

**MATERIALS ANALYSIS OF THE ENGLISH TEXTBOOK
FOR THE TENTH GRADE STUDENTS
IN INDONESIAN ELT CONTEXT**

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Abstract

Selecting course books involves matching the material with course objectives and learners' needs. This study examined the “Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 English” textbook material using the McGrath, Cunningsworth, and National Education Standards Agency (BNSP) guidelines to develop an appropriate standard for a textbook evaluation. The blueprint of material evaluation consists of three major stages: pre-evaluation, evaluation, and post-evaluation. The level of compliance was divided into three categories: Yes (= 2 points), No (= 0 points), and Partly (1 point) for the purposes of tabulation and statistical data analysis. This simplified the discussion of the results by allowing a raw score of 0 to 2 for each of the categories examined. The research demonstrates that the textbook is appropriate for use as a teaching tool. The results suggest that there are some highlights for the material evaluation. The provided activities ought to be well-rounded enough to grab the students' interests. Incorporating genuine texts from actual settings can offer students a true immersion in authentic spoken language, aiding them in effectively practicing language skills for real-life communication. It is important to include representations of gender equality and diverse ethnic groups to cater to the needs of students from various cultural and linguistic backgrounds.

Keywords: *Materials Analysis, English Textbook, Tenth-graders, Indonesian ELT*

1. INTRODUCTION

English is one of the academic disciplines commonly found in educational institutions. Within the nation of Indonesia, English has emerged as a language of international significance that plays a vital part in advancing the progress of the nation (Cahyaningsari & Saleh, 2016). It has been introduced from elementary school to university. English became mandatory in secondary schools through Presidential Decree No. 28/1990, which was implemented by the Ministry of Education and Culture (Zein et al., 2020). The English Curriculum chosen for senior high school (SHS) through National Minister's Regulation No. 69 was either the 2013 Character-Based Curriculum or the 2013 Curriculum.

Astuti (2015) observed that in the high school setting, it was noticed that English teachers have a significant impact on their students' motivation through establishing strong connections with them. This was achieved through the development of suitable educational resources and the utilization of engaging teaching methods. According to Sikki et al. (2013), English instructors in Indonesia do not possess the necessary skills in teaching methods, such as planning lessons and syllabi, creating speaking and listening exercises, and implementing authentic assessments for children. Choosing appropriate

teaching materials and aligning them with the curriculum can be a demanding task for educators in this field.

One of the pre-teaching activities that teachers should perform is choosing suitable materials for classroom teaching and learning activities. In certain situations, textbooks form the foundation for a large portion of the language exposure students receive and the language exercises carried out in the classroom (Mahmudah, 2016). The textbook serves as a reference for educators to select appropriate materials for students based on their abilities. It can also be a primary source of language content for learners, in addition to what the teacher offers them.

In various cases, it is often assumed that teaching will primarily rely on one textbook, while teachers are allowed to incorporate additional materials as they see fit. (McGrath, 2016). McGrath also mentioned that the decision on which textbook to use in a specific setting may be made by various individuals or groups other than the teacher, such as the Ministry of Education, a state board, a school principal, Head of Department, Director of Studies, or a group of teachers within the institution. Even if teachers do not have direct control over the selection of textbooks, it is crucial for them to critically evaluate the material they are required to use, as textbooks have a significant impact on what is taught and how learners learn.

Choosing coursebooks involves considering how the material aligns with the specific context in which it will be used. While no coursebook designed for a broad audience will be perfect for a particular group of learners, the goal is to find the closest possible match and have the flexibility to modify or supplement parts of the material that may be lacking or inappropriate (Cunningsworth, 1995).

2. RESEARCH METHODS

2.1. The Level of Education and the Textbook

The title of the textbook used in this analysis is Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 written by Utami Widiati, Zuliati Rohmah, and Furaidah. The textbook is intended for high school education level. The textbook is taken and is able to be downloaded for free from the Ministry of Education of Indonesia's website on <http://repositori.kemdikbud.go.id/8710/>. Published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud with ISBN of 978-602-282-479-4. The book has 116 pages with 9 units and 86 sections. The physical size of the book is 175 x 250 mm.

