 40 statements of TTEF. Both of questionnaires contained question that pertained to the practical consideration (price, accessories, methodology), layout and design, range and balance of activities, skills appropriateness and integration, social and cultural considerations, subject content and language types represented in the textbook and whole aspect. The questionnaire of STEF and TTEF was conducted at the Sung Kyun Kwan University Science and Technology Campus in Suwon, South Korea, 2000. Those questionnaires used scale of 1 until 10 which 1 as highly disagrees and 10 as highly agree. The questionnaires divide into three parts which personal information of the respondent (student and

teacher), student need analysis that consist of 10 questions and textbook evaluation form.

Because of STEF and TTEF is representing of evaluating and analyzing of the textbook, other research that has been used questionnaire is the research from Tok (2010) in *"TEFL Textbook Evaluation: From Teachers' Perspectives"*. This research modified the TTEF into 30 items of 40 items original version in 6 variables without practical considerations (layout and design, activities, skills, language type, subject and content, and whole aspect).

Other research came from Mohammadi and Abdi (2014) in *"Textbook Evaluation: a Case Study"*. This research adapts STEF and TTEF and also student's need analysis from Litz. The teacher questionnaire consisted of 40 items and student version consisted of 25 items. There is no modified of instrument in this research.

Figure 3.1

Framework of Previous Researches that Using STEF and TTEF by Litz (2005)
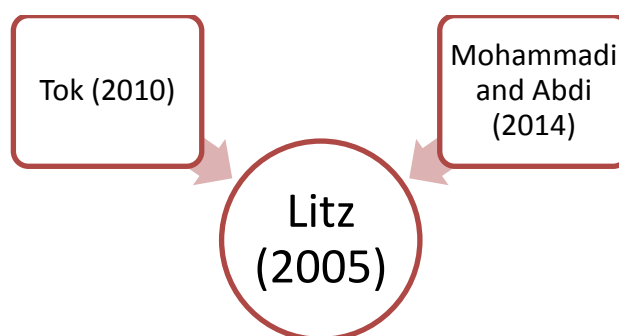
Based on the related studies using STEF and TTEF, the researcher adopt 25 items of STEF and also 40 items of TTEF that designed by Litz (2005). In this research did not used students need analysis from Litz (2005). However, the researcher provides one open-ended question in last part of questionnaires. Both of questionnaires of the study consist of two parts. The first part is about the subjects' personal information and the second part is the Textbook Evaluation Form. STEF and TTEF were adapted to Academic Writing Textbook in CILACS UII by the researcher used Linkert scale that covering 6 variables and one part as additional questions (practical considerations, layout and design, activities and task, skills, language type and content, subject and content and also whole aspect). The statements in the inventory have been labeled as "Completely Agree (4), "Agree (3)", "Disagree (2)", "and Completely Disagree (1)". The researcher just used fourth Linkert scale and unused "Neutral" scale because the researcher wants to know the real score from the respondents on the textbook. By unused "Neutral" the researcher gain the respondents to know their clear position on the object. It is satisfying or unsatisfying. If the "Neutral" scale still exists, it could be bias for the future analysis.

3.3.1.1 Non-Test

This study used non-test on research design by using close and open-ended questionnaire. In STEF consists of 25 items and 40 items of TTEF used close-ended questionnaires. In the end of textbook evaluation form, the researcher gives one open-ended

question about critic and suggestion from students and teacher for the stakeholders in development textbook as one of media in teaching learning activity.

3.3.2 Validity

According to Uno, Sofyan & Candiasa (2001:139), validity score that is related to accuracy toward things that are measured. Furthermore, Based on Sukardi (2007) pointed out that an instrument so called valid if the instrument that is to be use can measure what will measurability. According to Gay in Tanzeh (2009:57) the definition of validity is the degree to which a test measures what it is supposed to measure. All in all, the validity is a fundamental part of research as consideration in selecting items questionnaire of instrument.

This research used 25 items of STEF and 40 items of TTEF which designed by Litz (2005) as the instrument to evaluate Academic Writing Textbook on Elementary class in CILACS UII. This instrument also adopted and validated by other researcher that used Textbook Evaluation Form by Litz (2005), such as Tok (2010) and Mohammadi and Abdi (2014). Tok (2010) used this questionnaire to examine the advantages and disadvantages of one type of TEFL materials, English language textbook "*Spot On,* used in state primary schools in Turkey. Also in checking validity of the questionnaire, the researcher used other content validity technique such as testing using rational analysis of professional judgment or an expert, since the lecturer is considered as an expert in this research.

This instrument was consulted continuously with the lecturer and considered valid.

3.3.3 Reliability

According to Uno, Sofyan & Candiasa (2001: 139), reliability score that is related to consistency towards measurement result if it is tested in two different times. Based on Howit and Cramer (2000:28) reliability is the extent to which the measure will give the same response under similar circumstances Reliability is focusing on the performance and measure consistency in same phenomenon. The questionnaires were approved by advisor and tried a few students and got the reliability scores by using Cronbach's alpha coefficients. The score has a high degree of reliability ("α-0.8").

3.4 Data Analysis Techniques

The data analysis techniques explain about data indicator and hypothesis testing of the research. The questionnaires used in this research consist of 25 items of STEF and 40 items of TTEF by Litz (2005).

3.4.1 Data Indicator

This subchapter shows specific measurement to answer research question or proof hypothesis.

3.4.1.1 Respondent Personal Information

The first part of the questionnaires explore about personal information of the respondents (students and teachers). For the "personal information" of the students consists of name, gender,

age, occupation, motivation in learning English, educational, and background of the study, while for teachers consist of name, gender, age, educational, background of the study, experience in teaching English. The entire question in this part used close-ended question.

For the measurement of personal information, the researcher presented the demographic of the respondent by using chart or diagram in Ms. Excel. So, the readers will be easy to understand by seeing the visualization of respondents who participates in this research.

3.4.1.2 Textbook Evaluation Form

In measuring the score of textbook evaluation form, the questionnaires presented with checklist the number scale (1, 2, 3, or 4) in Linkert-scale which calculated by using Microsoft Excel. The scales of questionnaires have frequency of each type as follows.

1   = Completely Disagree
2   = Disagree
3   = Agree
4   = Completely Agree

For the measurement, descriptive statistics were used to find frequencies and percentages of each item, and mean (X) for the whole items per each variables.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to execute textbook evaluation in Academic Writing Elementary Class in CILACS at Islamic University of Indonesia during January 2016 until January 2017 period class. The result will present in three parts; the respondent general information and textbook evaluation questionnaire from Litz (2005). Additionally, tables and figures were also presented to give detailed explanations.

4.1 Research Finding

4.1.1 The Result of Respondent Personal Information

Respondent personal information which was completed the STEF and TTEF will be shown in the diagram as below.

Figure 4.1 Gender of the Respondent
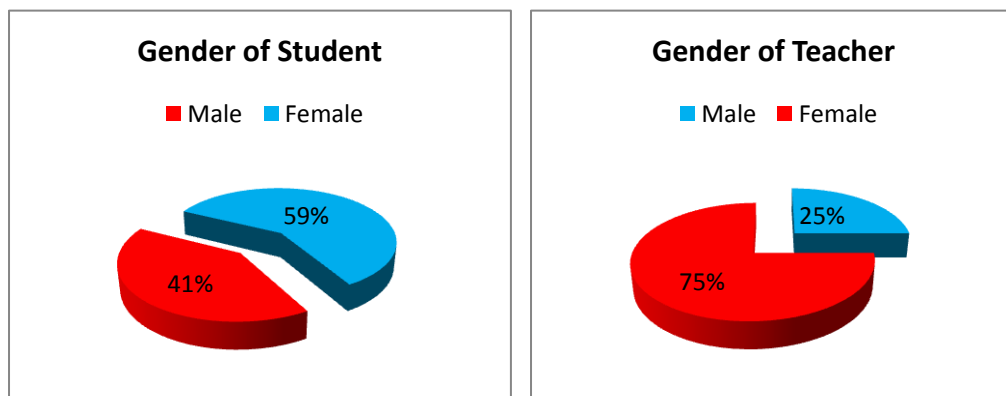
Based on the **Figure 4.1**, the total of respondents consists of 27 students and 4 teachers who completed the questionnaire. It conquered by female

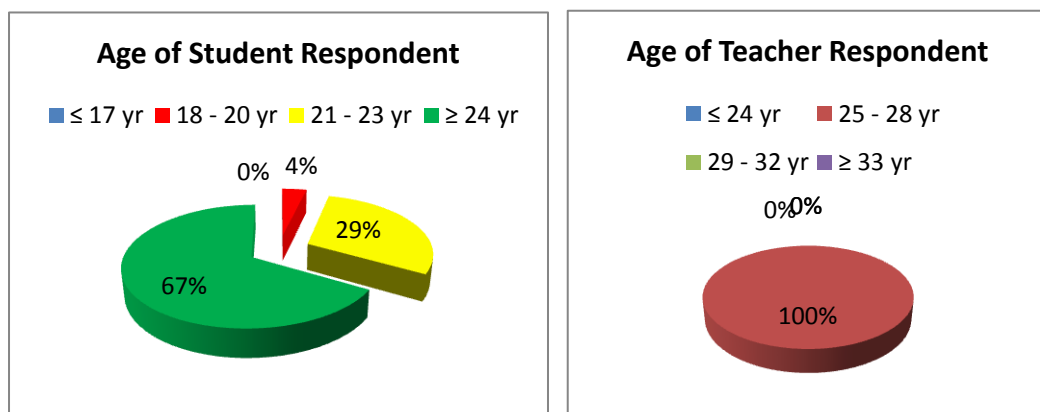respondents of 59 % with 16 students, while 41% consist of 11 male students. Moreover, the total of teacher is 4 respondents that consist of 75 % female with 3 respondents and 25% male with 1 respondent. Hence, for students and teacher still led by women rather than man.

Figure 4.2 Age of the Respondent

Based on **Figure 4.2**, most of the student respondents were aged over 24 years old of 67% with 18 respondents, then 29% students were aged 21 – 23 years old with 8 respondents and the smallest students were aged 18 – 20 years old of 4% with 1 respondent. Furthermore, all of the teachers who taught in class period January 2016 until January 2017 were aged 25 – 28 years old with 4 respondents.

From that, it figures out that most of students join in Academic Course when they are over 24 years old. It means that normally pass graduated of Bachelor Degree needs 4-5 years in 23 until 24 years old; they decided to continue their study and prepare all of requirements to entrance Master Degree by joining academic writing course after finishing their study in Bachelor Degree. Meanwhile, all of the teachers were aged on 25 until 28 years old. In this term, the teacher will be maturity in education because of they are on Master Degree or was

pass graduate from it. With higher education, it hopes the teacher can develop their performance in serving and delivering material.

Figure 4.3 Educations and Institution Background of the Students
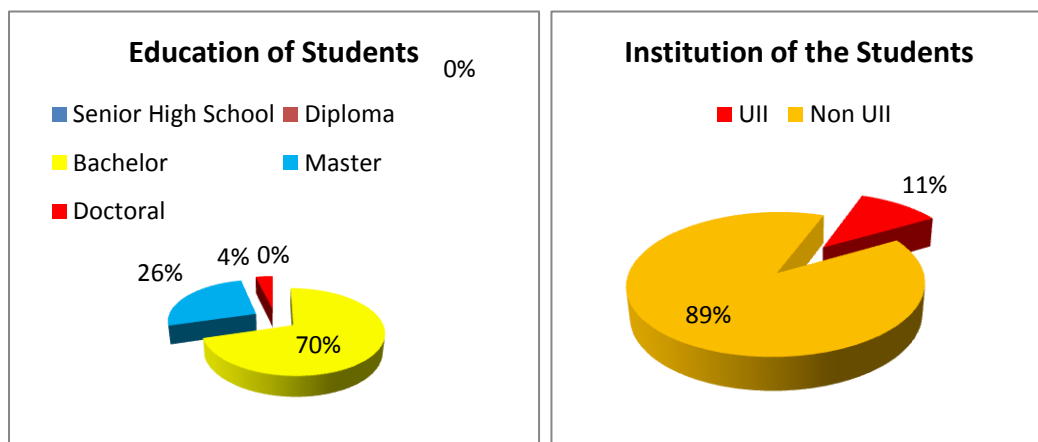
Based on **Figure 4.3**, most of students were as student in Bachelor Degree of 70% with 19 students, Master degree of 26 % with 7 students and Doctoral of 4% with 1 student. For background institution that their came from, most of students came from Non-UII with 89% of 24 students and 11% came from UII with 3 students.

