

**AN EVALUATION OF ENGLISH TEXTBOOK USED AT THE
SECOND GRADE OF SMAN 6 SURAKARTA**



**Submitted as a Partial Fulfilment of the Requirements for Getting Bachelor
Degree of Education in English Department**

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Surakarta, June 4 2021

The Researcher



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AN EVALUATION OF ENGLISH TEXTBOOK USED AT THE SECOND GRADE OF SMKN 6 SURAKARTA

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah buku pelajaran berbahasa Inggris berjudul “Bahasa Inggris edisi revisi 2017” yang digunakan murid kelas dua di SMKN 6 Surakarta sesuai atau tidak dengan kriteria desain bahan materi yang baik menurut teori milik Rajan. Penelitian ini adalah penelitian deskriptif. Peneliti melakukan analisis dokumen dan kuesioner dari 4 guru bahasa Inggris dan 34 siswa dalam mengumpulkan data. Hasil penelitian ini menunjukkan bahwa ada 10 kriteria dari 11 kriteria yang sesuai dengan bahan materi yang baik menurut teori milik Rajan. Persentase kesesuaian berjumlah 90.90% yang berarti bahan materi yang terdapat dalam buku pelajaran yang berjudul “Bahasa Inggris Edisi Revisi 2017” sangat baik dan sesuai dengan bahan materi ajar yang baik menurut teori milik Rajan. Di sisi lain, perspektif 4 guru bahasa Inggris dan 34 siswa kelas dua merasa puas dengan materi yang disajikan. Berdasarkan pernyataan di atas, penelitian ini menyimpulkan bahwa buku pelajaran berbahasa Inggris berjudul Bahasa Inggris Edisi Revisi 2017 baik untuk mendukung proses pembelajaran bahasa Inggris untuk siswa kelas dua di SMKN 6 Surakarta.

Kata Kunci: Evaluasi buku teks bahasa Inggris, kriteria desain materi yang baik, teori Rajan, SMKN 6 Surakarta

Abstract

This study aims determining whether the English textbook entitled *English Revised 2017 Edition* used by second-grade students at SMKN 6 Surakarta is in accordance with the criteria for the good material design according to Rajan's theory. This research is descriptive research. The researchers analyzed documents and questionnaires from 4 English teachers and 34 students. The results of this study indicate that there are 10 criteria out of 11 criteria that are in accordance with good materials according to Rajan's theory. The percentage of conformity is 90.90%, which means that the material contained in the textbook entitled *English Revised 2017 Edition* is very good and in accordance with good teaching material according to Rajan's theory. On the other hand, the English teachers and students on textbooks were satisfied with the material presented in the textbook. In conclusion the English textbook entitled *English Revised Edition 2017* is good for supporting the English learning process for second-grade students at SMKN 6 Surakarta.

Keywords: Evaluation English Textbook, good material design, Rajan's theory, SMKN 6 Surakarta

1. INTRODUCTION

In presenting the learning English materials, the teachers need supporting material to facilitate the delivery of material to the students. So the students can easily understand the material that was submitted by the teacher. Many things can help the teacher in presenting the material when a teaching-learning process, the most common form of material for language instruction comes

through the textbook. Textbooks should not only contain the language skill required by the curriculum but also should match the needs of students. To know the material is good enough in textbook evaluation can be useful for identifying the quality of the textbooks. According to (Hutchinson & Waters, 1987) evaluation is a matter of judging the fitness of something for a particular purpose. In education, the term “evaluation” is used about operations associated with curriculum, programs, interventions, methods of teaching, and organizational factors. It is a sophisticated concept that includes the phases of selecting the information, analyzing, transferring, using, and making a decision on the quality of the curriculum. Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation. (Cronbach, 1963) states that evaluation process should be focused on gathering and reporting information that could help guide decision making in an educational program and curriculum development. Therefore, evaluation of textbook is also considered to function as a kind of educational judgment.

Evaluation is the collection of analysis and interpretation of information about any aspect of a programmed of education or training as part of a recognized process of judging its effectiveness, its efficiency, and any other outcomes it may have. “A textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities (Sheldon, 1988)”. The use of ESL published materials is more widespread than ever before since textbooks provide ESL teachers with guidelines concerning syllabus, teaching methodologies and the materials to be taught. The content in the textbooks should be persuasive enough to induce all the requisite skills suited to an esteemed society in the students. If the textbook is too advanced or too simple for the students the teacher will inevitably be faced with problems. In the selection of a textbook, it is important to evaluate to ensure that whether it is suitable or not. In addition to being learning, instrument textbooks are also used as a supporting teaching instrument.

Since English has become the global language for communication. The teacher in schools should have the competence of Communicative Language Teaching (CLT). But, in Indonesia, most of the teachers use Bahasa when teaching their students. So, to help the students have good skills in English, they are equipped with a set of the term of the textbook as reference English textbooks plays important role in Language Learning process because it can guide both the teacher and the students to gain more vocabulary to improve their language skills.