2.2. The Criteria of Textbook Evaluation

This study uses three different guidelines combined together to make a suitable criteria of textbook evaluation. The guidelines are McGrath's, Cunningsworth, and BNSP or National Education Standards Agency. In this research, McGrath's evaluation guidelines are utilised to highlight the importance of understanding learner needs and contextual limitations, as well as the willingness to adapt. These guidelines also help in making informed decisions regarding the selection, adaptation, and supplementation of appropriate material from textbooks. Cunningsworth (1995) suggests an approach to selecting coursebooks that considers the specific context in which the teaching materials will be used and the necessary requirements they must meet. Teachers rely heavily on this

approach to be successful in their teaching. The BNSP criteria is employed to ensure that the education context in Indonesia is suitable. Cultural and detailed criteria specific to the Indonesian context are addressed through the BNSP guidelines for material evaluation.

2.3. Method of Analysis and Evaluation

The method of analysis utilised in this study involves the use of a checklist. According to the Collins English Dictionary (1992), a checklist is a list of items used for comparison, identification, or verification, with items being marked off once confirmed. The use of a checklist for evaluation offers several advantages, such as providing a comprehensive list of relationships and impacts to choose from for a specific assignment. It also helps individuals in positions of responsibility to be more mindful of what to look out for when assessing a proposed project. Additionally, checklists can enhance awareness of various aspects of a project. The authors opted for the checklist method as the most effective and appropriate way to evaluate the Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 textbook.

2.4. Evaluation Blueprints and Instruments

2.4.1. Evaluation Blueprints

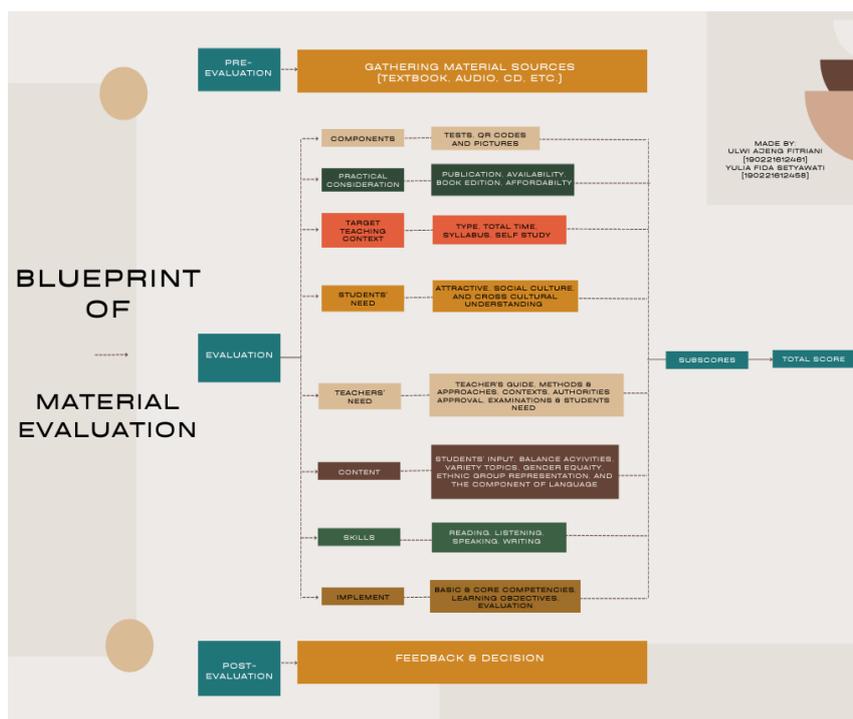


Figure 1. Blueprint of Material Evaluation

The blueprint of material evaluation in this research consists of three major stages: pre-evaluation, evaluation, and post-evaluation. In the pre-evaluation stage, the researcher collects material sources from the students book to teacher's book including all components of the book (listening audio, video, and/or CD). Evaluation section

presents an analysis with 9 categories identified as essential for a course textbook; namely, the factual details, components/support for teachers, practical considerations, target teaching context, students' need, teachers' need, content, skills, and implementation. An analysis of the extent to the evaluation section is also presented in the post-evaluation section including feedback and discussion.