From this phenomenon, it point out that most of students which followed Academic Writing Course in CILACS UII was graduated from Bachelor Degree They thought that to join additional class in academic writing it could help them prepare master scholarship or entrance selection exam in Master Degree that should making essay or paper and also will used in their educational environment in Master Degree level. Meanwhile, CILACS is one of UII education product that provide foreign language course for UII students and public but in this period class most of students came from non-UII. It means that CILACS UII already

known with other famous Yogyakarta English Course and also trusted among students outside UII.

Figure 4.4 Students' Motivation in Learning English

Motivation

■ No Motivation   ■ Weak Motivation
■ Motivation   ■ Strongly Motivation

0%   11%

59%   30%
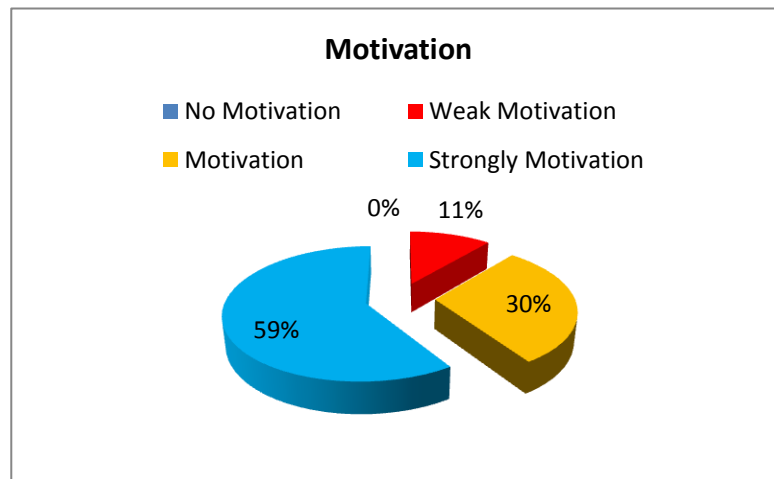
Based on **Figure 4.4**¸ it shows that students' motivation in Learning English especially academic writing has 59% respondents strongly motivation with 16 students and week motivation has 11% respondents with 3 students. It means that most of student can push their self and engage it to learn academic writing to fulfilling the requirement to entrance Master Degree selection.

Figure 4.5 Educations and Background Study of the Teacher

Education of Teachers

■ Diploma   ■ Bachelor   ■ Master

0%

25%

75%

Background Study of Teacher

■ English Education   ■ English Literature
■ Others

0%

25%

75%
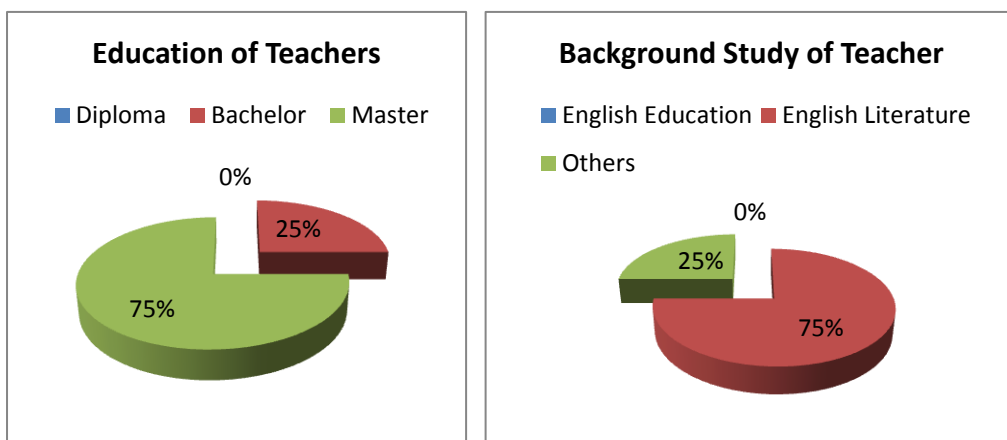
Figure 4.6 Experiences in Teaching English
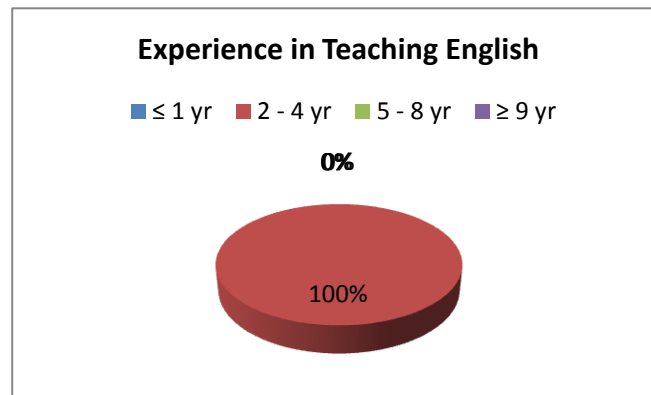
Based on **Figure 4.5** and **4.6**, it point out that most of teacher that consist of 75% have Master Degree as their last education and 25% has Bachelor Degree as last education. Meanwhile, 75% teachers have English Literature as background study and 25% has Literature ones. It figured out that in this academic writing period class, mostly the teachers have English literature as their background study rather than English Education. All teachers have 2 until 4 years in experience in teaching English.

4.1.2 Student Textbook Evaluation Form

Based on the research, there are 25 item questions that should answer by student of Academic Writing Elementary Course, CILACS UII on period January 2016 until January 2017. The results are as follow.
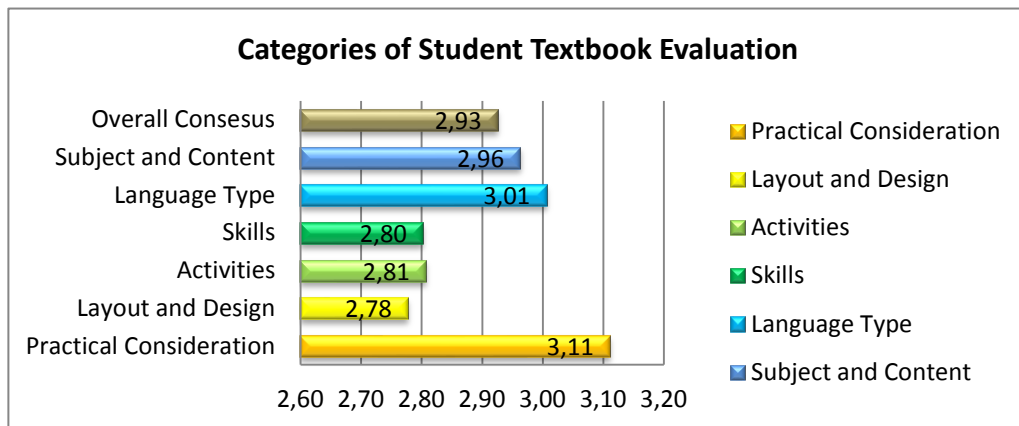
Figure 4.7 Categories of Student Textbook Evaluation by the Students'

Perspective

There are 7th categories which included as parameter in this research. All categories consist of item question, such as 2 item questions of practical consideration, 2 item questions of layout and design, 5 item questions of activities, 3 item questions of skills, 4 item questions of language type, 5 item questions of subject and content and 2 item questions of overall consensus. Based on **Figure 4.7**, shown that average score of each category of student textbook evaluation. As finding shown, the higher average score obtained by practical consideration with (3.11), language type (3.01), subject and content (2.96), overall consensus (2.93), activities (2.81), skills (2.80) and the lowest average score by layout and design with (2.78).
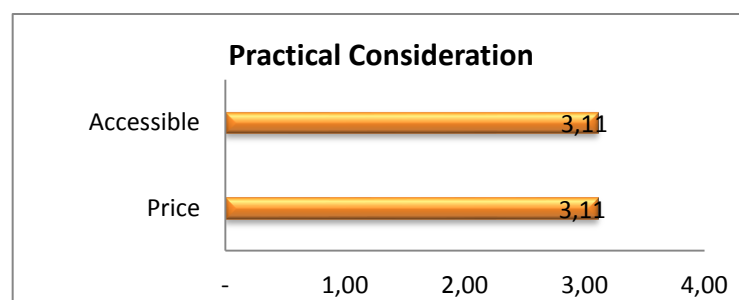
Figure 4.8 Practical Consideration Average Score by the Students' Perspective

Based on **Figure 4.8**, shown that the average score of 2 item questions of practical consideration category has same value which is ($\bar{X}$= 3.11). This item got higher score in this term. The students agree that (1) *The price of the textbook is reasonable* and also (2) *The textbook is easily accessible*.

Layout and Design

Organised effectively	2,78
Appropriate & Clear	2,78

- 1,00 2,00 3,00
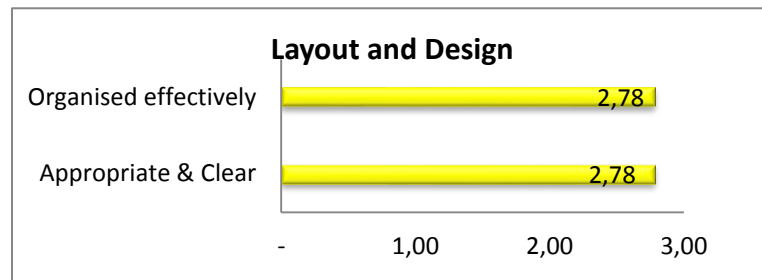
Figure 4.9 Layout and Design Average Score by the Students' Perspective

Based on **Figure 4.9**, shown that for item questions of layout and design category which stated (3) *The layout and design is appropriate and clear*, (4) *The textbook is organized effectively* obtained score ($\bar{X}$= 2.78) for each statement.

Activities

Promote Creative	2,89
Motivating &Realistic…	2,85
Incorporate individual,…	2,70
Communicative &…	2,78
Balance activity	2,81

2,60 2,70 2,80 2,90 3,00

Figure 4.10 Activities Average Score by the Students' Perspective

Based on **Figure 4.10**, shown that 5 items from activities category. The statements are *(5) The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production)* has score ($\bar{X}$= 2.81), *(6) The activities encourage*

43

sufficient communicative and meaningful practice has score ($\bar{X}$= 2.78), the lowest score obtained by *(7) The activities incorporate individual, pair and group work* ($\bar{X}$= 2.70), *(8) The grammar points and vocabulary items are introduced in motivating and realistic contexts* has score ($\bar{X}$= 2.85). Meanwhile the last item obtained the higher score on statement *(9) The activities promote creative, original and independent response* ($\bar{X}$= 2.89).