The present study investigates the textbook used in second grade of SMK 6 Surakarta entitled *Bahasa Inggris Revised Edition 2017*. The purpose of this study is to examine if the textbook suitable with the criteria of good material design by Rajan's and describe the teachers and students opinion toward the textbook. Based on the phenomenon above, this study presents an analysis and it carries out research entitled **“An Evaluation of English Textbook Used At The Second Grade of SMKN 6 Surakarta”**.

2. METHOD

This study involved qualitative research. Qualitative methods have been for analyzing and describing the data. In qualitative method, statistic is not really necessary to examining and exploring the data. According to Creswell (2008) the underlying assumption in using qualitative method design is that it can provide better understanding of the research problem and question. The descriptive qualitative research is suitable for the study since it is relevant with the aims of the study that is describing the evaluation of the *Bahasa Inggris Revised Edition 2017* textbook. This study collects the data from questionnaire answer by teachers and questionnaire answer by students.

3. FINDING AND DISCUSSION

There some analysis to answer the research question of the study, this analysis divided into: analysis of the suitability of the book, teacher's perspective of the book, and student's perspective of the book.

3.1 Suitability of the book.

Based on the research finding, the writer analyzes the materials of the textbook entitled "*Bahasa Inggris*" Revised Edition 2017 compares with criteria good material design suggested by Rajan as follows:

3.1.1 Motivating

Motivating means that a good material can motivate learners to learn by themselves. It means the contents of these materials must be able to motivate the learners to learn, for example in chapter pages 30, the students had to choose a topic such as social issue then with a classmate write an opinion conversation using expression they have learnt.

This material leads the learners to choose a topic preferably social issue, and then with a classmate write an opinion. And lastly discuss with other people in class on that issue. With this the learners are motivated to do the activity

The materials that are compatible with the criteria are on chapter 2 page 30, chapter 5 pages 72, chapter 8 page and the other pages. These criteria are found in English Textbook entitled "*Bahasa Inggris*" Revised Edition 2017 has 8 pages from 177 pages. So, the percentages of motivating criteria in the English Textbook are 4.51%.

3.1.2 Meaningful

Meaningful means that good materials are useful for the learners. It means the contents of these materials must be able to increase the learning ability of the learners in language. For example in chapter 1 pages 4, students gives material describes about suggesting and offering, the students are also given examples of the expression what they should use.

The material above is compatible with the meaningful criteria of material design suggested by Rajan because the material can increase learning ability of the students. This material is useful for the students. This material describes about suggesting and offering. The students are also given examples of the expression what they should use

The materials that are compatible with the criteria are on chapter 1 page 4, chapter 2 pages 24, chapter 5 page 66 and the others pages. These

criteria are found in English Textbook entitled "*Bahasa Inggris*" Revised Edition 2017 has 30 pages from 177 pages. So, the percentages of meaningful criteria in the English Textbook are 16.95%.

3.1.3 Authentic

There are no materials that are compatible with authentic criteria. So, the percentages of authentic criteria in the English Textbook are 0%.

3.1.4 Appropriate

Appropriate means good material should be suitable to the learner's needed, it means the contents of these materials must be compatible with the learner's need and the level of each learner. For example in chapter 8 pages 101, the material discusses about the explanation text, the students also given the explanation what explanation text is and types of explanation texts. The students also learn about the structure of explanation text, how to make explanation text, and forming passive voice.

This material discusses about the explanation text, the students also given the explanation what explanation text is and types of explanation texts. In this chapter the students also learn about the structure of explanation text, how to make explanation text, and forming passive voice. The students will be easier to learn about the explanation text because the material colorful presented and a table that easy understand for high school students.

The materials that are compatible with the criteria are on chapter 7 pages 76, chapter 8 pages 101 and the others pages. These criteria are found in English Textbook entitled "*Bahasa Inggris*" Revised Edition 2017 has 30 pages from 177 pages. So, the percentages of appropriate criteria in the English Textbook are 16.95%.

3.1.5 Graphic

Graphic means that a good material displayed with graphic or table that can be more interesting. For example in chapter 1 pages 13, the students are asked to fill the blank dialogue box about offering and suggestion, the material are presented with dialogue box and animation.

This material is good for the students because it is presented with dialogue box and animation. The students are asked to fill the blank dialogue box about offering and suggestion. This dialogue box and animation can make students more interested in filling the box.

The materials that are compatible with the criteria are on chapter 1 pages 13, chapter 2 page 23 and the others pages. These criteria are found in English Textbook entitled "*Bahasa Inggris*" Revised Edition 2017 has 39 pages from 177 pages. So, the percentages of graphic criteria in the English Textbook are 22.03%.

3.1.6 Graded

Graded means that good material should be arranged systematically, it means that the material must be arranged from easier to the most difficult. For example in chapter 1 pages 2 to 15, first they given example about suggesting and offering with dialogue box and animation, and in the last subject of the chapter they should practice what they have learned about the material.

In this chapter the students learn about suggesting and offering, first they given example about suggesting and offering with dialogue box and animation, and in the last subject of the chapter they should practice it what they have learned with their friends.