To make the initial data analysis more practical and organised, the researchers assigned values to the level of compliance: Yes was given 2 points, No received 0 points, and Partly was assigned 1 point. This scoring system allowed for a straightforward evaluation of each category, making it easier to discuss and interpret the results. The checklist being used contains 36 items that are divided into 8 different aspects for analysis, including components for teacher support, practical considerations, and the needs of both students and teachers. If a specific aspect is met by the textbook, it is marked as Yes and given 2 points; if it is not met, it is marked as No and given 0 points. If the textbook partially meets the criteria, it is marked as Partly and given 1 point. In the next stage of analysis, a space for comments and recommendations was provided after each category to supplement the numerical data with qualitative information for a more comprehensive evaluation of the book's compliance.

To ensure clarity in the analysis, the researchers decided to classify the data into three categories based on compliance levels. The highest category represents criteria that meet between 66.7% and 100% of the desired principles for materials development and evaluation. The middle category includes criteria that meet between 33.4% and 66.6%, while the lowest category includes criteria that meet between 0% and 33.3%.

2.4.2. Factual Details

| | |
|------------------|---|
| Title | : Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 |
| Author(s) | : Utami Widiati, Zuliati Rohmah, dan Furaidah |
| Publisher | : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud |
| ISBN | : 978-602-282-479-4 |
| Number of pages | : 116 pages |
| Physical size | : 175 x 250 cm |
| Units | : 9 units |
| Lessons/sections | : 86 sections |
| Target skills | : Reading, Writing, Speaking |
| Target learners | : High School Students |
| Target teachers | : High School Teachers |

2.4.3. Evaluation Instrument

Table 1. Instrument for Evaluation

| NO | CATEGORY | YES | PARTLY | NO | COMMENTS |
|----|---|-----|--------|----|----------|
| | 1) Components/Support for teacher | | | | |
| | What other resources are included besides the student's textbook? | | | | |

**TRANSFORMATIONAL LANGUAGE, LITERATURE, AND TECHNOLOGY OVERVIEW IN
LEARNING
(TRANSTOOL)
VOLUME 3 NO. 1 (2023)**

| NO | CATEGORY | YES | PARTLY | NO | COMMENTS |
|---|--|--------------------------|--------|----|-------------------------------|
| 1. | Tests | <input type="checkbox"/> | | | Formative and Summative tests |
| 2. | QR Code (linked to online audio/video materials) | <input type="checkbox"/> | | | YouTube link |
| 3. | Pictorial materials | <input type="checkbox"/> | | | |
| | Sub-score | 6 | | | |
| 2) Practical Consideration | | | | | |
| 4. | When were the materials published? | <input type="checkbox"/> | | | 2014 |
| 5. | Are all the components available? | <input type="checkbox"/> | | | |
| 6. | Is the book published in editions? | <input type="checkbox"/> | | | |
| 7. | Is the book affordable? | <input type="checkbox"/> | | | Online/free |
| | Sub-score | 8 | | | |
| 3) Target teaching context | | | | | |
| What kind of teaching situation is it intended for? | | | | | |
| 8. | Type of course (e.g. general English, exam-oriented) | <input type="checkbox"/> | | | General English |
| 9. | Total time available lesson length | <input type="checkbox"/> | | | 16 meetings |
| 10. | Syllabus | <input type="checkbox"/> | | | |
| 11. | Self-study | <input type="checkbox"/> | | | Journals, reflections. |
| | Sub-score | 8 | | | |
| 4) Students' need | | | | | |