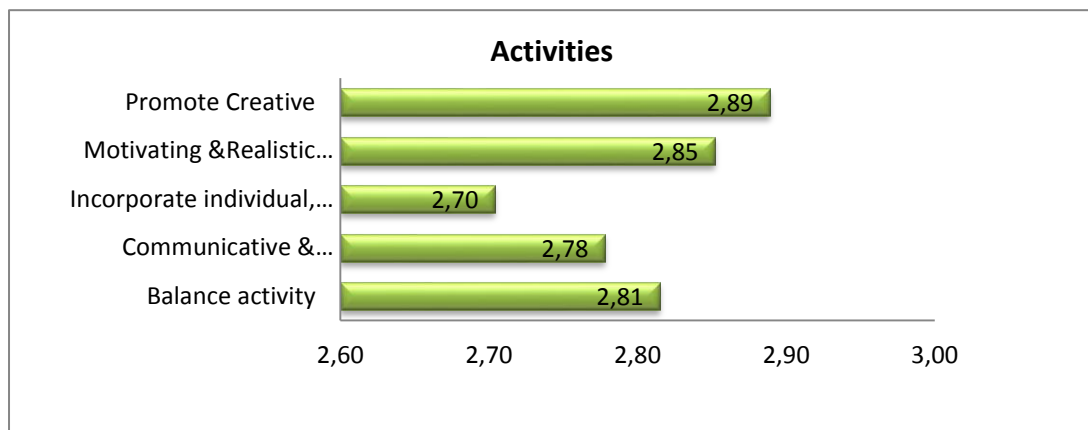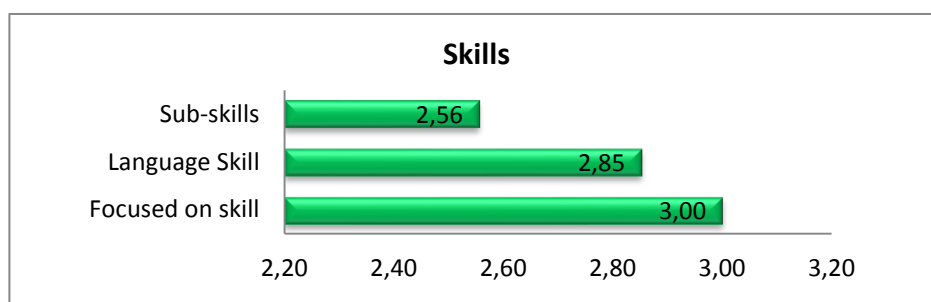**Figure 4.11** Skills Average Score by the Students' Perspective

Based on **Figure 4.11**¸ shown that average score of skills category consist of 3 item statements. The higher average score obtained by *(10) The materials include and focus on the skills that I need to practice* has score ($\bar{X}$= 3.00) and *(11) The materials provide an appropriate balance of the four language skills* has score ($\bar{X}$= 2.85). Meanwhile, the lowest average score obtained by *(12) The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc* has score ($\bar{X}$= 2.56).
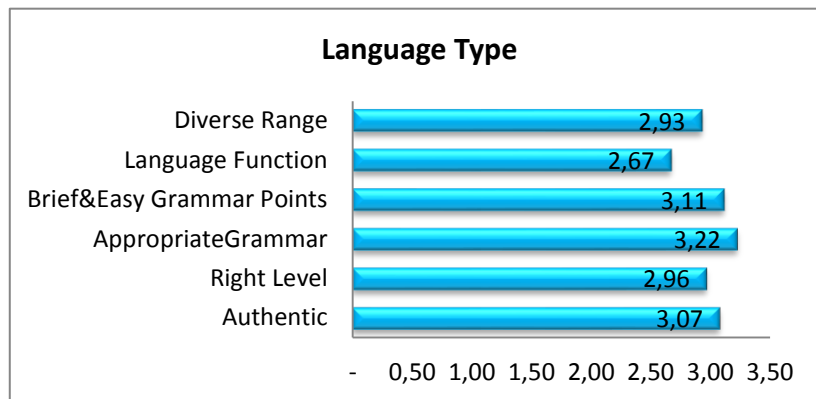
Figure 4.12 Language Type Average Score by the Students' Perspective

Based on **Figure 4.12,** shown 6 items to evaluate language type category. The statements are *(13) The language used in the textbook is authentic - i.e. like real-life English* has score ($\bar{X}$= 3.07) and *(14) The language used is at the right level for my current English ability* has score ($\bar{X}$= 2.96). The higher average score obtained by *item (15) The progression of grammar points and vocabulary items is appropriate* with score ($\bar{X}$= 3.22) and *(16) The grammar points were presented with brief and easy examples and explanations* with score (3.11). The lowest average on language type category obtained by item *(17) Language functions exemplify English that I will be likely to use in the future* with score ($\bar{X}$= 2.67). The last item has score ($\bar{X}$= 2.93) with statement *(18) The language represents a diverse range of registers and accents.*

Subject and Content

Not Culturally Biased — 3,04
Sufficient Variety — 2,74
Interesting — 2,85
Realistic — 3,26
Relevant — 2,93

2,40 2,60 2,80 3,00 3,20 3,40

Figure 4.13 Subject and Content Average Score by the Students' Perspective

Based on **Figure 4.13**, shown that 5 items average score to evaluate subject and content category. For item *(19) The subject and content of the textbook is relevant to my needs as an English language learner* has score ($\bar{X}=$ 2.93); *(20) The subject and content of the textbook is generally realistic* has score ($\bar{X}=$ 3.26) as higher score in this category; *(21) The subject and content of the materials is interesting, challenging and motivating* has score ($\bar{X}=$ 2.85); *(22) There is sufficient variety in the subject and content of the textbook* has score ($\bar{X}=$ 2.74) as lowest score in this category; and the last is item *(23) The materials are not culturally biased and they do not portray any negative stereotypes* has score ($\bar{X}=$ 3.04).
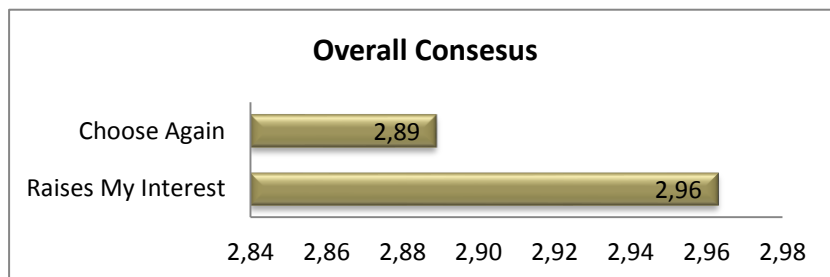
Overall Consesus

Choose Again — 2,89
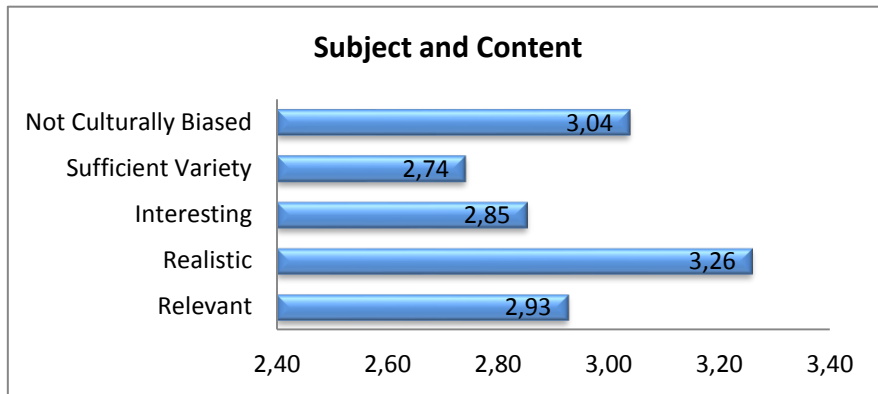Raises My Interest — 2,96

2,84 2,86 2,88 2,90 2,92 2,94 2,96 2,98

Figure 4.14 Overall Consesus Average Score by the Students' Perspective

Based on **Figure 4.14**, shown that 2 items average score of overall consensus category. The higher average score is item *(24) The textbook raises my interest in further English language study* has score ($\bar{X}$= 2.96). Meanwhile, the lowest average score in this category *(25) I would choose to study this textbook again* has score ($\bar{X}$= 2.89).

4.1.3 Teacher Textbook Evaluation Form

There are 4 teachers who taught in Academic Writing Elementary Class, CILACS UII on period January 2016 until January 2017 that all of them participated in this research. In this form, it consists of 45 item questions to evaluate the textbook that used. It includes of practical consideration 6 items, layout and design 8 items, activities 7 items, skills 5 items, language type 6 items, subject and content 5 items, and overall consensus 4 items.
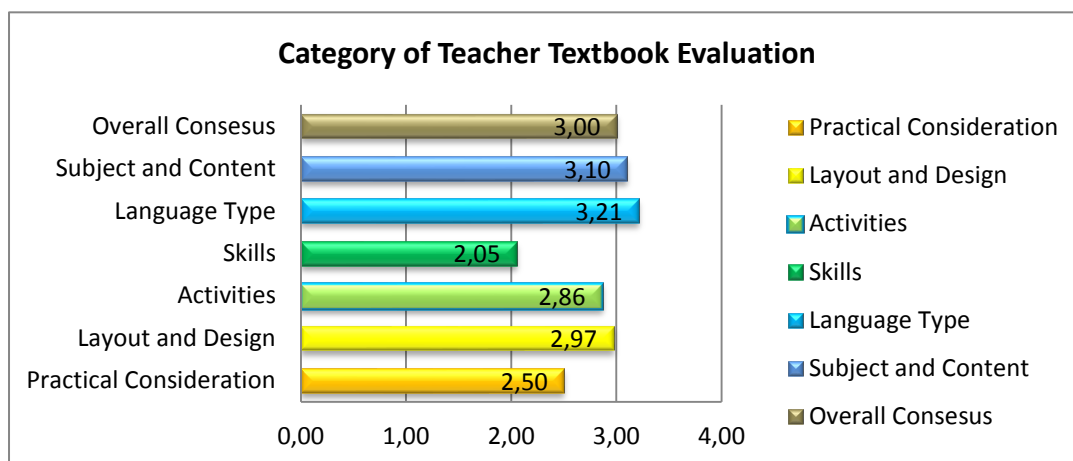
Figure 4.15 Category of Teacher Textbook Evaluation by the Teachers'

Perspective

Based on **Figure 4.15**, shown the average score of teacher textbook evaluations' category. There are 7 parameters to help evaluating textbook that used in this class. The higher average score obtained by language type (3.21).