The materials that are compatible with the criteria are on chapter 1 pages 2 to 15 and the others pages. These criteria are found in English Textbook entitled "*Bahasa Inggris*" Revised Edition 2017 has 35 pages from 177 pages. So, the percentages of graded criteria in the English Textbook are 19.77%.

3.1.7 Interesting

Interesting means that a good material can attract the attention of the learner. For example in chapter 1 pages 16, the material lead the students to make a poster and put ideas and suggestion on the poster to improve the English environment in their school.

This material lead the student to make a poster and put ideas and suggestion on the poster to improve the English environment in their school.

This material can attract the attention of the students because these material need student's creativity to create the poster, the students can draw anything they want and then present it in class.

The materials that are compatible with the criteria are on chapter 1 page 16, chapter 4 pages 59 and the others pages. These criteria are found in English Textbook entitled "*Bahasa Inggris*" Revised Edition 2017 has 9 pages from 177 pages. So, the percentages of interesting criteria in the English Textbook are 5.08%.

3.1.8 Interactive

Interactive means that a good material should be able to give chance to the learner for giving response. For example in chapter 1 pages 14, the material gives chance to the students to respond what have they learn.

In this material the students use the thinking technique, *thinking, pair, share* to offer and suggest a solution to the problem given. Then in a group the students make an act, that someone had a fight, then the other student come to solve the problem with offer and suggestion.

The materials that are compatible with the criteria are on chapter 1 pages 14, chapter 2 pages 31 and the others pages. These criteria are found in English Textbook entitled "*Bahasa Inggris*" Revised Edition 2017 has 21 pages from 177 pages. So, the percentages of interactive criteria in the English Textbook are 11.86%.

3.1.9 Integrated

Integrated means good material should consist of four language skills and language aspects. For example in chapter 2 pages 27, the material describe daily activity, the materials contains listening, speaking, reading and writing skill.

This material describe daily activity, this material contains listening, speaking, reading, and writing skills. This material asks students to make role play approach with their classmate.

The materials that are compatible with the criteria are on chapter 2 pages 27, chapter 3 pages 40 to 41 and the others pages. These criteria are found in English Textbook entitled "*Bahasa Inggris*" Revised Edition 2017

has 10 pages from 177. So, the percentages of integrated criteria in the English Textbook are 5.64%.

3.1.10 Contextualized

Contextual means good material should be suitable with time and place. For example in chapter 1 pages 13, the materials about conversation between two friends about what movie should they watch and a conversation between a store attendant and a customer.

The material are suitable with time and place because it's a conversation between two friends about what movie should they watch and a conversation between a store attendant and a customer.

The materials that are compatible with the criteria are on chapter 1 pages 13, chapter 7 pages 91 and the others page. These criteria are found in English Textbook entitled "*Bahasa Inggris*" Revised Edition 2017 has 17 pages from 177 pages. So, the percentages of contextualized criteria in the English Textbook are 9.60%.

3.1.11 Creative

Creative means that a good material should make the learners more creative. For example in chapter 1 pages 16, the material lead the students got a role as a chosen for the project officer for showcasing an exiting wildlife art exhibition on the fauna and flora of Indonesia.

The material above is compatible with creative criteria of material design suggested by Rajan, apart from just learning with the material the students got a role as a chosen for the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The student should imagine themselves as a fundraiser to support conservation of animal in Indonesia, the students have to write an exposition text on conservation of animals and use the exposition text as their speech for the opening event. The second material, the students should create a pamphlet or a movie to educate people in their school about "danger of drug abuse and cigarette smoking".

The materials that are compatible with the criteria are on chapter 1 pages 16, chapter 4 pages 59 and the others pages. These criteria are found

in English Textbook entitled “*Bahasa Inggris*” *Revised Edition 2017* has 19 pages from 177 pages. So, the percentages of creative criteria in the English Textbook are 10.73%.

3.2 Teacher’s perspective of the book

From 10 question that given to the teachers, the result show number of percentages for 75%. It can be concluded, from 4 English teachers agree that *Bahasa Inggris Revised Edition 2017* textbook are suitable for teaching material in second grade of SMKN 6 Surakarta.

3.3 Student’s perspective of the book.

From 10 question that given to the students, the result show number of percentages for 80.03%. It can be concluded, from 34 students agree that *Bahasa Inggris Revised Edition 2017* textbook are suitable for learning material in second grade of SMKN 6 Surakarta.

4. CLOSING

Based on the data analysis and research finding, the researcher concludes that not all criteria found on English textbook entitled “*Bahasa Inggris*” *Revised Edition 2017*. The researcher find 10 out 11 criteria that are suitable with the material in the textbook. The researcher also found perspective from 4 English teachers and 34 students that the textbook is suitable for teacher either students as a learning media in second grade of SMAN 6 Surakarta.

The English teachers are expected to be more creative to provide the materials in teaching learning activity. It is better for the English teachers to use various references to help students create understandable materials.

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