| NO | CATEGORY | YES | PARTLY | NO | COMMENTS |
|--------------------------|---|--------------------------|--------------------------|----|---------------------|
| 12. | Is it attractive? Given the average age of your students, would they enjoy using it? | | <input type="checkbox"/> | | Too many activities |
| 13. | Will your students be able to relate to the social and cultural contexts presented in the coursebook? | <input type="checkbox"/> | | | |
| 14. | Will your students develop cross cultural understanding? | <input type="checkbox"/> | | | |
| | Sub-score | 5 | | | |
| 5) Teacher's need | | | | | |
| 15. | Is there a good, clear teacher's guide with answers and help on additional activities? | <input type="checkbox"/> | | | |
| 16. | Are the recommended methods and approaches suitable for teachers, students and the classroom? | | <input type="checkbox"/> | | Too many activities |
| 17. | Are the approaches easily adaptable if necessary? | <input type="checkbox"/> | | | |
| 18. | Does the book use a 'spiral approach, so that items are regularly revised and used again in different contexts? | <input type="checkbox"/> | | | |
| 19. | Has the book been recommended or approved by the authorities? | <input type="checkbox"/> | | | |
| 20. | Is there a good balance between what the examination requires and what the students need? | <input type="checkbox"/> | | | |
| | Sub-score | 11 | | | |
| 6) Content | | | | | |

**TRANSFORMATIONAL LANGUAGE, LITERATURE, AND TECHNOLOGY OVERVIEW IN
LEARNING
(TRANSTOOL)
VOLUME 3 NO. 1 (2023)**

| NO | CATEGORY | YES | PARTLY | NO | COMMENTS |
|-----|--|--------------------------|--------------------------|----|--|
| 21. | Do the materials provide enough roughly-tuned input for your students? | | <input type="checkbox"/> | | The use of authentic materials only in reading passages. |
| 22. | Do the materials provide a balance of activities that is appropriate for your students? | <input type="checkbox"/> | | | |
| 23. | Is there enough variety and range of topics? | <input type="checkbox"/> | | | |
| 24. | Are women portrayed and represented equally with men? | | <input type="checkbox"/> | | Male-dominated |
| 25. | Are other groups represented, with reference to ethnic origin, occupation, disability, etc? | | <input type="checkbox"/> | | Mostly pictures with non-disabled people. |
| 26. | Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account? | <input type="checkbox"/> | | | |
| 27. | Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning? | <input type="checkbox"/> | | | |
| 28. | Does the coursebook include material for pronunciation work? If so what is covered: Individual sounds, word stress, sentence stress, intonation? | | <input type="checkbox"/> | | Not covering word stress and sentence stress |
| 29. | Does the coursebook deal with the structuring and conventions of language use above sentence level, e.g. how to take part in conversations, how to structure a piece of extended writing, how to identify the main | <input type="checkbox"/> | | | |

| NO | CATEGORY | YES | PARTLY | NO | COMMENTS |
|---|---|--------------------------|--------|----|----------|
| | points in a reading passage? (More relevant at intermediate and advanced levels.) | | | | |
| | Sub-score | 14 | | | |
| 7) Skills | | | | | |
| 30. | Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material? | <input type="checkbox"/> | | | |
| 31. | Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension? | <input type="checkbox"/> | | | |
| 32. | Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions? | <input type="checkbox"/> | | | |
| 33. | Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (e.g. paragraphing) and use of appropriate styles? | <input type="checkbox"/> | | | |
| | Sub-score | 8 | | | |
| 8) Teacher's Book http://repositori.kemdikbud.go.id/5233/ | | | | | |
| 34. | Compatibility of material description with core and basic competencies | <input type="checkbox"/> | | | |
| 35. | Availability of learning objectives in each chapter/subchapter or theme/sub-theme | <input type="checkbox"/> | | | |

| NO | CATEGORY | YES | PARTLY | NO | COMMENTS |
|-----|--------------------|-----|--------------------------|----|--------------------------|
| 36. | Evaluation | | <input type="checkbox"/> | | Only contains reflection |
| | Sub-score | 4 | | | |
| | Total score | 65 | | | |

3. RESULTS AND DISCUSSION

In this chapter, the researchers present research findings and discussions. As stated in the introduction, the findings and discussions will be about the results of the material evaluation and in what way the material evaluated.