Meanwhile, the lowest average score obtained by skills (2.05). Practical consideration obtained average score (2.50), layout and design (2.97), activities (2.86), subject and content (3.10) and overall consensus (3.00).
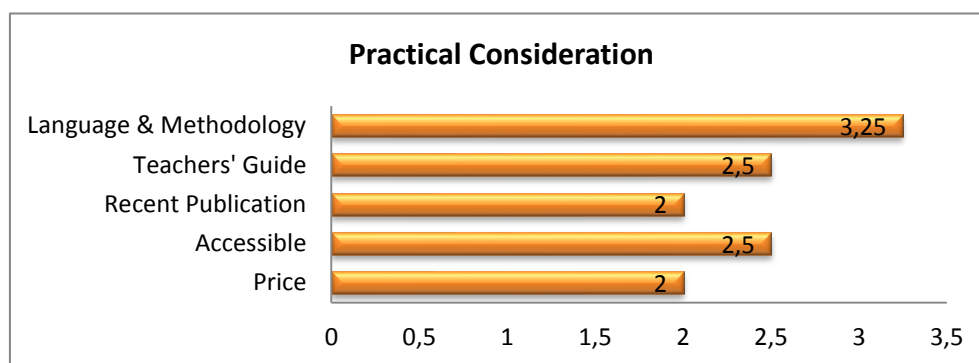
Figure 4.16 Average Score of Practical Consideration by the Teachers'

Perspective

Based on **Figure 4.16**, shown 5 items to explain the textbook of practical consideration category. Item *(1) The price of the textbook is reasonable has lower* score with ($\bar{X}$= 2.00); *(2) The textbook is easily accessible* has score ($\bar{X}$= 2.50); *(3) The textbook is a recent publication* has lower average score ($\bar{X}$= 2.00); *(4) A teacher's guide, workbook, and audio-tapes accompany the textbook* has score ($\bar{X}$= 2.50) and (*5) The author's views on language and methodology are comparable to mine (Note: Refer to the 'blurb' on the back of the textbook)* has higher average score with ($\bar{X}$= 3.25)
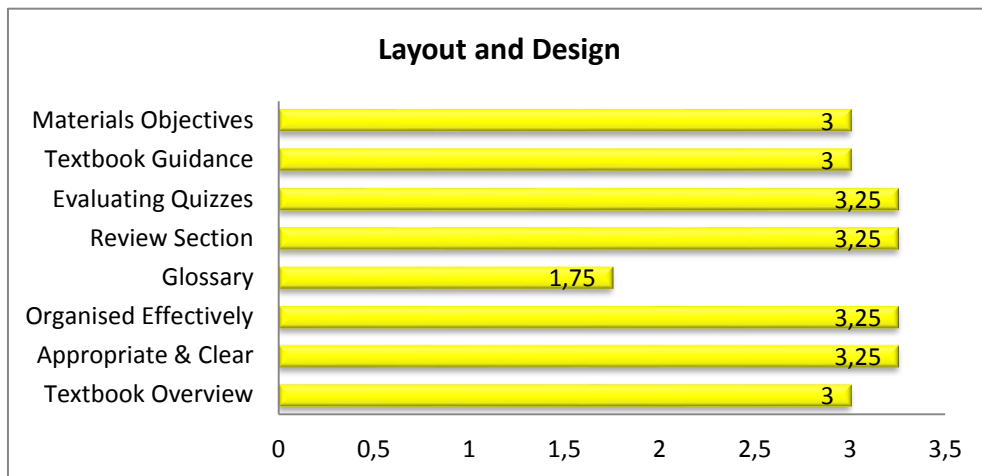
Figure 4.17 Average Score of Layout and Design by the Teachers' Perspective

Based on **Figure 4.17**, shown that 8 items to evaluate layout and design category in textbook evaluation from teacher perspective. Item (6), (12), (13) has average score ($\bar{X}$= 3.00) with statement *(6) The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit; (12) The teacher's book contains guidance about how the textbook can be used to the utmost advantage; and (13) The materials objectives are apparent to both the teacher and student.* Item (7), (8), (10), and (11) has higher average score ($\bar{X}$= 3.25) with statement *(7) The layout and design is appropriate and clear; (8) The textbook is organized effectively; (10) Adequate review sections and exercises are included;* and *(11) An adequate set of evaluation quizzes or testing suggestions is included.* The last item (9) get lower average score ($\bar{X}$= 1.75) with statement *(9) An adequate vocabulary list or glossary is included.*
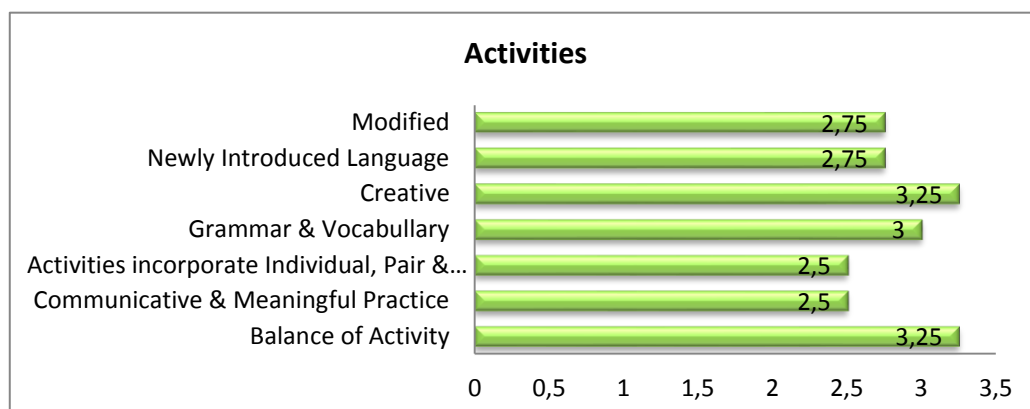
Figure 4.18 Average Score of Activities by the Teachers' Perspectives

Based on **Figure 4.18**, shown 7 items to evaluate textbook evaluation by teachers' perspective. The higher average score ($\bar{X}$= 3.25) get by item (14), and item (18) with statement *(14) The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production)* and *(18) The activities promote creative, original and independent responses*. The lowest average score ($\bar{X}$= 2.50) get by items (15) and item (16) with the statement *(15) The activities encourage sufficient communicative and meaningful practice* and *(16) The activities incorporate individual, pair and group work*. Item (17) has average score ($\bar{X}$= 3.00) with statement *(17) The grammar points and vocabulary items are introduced in motivating and realistic contexts*. Item (19) and (20) get average score ($\bar{X}$= 2.75) with the statement *(19) The tasks are conducive to the internalization of newly introduced language* and *(20) The textbook's activities can be modified or supplemented easily*.
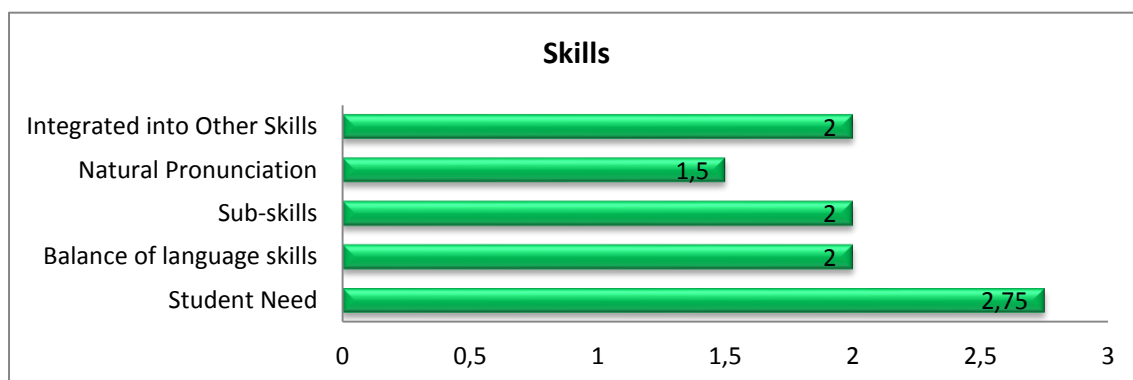
Figure 4.19 Average Score of Skills by the Teachers' Perspectives

Based on **Figure 4.19**¸ it shown 5 items to evaluate textbook evaluation in skills category by teacher perspective. The higher average score ($\bar{X}$= 2.75) get by item (21) with statement *(21) The materials include and focus on the skills that I/my students need to practice*. Item (22), (23), and (25) has average score ($\bar{X}$= 2.00) with statement *(22) The materials provide an appropriate balance of the four language skills; (23) The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc*; and *(25) The practice of individual skills is integrated into the practice of other skills*. The lower average score ($\bar{X}$= 1.50) get by item (24) with statement *(24) The textbook highlights and practices natural pronunciation (i.e.- stress and intonation)*.
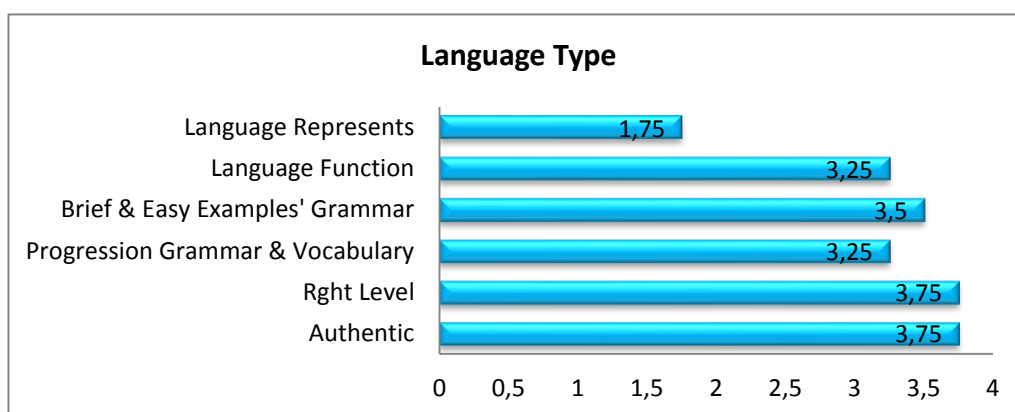
Figure 4.20 Average Score of Language Type by the Teachers' Perspectives

Based on **Figure 4.20** shown 6 items to evaluate textbook in language type category by teachers' perspective. The higher score ($\bar{X}$= 3.75) get by items (26) and (27) with statement *(26) The language used in the textbook is authentic - i.e. like real-life English* and *(27) The language used is at the right level for my (students') current English ability*. Item (28) and (30) has average score ($\bar{X}$= 3.25) with statement *(28) The progression of grammar points and vocabulary items is appropriate* and *(30) The language functions exemplify English that I/my students will be likely to use*. Item (29) has average score ($\bar{X}$= 3.50) with statement *(29) The grammar points are presented with brief and easy examples and explanations*. The lower average score ($\bar{X}$= 1.75) get by item (31) with statement *(31) The language represents a diverse range of registers and accents.*
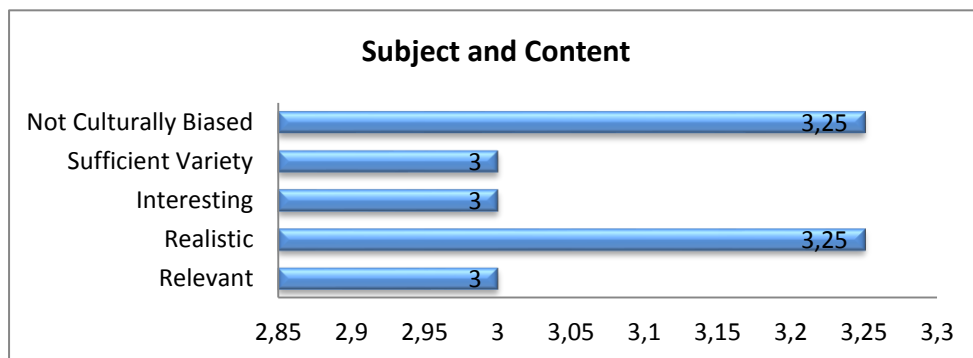
Figure 4.21 Average Score of Subject and Content by the Teachers' Perspectives

Based on **Figure 4.21**, shown 5 items to explain textbook evaluation in subject and content category by teachers' perspective. The lower score ($\bar{X}$= 3.00) get by item (32), (34) and (35) with statement *(32) The subject and content of the textbook is relevant to my (students') needs as an English language learner(s);*

(34) The subject and content of the textbook is interesting, challenging and motivating and *(35) There is sufficient variety in the subject and content of the textbook*. The higher score ($\bar{X}$= 3.25) get by item (33) and (36) with statement *(33) The subject and content of the textbook is generally realistic* and *(36) The materials are not culturally biased and they do not portray any negative stereotypes*.
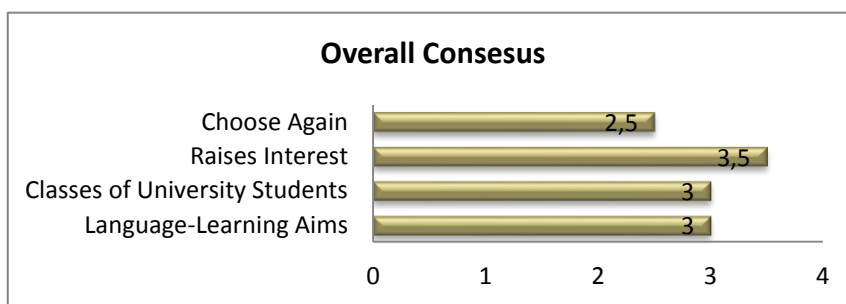
Figure 4.22 Average Score of Overall Consesus by the Teachers' Perspectives

Based on **Figure 4.22**, shown 4 items to observe textbook evaluation in overall consesus category by teachers' perspective. Item (37) and (38) has average score ($\bar{X}$= 3.00) with statement *(37) The textbook is appropriate for the language-learning aims of my institution* and *(38) The textbook is suitable for small-medium, homogeneous, co-ed. Classes of university students*. The higher average score ($\bar{X}$= 3.50) get by item (39) with statement *(39) The textbook raises my (students') interest in further English language study*. The lower average score ($\bar{X}$= 2.50) get by item (40) with statement *(40) I would choose to study/teach this textbook again*.