3.1. Research Findings

The researchers did the research and got all the information needed from the instruments of material evaluation and the study on the material that is being evaluated. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data was analyzed in order to draw conclusions about the objective of the study. Table 1 shows the results of the instrument.

Table 2. The Result of the Instrument

| No. | Criterion | Score | Subscore | Operational Category |
|-------------------------|---------------------|-------|----------|---------------------------|
| Components | | | | |
| 1. | Tests | 2 | 6 | 100% The highest third |
| 2. | QR Code | 2 | | |
| 3. | Pictorial Materials | 2 | | |
| Practical Consideration | | | | |
| 4. | Publication | 2 | 8 | 100% The highest third |
| 5. | Availability | 2 | | |

| No. | Criterion | Score | Subscore | Operational Category |
|--------------------------------|------------------------------|-------|----------|-----------------------------|
| 6. | Book Edition | 2 | | |
| 7. | Affordability | 2 | | |
| Target Teaching Context | | | | |
| 8. | Type | 2 | | 100% The highest third |
| 9. | Total Time | 2 | 8 | |
| 10. | Syllabus | 2 | | |
| 11. | Self Study | 2 | | |
| Students' Need | | | | |
| 12. | Attractiveness | 1 | 5 | 83.33% The highest third |
| 13. | Social Culture | 2 | | |
| 14. | Cross Cultural Understanding | 2 | | |
| Teachers' Need | | | | |
| 15. | Teacher's Guide | 2 | 11 | 91.67% The highest third |
| 16. | Methods and Approaches | 1 | | |
| 17. | Adaptability | 2 | | |
| 18. | Contexts | 2 | | |
| 19. | Authorities Approval | 2 | | |

**TRANSFORMATIONAL LANGUAGE, LITERATURE, AND TECHNOLOGY OVERVIEW IN
LEARNING
(TRANSTOOL)
VOLUME 3 NO. 1 (2023)**

| No. | Criterion | Score | Subscore | Operational Category |
|----------------|-----------------------------|-------|----------|-----------------------------|
| 20. | Examinations | 2 | | |
| Content | | | | |
| 21. | Students' Input | 1 | 14 | 77.78% The highest third |
| 22. | Balance Activities | 2 | | |
| 23. | Variety Topics | 2 | | |
| 24. | Gender Equality | 1 | | |
| 25. | Ethnic Group Representation | 1 | | |
| 26. | Grammar | 2 | | |
| 27. | Vocabulary | 2 | | |
| 28. | Pronunciation | 1 | | |
| 29. | Language use | 2 | | |
| Skills | | | | |
| 30. | Reading | 2 | 8 | 100% The highest third |
| 31. | Listening | 2 | | |
| 32. | Speaking | 2 | | |
| 33. | Writing | 2 | | |
| Implementation | | | | |

| No. | Criterion | Score | Subscore | Operational Category |
|-----|-----------------------------|-------|----------|-----------------------------|
| 34. | Basic and Core Competencies | 2 | 5 | 85.33% The highest third |
| 35. | Learning Objectives | 2 | | |
| 36. | Evaluation | 1 | | |
| | Total Score | | 65 | 90.28% |

In this section, the group data in each category is evaluated into three categories, (1) In the evaluation criteria, there are three tiers based on ranking percentages: the top tier, which includes rankings between 66.7 and 100%; the middle tier, which includes rankings between 33.4 and 66.6%; and the bottom tier, which includes rankings between 0 and 33.3%. All evaluation criteria fall within the top tier category.

The first category that is being evaluated is the components of the materials. The components themselves consist of text, QR code or other authentic materials that are linked to the materials and pictorial materials. All of the mentioned components are provided in the textbook. Therefore, the raw score of this category is 100 and categorized as the highest third which describes criteria ranking of 100%.