4.2   Discussion

4.2.1 Practical Consideration

The questionnaire used in this research is evaluation form taken by David Litz (2005). Those questionnaires used to evaluate textbook evaluation in Academic Writing Class (Elementary Level) in CILACS UII on period class January 2016 until January 2017. The evaluation form divided into 2 perspectives, include of teachers as user in teaching activity and student as user in learning activity.

Based on Litz (2005), when the textbook to be purchasable, it should be printed and readily available and also easily to access it. Based on that, the higher average score of practical consideration category ($\bar{X}$= 3.11) with stated *"The price of the textbook is reasonable"* and *"The textbook is easily accessible"*. Most of student mostly agreed that the price of textbook is reasonable and also easily accessible. Meanwhile, from teacher perspective item price got score ($\bar{X}$= 2.00) with stated *"The price of the textbook is reasonable"*. The reason is some of the teachers did not know about the price of the textbook. On second item with stated *"The textbook is easily accessible"* got score ($\bar{X}$= 2.5). All teacher and student got the textbook as main guide in Academic Writing Class. So, they are easily to access it. Based on Litz (2005), when the textbook to be purchasable, it should be printed and readily available and also easily to access it. So, the point on this textbook really appreciate and higher from students perspective.

In addition, there are additional questions in practical consideration category of TTEF. Based on Litz (2005), a textbook should be written from author

and publisher credentials which qualified in English teaching and learning. The stated *"The textbook is a recent publication"* with average score ($\bar{X}=$ 2.5), *"A teacher's guide, workbook, and audio-tapes accompany the textbook"* with average score ($\bar{X}=$ 2.5) and *"The author's views on language and methodology are comparable to mine (Note: Refer to the 'blurb' on the back of the textbook)* with average score ($\bar{X}=$ 3.25) which is got higher average score in this category from teachers evaluation form. All in all, from student and teacher evaluation result most of them gave higher average score in this category with students ($\bar{X}=$ 3.11) and teachers ($\bar{X}=$ 3.00). Among the average score did not big gap and related same on group of respondents (students and teacher).

4.2.2 Layout and Design

According to the theories about textbook design from Williams (1983), Sheldon (1988), Brown (1995), Cunningsworth (1995) point out that physical characteristic of textbooks such as design or layout, organizational and logistical characteristics should be aware. On student form the stated are *"The layout and design is appropriate and clear"* and *"The textbook is organized effectively"* has same average score with ($\bar{X}=$ 2.97).

In additional questions, on teacher form more specific rather than student with stated *"The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit"* with average score ($\bar{X}=$ 3.00); *"The layout and design is appropriate and clear"* and *"The textbook is organized effectively"* with average score ($\bar{X}=$ 3.25) which has got higher score; *"An adequate vocabulary list or glossary is included"* with lower average score ($\bar{X}=$

1.75); *"Adequate review sections and exercises are included"* and *"An adequate set of evaluation quizzes or testing suggestions is included"* got higher score with ($\bar{X}$= 3.25); *"The teacher's book contains guidance about how the textbook can be used to the utmost advantage"* and *"The materials objectives are apparent to both the teacher and student"* has average score ($\bar{X}$= 3.00). All in all, layout and design category from student perspective got average score ($\bar{X}$= 2.78) and teacher ($\bar{X}$= 2.97) which is relative on same average score and did not big gap in here.

4.2.3 Activities

According to Vygotsky (1978 and Long (1990), they are supported the cognitive value of student-student/ social interaction for advance learning. The interactive group activities should be variation, include of individual work, peer interaction and group interaction. On students evaluation form the lowest average score got with statement *"The activities incorporate individual, pair and group work"* of ($\bar{X}$= 2.70), while teacher form described the lowest average score got by statement *"The activities encourage sufficient communicative and meaningful practice* and *"The activities incorporate individual, pair and group work"* with average score ($\bar{X}$= 2.50). It declared that both of student and teacher agreed about the variation of activity in this textbook lower based on the average score.

Furthermore, higher average score on student form got by *"The activities promote creative, original and independent responses"* with average score ($\bar{X}$= 2.89) and from the teacher form got by statement *"The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production)* and *"The*

activities promote creative, original and independent responses" with average score ($\bar{X}$= 3.25). In here, both of student and teacher agreed that this textbook aware on creativity, original and independent responses. All in all, layout and design category from student perspective got average score ($\bar{X}$= 2.81) and teacher ($\bar{X}$= 2.86) which is relative on same average score and did not big gap in here.

4.2.4 Skills

Based on Litz (2005), recommended that textbook has multi-skills syllabus and integrates all skills in English learning, both productive (speaking and writing) and receptive skills (listening and reading). Other theories from authors in ELT, Swan (1985), Harmer (1996) and McDonough and Shaw (1997) advocate an integrated, multi-skills syllabus because it considers and incorporates several categories of both meaning and form. Based on student form, the lowest average score got by statement "*The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc* with average score ($\bar{X}$= 2.56), while on the teacher form the lowest average score ($\bar{X}$= 1.50) with statement *"The textbook highlights and practices natural pronunciation (i.e.- stress and intonation)"*. It could be relative same that student perspective got lower score in sub-skills and teacher perspective got lower score in natural pronunciation. It is correct because their textbook just explain about academic writing which is specific in writing on English sub-skill.

Hereafter, for higher average score from student evaluation form got by statement *"The materials include and focus on the skills that I need to practice"* with score ($\bar{X}$= 3.00) and teacher form got by statement *"The materials include*

and focus on the skills that I/my students need to practice" with score ($\bar{X}$= 2.75). It seen both of student and teacher agreed that this textbook can fulfill the student need which is want to explore and practice in academic writing terms. All in all, skill category from student perspective got average score ($\bar{X}$= 2.80) and teacher ($\bar{X}$= 2.05).

4.2.5 Language Type

Based on findings, statement which lower average score got by *"Language functions exemplify English that I will be likely to use in the future"* with score ($\bar{X}$= 2.67) from student evaluation form, while teacher evaluation form with score ($\bar{X}$= 1.75) with statement *"The language represents a diverse range of registers and accents".* Students declare that this language functions did not use in the future because academic writing just used in educational term not in daily life which is more flexibility in language and structure. Meanwhile, teacher declared that this textbook minimum represents accents. It is match because the textbook just focus on writing in academic which has fixed rules in writing such as structure and grammar. It is different with accents which has flexible rule in application.

According to Litz (2005), 'language type and content' needed in textbook/materials evaluation form to investigate the materials was realistic and authentic or not. Based on that, the higher average score from student evaluation form obtained by statement *"The progression of grammar points and vocabulary items is appropriate* with score ($\bar{X}$= 3.22) and from teacher evaluation form obtained by statement *"The language used in the textbook is authentic - i.e. like*

real-life English and *"The language used is at the right level for my (students') current English ability"* with score ($\bar{X}$= 3.75). The teacher declared that the language used is authentic which is suitable on theorist. Other criteria that whether or not that the language in accurate level or accurate type, logic and suitable for student answered by statement *"The language used is at the right level for my (students') current English ability"*. It hopes there is clear sequence or relation between what students have previously learned and what they are learning now. All in all, language type category from student perspective got average score ($\bar{X}$= 3.01) and teacher ($\bar{X}$= 3.21).

4.2.6 Subject and Content

Based on findings, the higher average of student perspective score got by statement *"The subject and content of the textbook is generally realistic"* ($\bar{X}$= 3.26). From teacher perspective, the higher average score ($\bar{X}$= 3.25) got by item *"The subject and content of the textbook is generally realistic"* and *"The materials are not culturally biased and they do not portray any negative stereotypes"*. It means that the textbook took culture and language teaching in this term. According to Kramsch, (1994); McDonough and Shaw, (1997) explained to make students fluent and familiar in learning second language, they should took cultural understanding include of the values, manner or society's norms in ELT textbook such as the reading materials about cultural of native speakers. In this textbook, this item got higher score from students and teachers perspective. So, they declared that this theorist has included in this textbook.

However, the lower average score from student perspective got by statement *"There is sufficient variety in the subject and content of the textbook"* ($\bar{X}$= 2.74). While from teachers perspective got by statement *"The subject and content of the textbook is relevant to my (students') needs as an English language learner"*, *"The subject and content of the textbook is interesting, challenging and motivating"*, and *"There is sufficient variety in the subject and content of the textbook"* with average score ($\bar{X}$= 3.00). In this term, the student and teacher thought the variety in subject and content should be improved. While, the average score in this category relative higher rather than others item. All in all, subject and content category from student perspective got average score ($\bar{X}$= 2.96) and teacher ($\bar{X}$= 3.10).

4.2.7 Overall Consesus

According to Litz (2005), the author's approach to teaching methodology should be concern in the textbook that used in teaching learning activity. Brown and Cunningsworth (1995) described that in evaluating textbook to determine whether or not its inherent methodology will reinforce the institutional aims as well as conform to the classroom context. From teacher perspectives, the higher average score has ($\bar{X}$= 3.5) got by statement *"The textbook raises my (students') interest in further English language study"*. Furthermore, other statement has average score ($\bar{X}$= 3.00) in *"The textbook is appropriate for the language-learning aims of my institution"*, *"The textbook is suitable for small-medium, homogeneous, co-ed. Classes of university students"*. It means that the teacher thought this textbook appropriate for language aim of CILACS UII in academic

writing class and also the textbook suitable for small-medium and homogeneous class as well as course class has small until medium quantity of student and also the level of English skill is relative homogeneous (elementary level) because before entry to the class they should follow English skill test to know their capability in academic writing. From students perspectives, the higher score has ($\bar{X}$= 2.96) got by statement *"The textbook raises my interest in further English language study".* It is also match with teacher statement that their thought their students got the interest in English language study by this textbook.

In additional, other statement got average score from teacher ($\bar{X}$= 2.5) and student perspectives ($\bar{X}$= 2.89) got by statement *"I would choose to study/teach (for teacher) this textbook again".* All in all, overall consesus category from student perspective got average score ($\bar{X}$= 2.93) and teacher ($\bar{X}$= 3.00) which is relative on same average score and did not big gap in here.

4.2.8 Suggestion from Students and Teachers

Most of critic and suggestion from the students are vocabulary and design of textbook. The students thought that the textbook should be added new vocabulary of academic words. The vocabularies have less variation in academic word and needed upgrading in this term. Furthermore, the layout and design also needed repairing to be interesting and more colorful. Some of them complain that the textbook was not printing result but photocopied in black and white. It caused some of page did not really clear and also make student did not interesting to read it. However, most of student thought that the textbook was appropriate to guide them in exploring writing in academic terms.

Meanwhile, from teachers gave suggestion to add materials grammar and structure about collocation, subject verb agreement, conjunction, linking verb, gerund and word/lexical choice. The teacher thought that most of student weak in this part and the material did not really complete in this part. However, to close the shortcomings of the textbook, the teacher always compared and matched the textbook with other material, such as from website or additional textbook. The teacher hopes that the textbook can be upgraded in grammar and also list of academic vocabulary should be more variation.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The goal of this research is to describe the score categories of Textbook Evaluation from student and teacher perspectives at Academic Writing Course in CILACS UII by using questionnaire from Litz (2005). There were 27 of 36 students participating and also 4 of 4 teachers participating to fill the questionnaire.

Hereafter, the higher average score from categories of student textbook evaluation is practical consideration with average score ($\bar{X}$= 3.11), language type ($\bar{X}$= 3.01), subject and content ($\bar{X}$= 2.96), overall consensus ($\bar{X}$= 2.93), activities ($\bar{X}$= 2.81) and skills ($\bar{X}$= 2.80). Meanwhile the lower average score is layout and design category with average score ($\bar{X}$= 2.78). In teacher evaluation result, the higher average score get by language type with average score ($\bar{X}$= 3.21), subject and content ($\bar{X}$= 3.10), overall consensus ($\bar{X}$= 3.00), layout and design ($\bar{X}$= 2.97), activities ($\bar{X}$= 2.86) and practical consideration ($\bar{X}$= 2.50). Meanwhile the lower average score of teacher textbook evaluation is skill with average score ($\bar{X}$= 2.05).

The conclusion of this research based on findings and discussion is the textbook that used in Academic Writing class in CILACS UII was appropriate to learn and teach about academic writing which was suitable in student needs. However, it should be upgrading in academic vocabularies and some of grammar materials to support student needs and their English skill in this class (elementary

level). So, the textbook would be rich in material variation and also vocabularies variation. In layout and design part should be repairing more clear and colorful. It could help student more enjoy with their textbook to read and learn by using good looking and eye catching layout and design.

5.2 Recommendation

Based on the finding and discussion, firstly, the researcher suggested the students at Academic Writing Course (Elementary Level) in CILACS UII to add academic vocabularies list on their textbook if their find other word from reading newspaper or other sources. The student also use pen colorful to anticipate if the pages were bored in black and white photocopied. The student can underline important word or definition by using pen colorful. Make your textbooks like your diaries by adding colorful action to help you more enjoyed in reading the textbook. For the teacher, the researcher suggested that to continue utilization additional material if there is a part not completed explanation on the textbook. So, the students still have more practice from additional sources. For the stakeholders, the researcher suggested that to upgrade the list of academic vocabulary and also grammar material which has mentioned by the teacher. The stakeholders should take attention on layout and design by using photocopied in black and white that caused not clear in printing. Prefer use printing result with colorful. It could be engaged student to enjoy in learning activity.

Secondly, for CILACS it is quite better to present a textbook by using colorful printed rather than photocopy result. It is also dilemma because when the stakeholders give full color textbook, it could be possible the price more

expensive rather than current textbook. It could be better in printing textbook can use black and white but do not use photocopy. Keep still print by using black and white tint. Also to cover the disadvantages in some material that mentioned by teacher, the stakeholders can compare and make additional materials before keep in one textbook. It could be adopt from other author that has related background with the topic.

Lastly, for further research, it is recommended to evaluate textbook evaluation by using different instrument, such as interviewing of qualitative research or using other questionnaire with different category of textbook evaluation. It could be added a treasure in textbook evaluation research. In brief, the researcher hopes this study can give contribution on similar studies in textbook evaluation terms.

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<u>Appendix 1</u>: Student Textbook Evaluation Form

PART 1: Personal Information
Instruction : write your name and choose one of your own real condition as follows.

1. Name   :
2. Gender   :
   o   Male
   o   Female
3. Age   :
   o   ≤ 17 years old
   o   18 – 20 years old
   o   21 – 23 years old
   o   ≥ 24 years old
4. Occupation
   o   Students
   o   Students College in UII
   o   Students College in others
   o   Working
   o   Others (   ) please specify
5. Motivation in Learning(One = Highly motivated, 4 = Slightly motivated)
   o   1
   o   2
   o   3
   o   4
6. Educational
   o   Senior High School
   o   D3
   o   S1
   o   S2
   o   S3
7. Background:
   o   Natural Science
   o   Social Science
   o   Health
   o   Politics
   o   Technique
   o   Economics
   o   Education

PART 2: Student Textbook Evaluation Items
Instruction: Give your assessment for Academic Writing Textbook CILACS UII by using checklist in the table based on your expectation and reality. The range use Linkert Scale with criteria below.

4 = Completely Agree

3 = Agree

2 = Disagree

1 = Completely Disagree

STUDENT TEXTBOOK EVALUATION FORM

No.	Evaluation Item	Scale 1	2	3	4
A.	PRACTICAL CONSIDERATIONS				
1	The price of the textbook is reasonable.				
2	The textbook is easily accessible				
B.	LAYOUT AND DESIGN				
3	The layout and design is appropriate and clear				
4	The textbook is organised effectively.				
C.	ACTIVITIES				
5	The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production)				
6	The activities encourage sufficient communicative and meaningful practice				
7	The activities incorporate individual, pair and group work.				
8	The grammar points and vocabulary items are introduced in motivating and realistic contexts.				
9	The activities promote creative, original and independent responses				
D.	SKILLS				
10	The materials include and focus on the skills that I need to practice.				
11	The materials provide an appropriate balance of the four language skills.				
12	The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.				
E.	LANGUAGE TYPE				
13	The language used in the textbook is authentic - i.e. like real-life English.				
14	The language used is at the right level for my current English ability.				
15	The progression of grammar points and vocabulary items is appropriate.				
16	The grammar points were presented with brief and easy examples and explanations.				
17	language functions exemplify English that I will be likely to use in the future.				

18	The language represents a diverse range of registers and accents.				
F.	SUBJECT AND CONTENT				
19	The subject and content of the textbook is relevant to my needs as an English language learner.				
20	The subject and content of the textbook is generally realistic				
21	The subject and content of the materials is interesting, challenging and motivating.				
22	There is sufficient variety in the subject and content of the textbook				
23	The materials are not culturally biased and they do not portray any negative stereotypes.				
G.	OVERALL CONSESUS				
24	The textbook raises my interest in further English language study.				
25	I would choose to study this textbook again.				

PART 3: Open – Ended Question (Essay)
Instruction: Give your suggestion or recommendation for CILACS UII toward the textbook that you used in teaching learning activity!

_____

_____

_____

_____

PART 1 :Personal Information

Instruction : write your name and choose one of your own real condition as follows.

1. Name   :
2. Gender   :
   o Male
   o Female
3. Age   :
   o ≤ 24 years old
   o 25 – 28 years old
   o 29 – 32 years old
   o ≥ 33 years old
4. Educational   :
   o SMA
   o D3
   o S1
   o S2
   o S3
5. Background   :
   o English Education
   o English Literature
   o Others (   ) please specify
6. Experience of teaching :
   o ≤ 1 years
   o 2 - 4 years
   o 5 - 8 years
   o ≥ 9 years

PART 2: Teacher Textbook Evaluation Items

Instruction: Give your assessment for Academic Writing Textbook CILACS UII by using checklist in the table based on your expectation and reality. The range use Linkert Scale with criteria below.

4   = Completely Agree
3   = Agree
2   = Disagree
1   = Completely Disagree

TEACHER TEXTBOOK EVALUATION FORM

No.	Evaluation Item	Scale			
		1	2	3	4
A.	PRACTICAL CONSIDERATIONS				
1	The price of the textbook is reasonable.				
2	The textbook is easily accessible.				
3	The textbook is a recent publication.				
4	A teacher's guide, workbook, and audio-tapes accompany the textbook.				
5	The author's views on language and methodology are comparable to mine (Note: Refer to the 'blurb' on the back of the textbook).				
B.	LAYOUT AND DESIGN				
6	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.				
7	The layout and design is appropriate and clear.				
8	The textbook is organised effectively.				
9	An adequate vocabulary list or glossary is included.				
10	Adequate review sections and exercises are included.				
11	An adequate set of evaluation quizzes or testing suggestions is included.				
12	The teacher's book contains guidance about how the textbook can be used to the utmost advantage.				
13	The materials objectives are apparent to both the teacher and student.				
C.	ACTIVITIES				
14	The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).				
15	The activities encourage sufficient communicative and meaningful practice.				
16	The activities incorporate individual, pair and group work.				
17	The grammar points and vocabulary items are introduced in motivating and realistic contexts.				
18	The activities promote creative, original and independent responses.				
19	The tasks are conducive to the internalisation of newly introduced language.				
20	The textbook's activities can be modified or supplemented easily.				
D.	SKILLS				
21	The materials include and focus on the skills that I/my students need to practice.				
22	The materials provide an appropriate balance of the four language skills.				
23	The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.				
24	The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).				
25	The practice of individual skills is integrated into the practice of other skills.				
E.	LANGUAGE TYPE				

26	The language used in the textbook is authentic - i.e. like real-life English.				
27	The language used is at the right level for my (students') current English ability.				
28	The progression of grammar points and vocabulary items is appropriate.				
29	The grammar points are presented with brief and easy examples and explanations.				
30	The language functions exemplify English that I/my students will be likely to use.				
31	The language represents a diverse range of registers and accents.				
F.	SUBJECT AND CONTENT				
32	The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).				
33	The subject and content of the textbook is generally realistic.				
34	The subject and content of the textbook is interesting, challenging and motivating.				
35	There is sufficient variety in the subject and content of the textbook.				
36	The materials are not culturally biased and they do not portray any negative stereotypes.				
G.	OVERALL CONSESUS				
37	The textbook is appropriate for the language-learning aims of my institution.				
38	The textbook is suitable for small-medium, homogeneous, co-ed. Classes of university students.				
39	The textbook raises my (students') interest in further English language study.				
40	I would choose to study/teach this textbook again.				

PART 3: Open – Ended Question (Essay)
Instruction: Give your suggestion or recommendation for CILACS UII toward the textbook that you used in teaching learning activity!