In addition, according to the practical considerations, the result that the researchers get is that it is also categorized into the highest third with the criteria ranking of 100%. This category includes publication, availability, book edition and the affordability. The textbook reaches the high score from this category because all of the components mentioned in this category are provided in the textbook.

Specifically, for the next category, which is target teaching context, the textbook gets a perfect raw score of 100. The researchers find all the components in the category such as type, total time, syllabus and self study. The highest third is given for the 100% criteria ranking obtained in this category.

The researchers specified the category of students' need reach the criteria ranking of 83.88%. Yet, it is categorized into the highest third one. The researchers give the raw score of 84. It almost reaches the perfect raw score. In the students' need, there are 3 components. There are attractiveness, social culture, and cross-cultural understanding. Only one component that is partly provided in the textbook, which is the attractiveness.

According to teachers' need, there are 6 components that have to be provided in the textbook to reach the maximum score. Those components are teachers' guide, method and approaches, adaptability, contexts, authorities approval, and examinations. However, the method and approaches are partly provided in the textbook while the other components are fine in the textbook. This makes the raw score of this category is 92 points with the operational category touching 91.67%. From that operational category, this category is included as the highest third.

Related to the content category, the researchers put into count that there are some evaluations that can be done there. This is because from the 9 components, only 5 components met the criteria. Those components are balanced activities, variety topics, grammar, vocabulary, and the language used in the textbook. While 4 others are partly included in the textbook, such as students' input, gender equality, ethnic group representation and the pronunciation component. Despite this, the category has reached the highest third with the criteria ranking of 77.78%. It gives the raw score of the category is 78 out of 100.

Another perfect score for the evaluation categories is the skills category. This category reaches 100 for the raw score. The components included in the category are reading, speaking, writing, and listening. All those components are served in the textbook. Thus, this category also represents the highest third of the operational categorization. From that raw score, the ranking criteria given to this category is 100%.

And the last but not least, is the implementation category. Related to the category there is only one component that is partly provided by the textbook. The component is the evaluation. On the other hand, the other 2 components are nicely served in the textbook. To value the category, the researchers give 85 raw scores with the ranking criteria of 85.34%. This put the category on the highest third operational category.

To sum up, there are only a few components that need to be evaluated. The researchers find out that the total points for the evaluation criteria is 65 points from 72 and give the total score of 90. For overall categories, the textbook included the highest third categorization. Finally, the ranking criteria is over 90.28%. Thus, the researchers decided to evaluate some parts that needed and recommend using this textbook for teaching 10 graders students.

3.2. Discussion

The researchers seem to be satisfied with the textbook. The authors of the textbook make very good teaching materials. The researchers do not need to evaluate the whole textbook. Yet, from the findings, there are some highlights for the material evaluation.

The primary aspect that researchers need to concentrate on is the quantity of tasks assigned to students. Tessa Woodward highlights that adolescents tend to become disinterested in activities that are prolonged or in lessons that progress slowly. They may experience issues regarding authority (especially if they are facing difficulties at home), possess a strong perception of justice and fairness, and become frustrated if they fail to comprehend the purpose behind the tasks (Woodward, 2015). From that issue, the researchers point out that the teachers should present enough activity in teaching and learning activities and those activities tend to be short. Not only only that, the material presented should be attractive enough for the students. It should contain not only the written text, but also some attractive and interesting pictorial materials in it. According to this part, the authors have already done well in the textbook. Woodward (2015) also it is recommended for teachers to have a variety of activities prepared for a teenage class, to ensure there are enough options for all students. Additionally, teachers should consider what tasks can be assigned to students who finish activities early during group work.

The next component that needs to be evaluated is about the roughly-tuned input for the students. As shown in the results, this component is only partly provided in the

textbook. The reason for this statement is because the authentic material used is only on the reading passage. While in this world there are a lot of authentic materials that can be used in the textbook either for reading, listening, speaking, writing skills and also for the language components.