_____

_____

_____

_____

Descriptive statistic of respondent personal information:

Figure 4.1 Gender of the Respondent

Gender of Student

■ Male ■ Female

59%
41%

Gender of Teacher

■ Male ■ Female

25%
75%

Figure 4.2 Age of the Respondent

Age of Student Respondent

■ ≤ 17 yr ■ 18 - 20 yr ■ 21 - 23 yr ■ ≥ 24 yr

0% 4%
29%
67%

Age of Teacher Respondent

■ ≤ 24 yr ■ 25 - 28 yr
■ 29 - 32 yr ■ ≥ 33 yr

0% 0%
100%

Figure 4.3 Educations and Institution Background of the Students

Education of Students

0%

■ Senior High School ■ Diploma
■ Bachelor ■ Master
■ Doctoral

26% 4% 0%
70%

Institution of the Students

■ UII ■ Non UII

11%
89%

Figure 4.4 Students' Motivation in Learning English

Motivation

- No Motivation
- Weak Motivation
- Motivation
- Strongly Motivation

0% 11%

30%

59%

Figure 4.5 Educations and Background Study of the Teacher

Education of Teachers

- Diploma
- Bachelor
- Master

0%

25%

75%

Background Study of Teacher

- English Education
- English Literature
- Others

0%

25%

75%

Figure 4.6 Experiences in Teaching English

Experience in Teaching English

- ≤ 1 yr
- 2 - 4 yr
- 5 - 8 yr
- ≥ 9 yr

0%

100%

Descriptive of all categories of student textbook evaluation:

Categories of Student Textbook Evaluation

Category	Score
Overall Consesus	2,93
Subject and Content	2,96
Language Type	3,01
Skills	2,80
Activities	2,81
Layout and Design	2,78
Practical Consideration	3,11

Legend: Practical Consideration, Layout and Design, Activities, Skills, Language Type, Subject and Content, Overall Consesus

X-axis: 2,60 2,70 2,80 2,90 3,00 3,10 3,20

Figure 4.7 Categories of Student Textbook Evaluation by the Students'

Perspective

Practical Consideration

	Score
Accessible	3,11
Price	3,11

X-axis: - 1,00 2,00 3,00 4,00

Figure 4.8 Practical Consideration Average Score by the Students' Perspective

Layout and Design

	Score
Organised effectively	2,78
Appropriate & Clear	2,78

X-axis: - 1,00 2,00 3,00

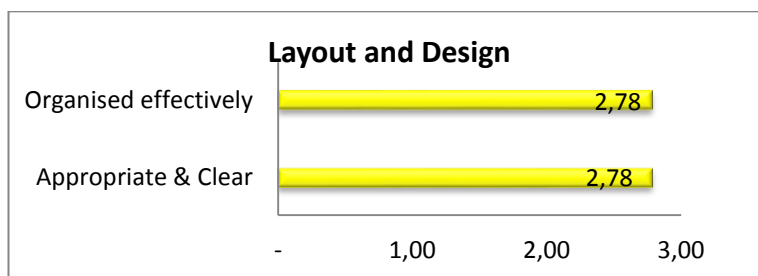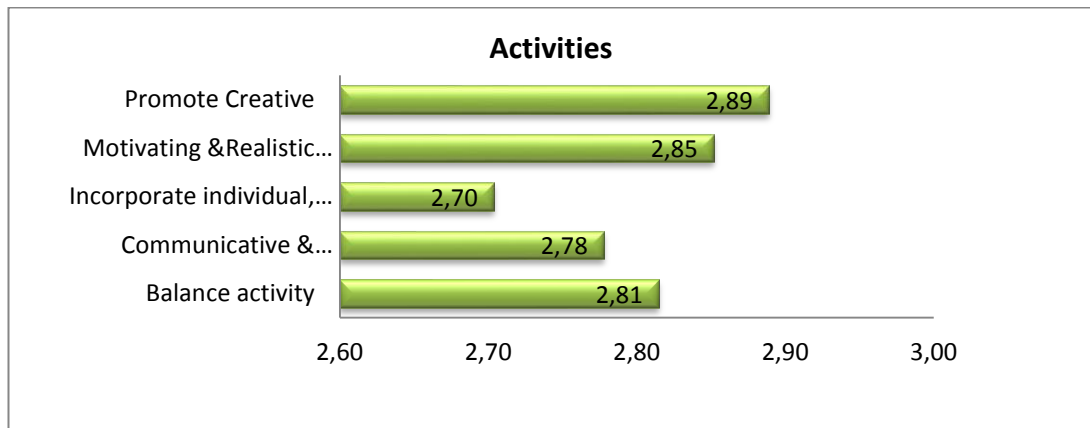**Figure 4.9** Layout and Design Average Score by the Students' Perspective

Figure 4.10 Activities Average Score by the Students' Perspective

Figure 4.11 Skills Average Score by the Students' Perspective

Figure 4.12 Language Type Average Score by the Students' Perspective

.

Figure 4.13 Subject and Content Average Score by the Students' Perspective

Figure 4.14 Overall Consesus Average Score by the Students' Perspective

Descriptive of all categories of teacher textbook evaluation
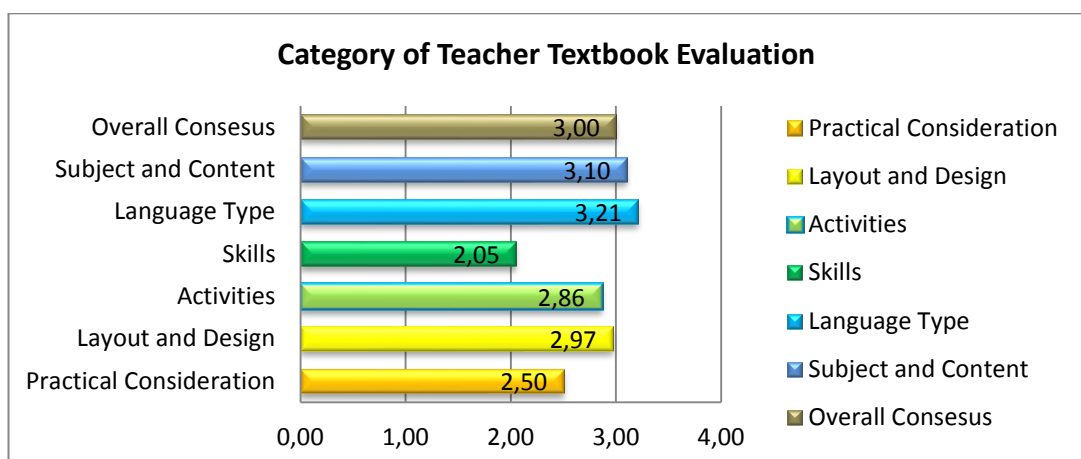
Figure 4.15 Category of Teacher Textbook Evaluation by the Teachers'
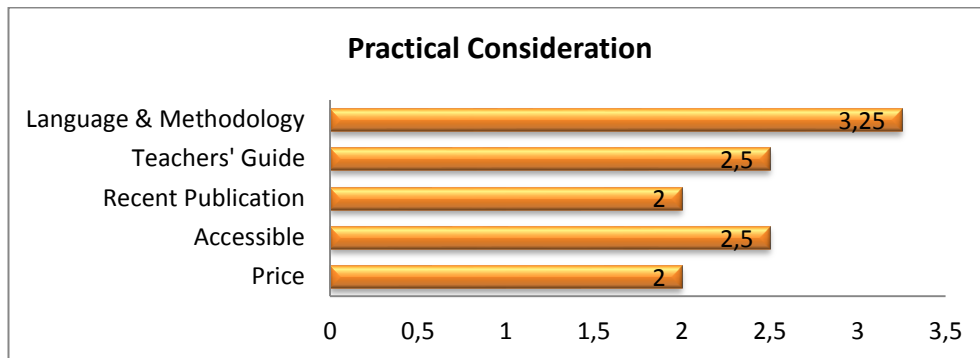
Perspective

Figure 4.16 Practical Consideration Average Score by Teachers' Perspective

Figure 4.17 Layout and Design Average Score by Teachers' Perspective

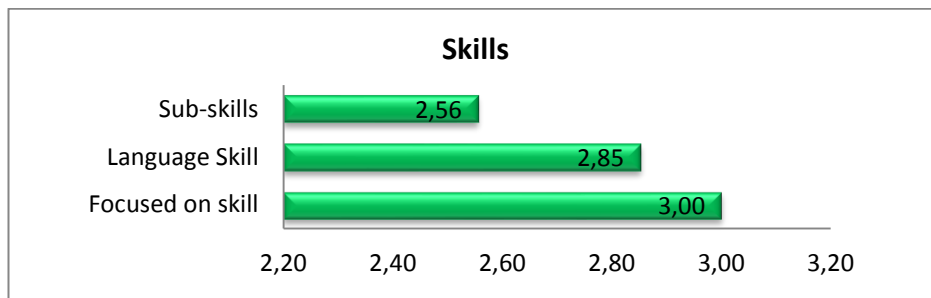**Figure 4.18** Activities Average Score by Teachers' Perspective

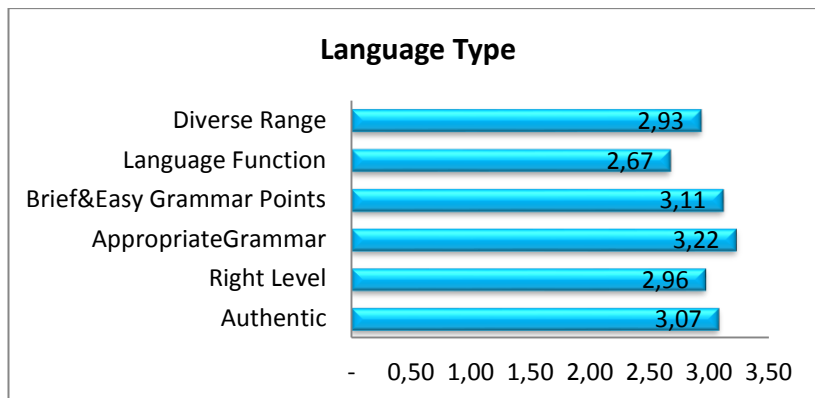**Figure 4.19** Skills Average Score by Teachers' Perspective

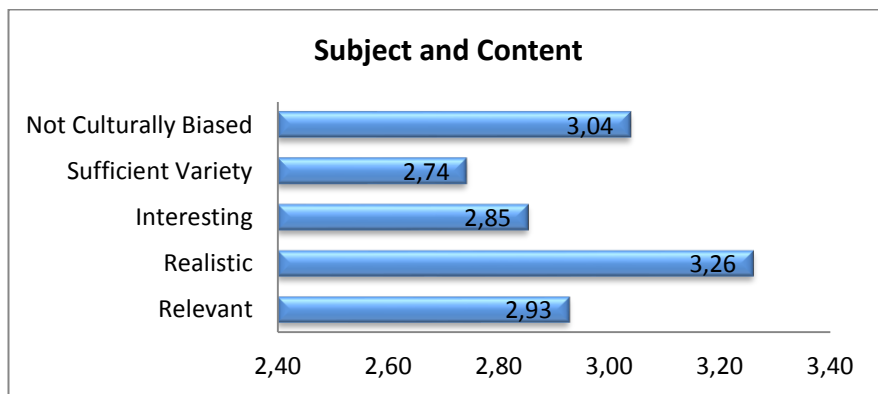**Figure 4.20** Language Type Average Score by Teachers' Perspective

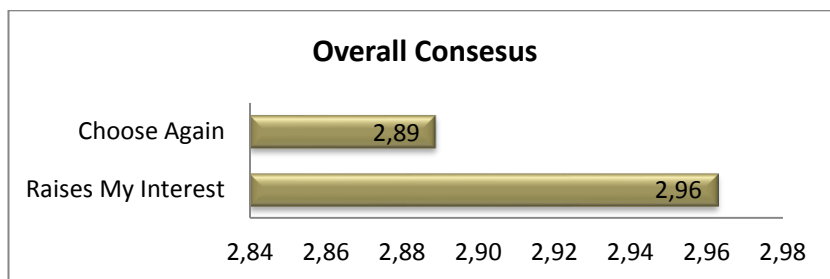**Figure 4.21** Subject and Content Average Score by Teachers' Perspective

Figure 4.22 Overall ConsesusAverage Score by Teachers' Perspective

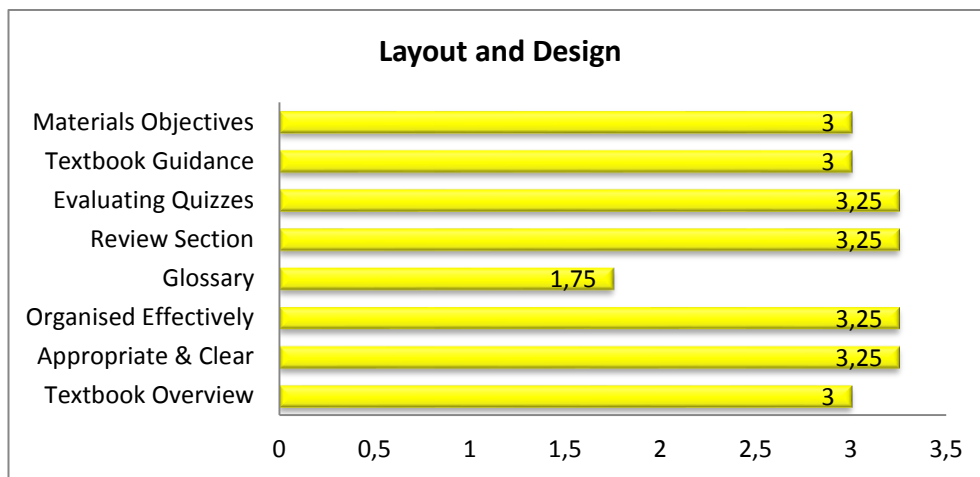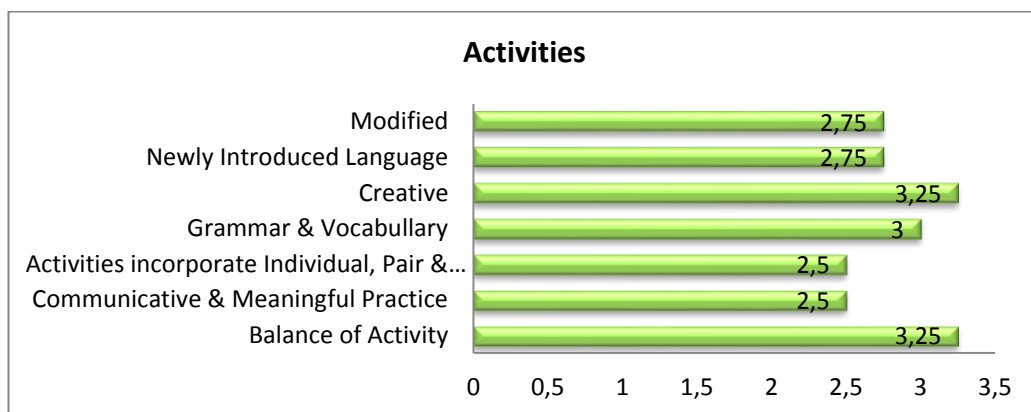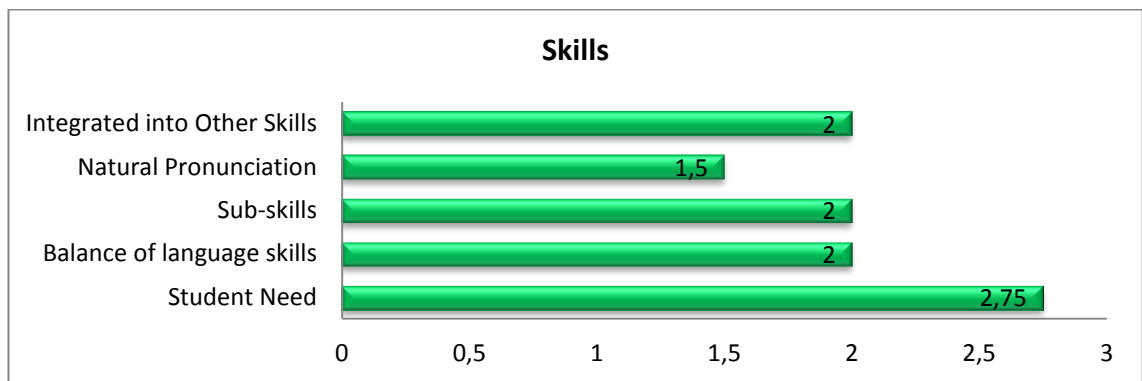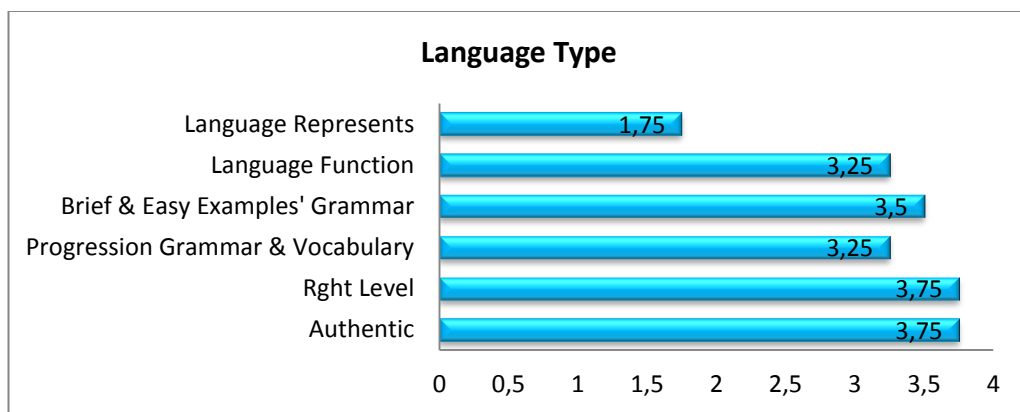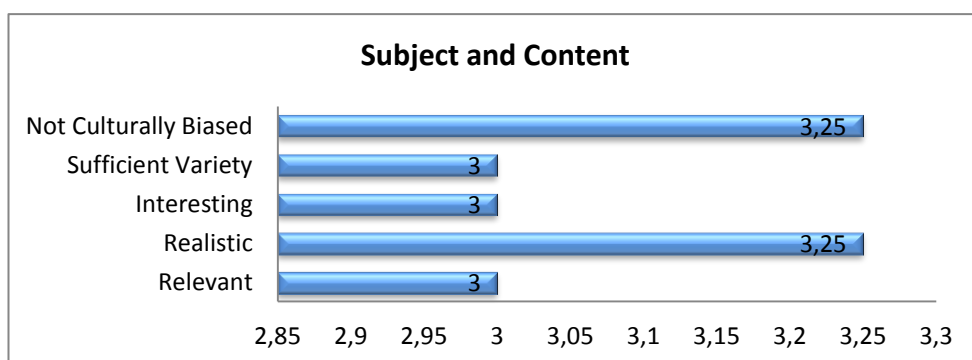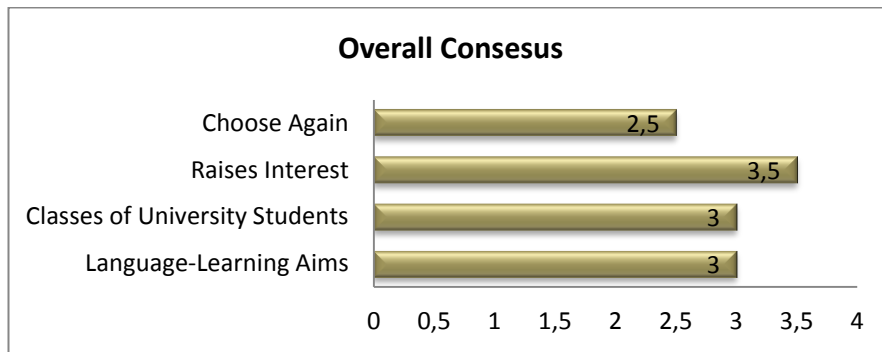**<u>Appendix 4:</u> Data Analyst**

a. Student Textbook Evaluation Form

Respondent	ITEM QUESTION																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	2	3	3	3	2	2	3	4	4	4	4	4	4	4	4	4	3	2	4	4	4	3	3	4	3
2	4	4	3	3	4	3	2	3	3	4	3	3	4	3	4	4	4	2	4	4	4	3	4	4	4
3	3	3	2	2	3	3	3	3	2	2	2	2	3	3	3	2	3	3	2	3	2	2	2	2	2
4	2	2	2	1	2	2	2	1	2	2	2	2	2	2	2	2	2	2	1	2	2	1	2	2	2
5	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4
6	3	2	4	4	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	4	4	4	3	4	3
7	3	3	3	3	3	2	3	2	3	3	3	2	3	2	2	4	3	3	2	3	2	3	3	2	2
8	3	4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	4	4	3	4	3	2	3	3	2
9	4	4	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3
10	3	3	2	3	2	3	1	4	3	4	4	2	2	3	3	4	4	2	4	4	3	3	4	3	4
11	3	3	3	3	4	3	3	3	4	3	3	3	3	4	4	4	3	3	3	4	4	4	4	3	4
12	3	3	3	3	3	2	2	4	4	3	3	2	3	3	3	3	3	3	3	3	4	2	2	2	3
13	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4
14	3	3	3	3	3	4	3	3	4	4	3	3	3	4	3	4	3	3	4	3	3	3	1	4	4
15	3	2	2	2	2	2	2	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2
16	3	2	3	3	2	2	2	2	2	2	2	2	3	3	2	2	3	3	3	3	3	2	2	2	2
17	2	2	2	2	3	3	3	3	2	2	2	3	2	2	2	2	2	3	3	3	3	2	3	3	2
18	4	4	3	4	4	4	3	4	3	4	4	4	4	4	4	4	4	3	4	4	4	3	4	4	4
19	4	3	3	3	3	3	3	2	3	3	3	2	4	4	3	4	3	2	4	3	3	3	4	3	3
20	2	2	1	2	2	1	2	2	2	2	3	3	3	2	2	1	2	2	1	3	2	1	3	1	1
21	4	4	4	4	2	2	3	2	2	2	2	2	2	2	1	3	3	3	3	3	2	2	3	3	3
22	4	4	4	4	3	4	4	3	4	3	3	2	3	3	3	3	4	2	3	3	3	3	4	4	4
23	3	3	2	2	2	2	2	2	2	2	2	1	1	2	2	3	1	2	2	3	1	2	2	1	1
24	3	3	2	2	3	4	3	4	3	4	3	3	3	3	4	3	4	3	4	3	2	3	3	3	3
25	3	3	4	2	4	3	4	3	4	3	2	3	4	4	3	4	4	3	3	3	3	4	4	4	4

26	4	4	2	2	2	2	2	2	2	3	2	1	2	4	4	4	2	1	1	3	2	3	3	2	3
27	3	3	2	2	3	3	2	3	2	3	3	3	3	2	3	3	3	3	2	3	2	3	3	3	2
AVERAGE	3.11	3.11	2.78	2.78	2.81	2.78	2.7	2.85	2.89	3	2.85	2.56	3	3.07	2.96	3.22	3.11	2.67	2.93	3.26	2.85	2.74	3.04	2.96	2.89

b. Teacher Textbook Evaluation Form

Item Question	Respondent			
	1	2	3	4
1		1	3	
2	2		3	
3	2	2	2	2
4	3	3	2	2
5	4	4	2	3
6	3	2	3	4
7	3	4	3	3
8	3	4	2	4
9	2	2	2	1
10	3	3	3	4
11	3	3	3	4
12	3	4	3	2
13	3	3	3	3
14	3	4	3	3
15	3	3	2	2
16	3	3	3	1

17	3	3	3	3
18	3	3	3	4
19	3	3	3	2
20	3	1	3	4
21	3	2	2	4
22	3	2	2	1
23	2	2	2	2
24	1	1	2	2
25	1	3	2	2
26	3	4	4	4
27	3	4	4	4
28	3	3	3	4
29	3	3	4	4
30	3	3	3	4
31	3	1	2	1
32	3	3	3	3
33	3	3	4	3
34	4	2	3	3
35	4	3	3	2
36	4	4	3	2
37	4	2	3	3
38	3	2	4	3
39	4	3	3	4
40	3	1	3	3