Berardo (2006) acknowledged that one of the purposes of using authentic materials in the English language classroom is to immerse learners in the target language as fully as possible. This allows students to gain a firsthand understanding of how the language is used in real-life situations. Researchers (Peacock, 1997; Porter & Roberts, 1981) found that the more students interact with the real language in the classroom activities, the higher their interest in learning. The alternative of using authentic materials for the listening skills is by listening to the radio, television, podcasts, movies, etc. Both songs and videos can be the authentic materials for speaking. Authentic materials, such as newspaper reports, magazine articles, advertisements, poems, songs, video clips, menus, and horoscopes, are not created specifically for educational use. They are considered real-life texts and examples of authentic resources (Wallace, 1994).

The third evaluation the researchers suggest is gender equality and ethnic group representation. This is because the gender representation is mostly male-dominated and there is no ethnic group representation in the textbook. GoridusSukur et al. (2018) looked into whether English textbooks in secondary high schools catered to the diverse needs of their student population, which consists of individuals from various cultural, linguistic and ethnic backgrounds. Their analysis revealed that the majority of the content in the three textbooks adhered strictly to the national standard. As a result, the material failed to consider the differences among Indonesian students in terms of ethnicity, location, economic status, gender, interests, motivations, abilities, and other relevant factors. It was noted that the level of difficulty in the textbooks was more suited to students residing in urban areas with greater access to educational resources, making them less appropriate for students with limited capabilities and resources living in remote parts of Indonesia.

From a visual mode perspective, Al Akromi & Fitriyanti (2023) focused on investigating if digital books released by the government in 2008 accurately portrayed various aspects such as ethnicity, religion, gender, and socio-economic status (SES). It was discovered that certain minority Melanesian ethnic communities were not adequately depicted. In terms of gender representation, women were found to be less visible compared to men, who were depicted in a wider array of roles based on their occupations and activities. Therefore, it is strongly advised for educators to ensure equal representation of both genders and various ethnic groups through the use of images, texts, and tasks in educational materials.

The next recommendation for the material evaluation lies on the pronunciation component. The teachers only focus on the individual words and the intonation, while the stress of each word and sentences are also important to learn. Kelly (2000), states that mastering pronunciation plays a crucial role in acquiring English skills and effectively conveying messages. To make good communication, the students need to pronounce the words correctly. Furthermore, Corder et al. (1980) explained that pronunciation refers to how a word is spoken. Like grammar, vocabulary, and other language aspects, pronunciation is essential for learners. When assessing pronunciation, teachers should focus on word stress and sentence stress to ensure clarity. It is also important for teachers

to evaluate the teaching and learning process. In textbooks, evaluation usually only includes formative and summative assessments without specific chapter evaluations. Research has indicated that higher education institutions often heavily rely on Students Evaluation of Teaching (SET) results for improving learning activities, decision-making strategies, assessing academic performance, and evaluating teachers (Badri et al., 2006; Bianchini et al., 2013).

4. CONCLUSION

Textbooks are essential tools for teaching the English language. The review of Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 by Utami Widiati, Zuliati Rohmah, and Furaidah suggests that the book follows a grammar translation approach, with clear alignment between learning objectives, teaching instructions, and language practice activities at the beginning of each unit.

It is necessary to update English textbooks in line with modern communicative language teaching and learning methods. The activities included should be well-balanced, engaging, and diverse to capture students' attention and maintain their interest. Incorporating authentic texts from real-life situations can provide a rich exposure to natural spoken language, enhancing students' ability to use language effectively in real-world contexts.

Furthermore, it is crucial to address issues of gender equality and ethnic representation in textbooks to cater to the needs of multicultural and multilingual students. Pronunciation also holds significance in language learning, and effective evaluation methods should be included to assess students' performance accurately. This study highlights potential areas for future research, particularly in evaluating the effectiveness of language skills assessment criteria within the Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 textbook authored by Utami Widiati, Zuliati Rohmah, and Furaidah.

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