

**THE EVALUATION OF ENGLISH TEXTBOOK (CHECKLIST)
UNDER THE TITLE “PASTI BISA” ENGLISH LESSON FOR
SENIOR HIGH SCHOOL GRADE X MAN LOMBOK BARAT
ACADEMIC YEAR 2016/2017**



An Article

Submitted as Partial Fulfillments of the Requirements for Sarjana Degree in
English Department Faculty of Teacher Training & Education University of
Mataram

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UNIVERSITY OF MATARAM**

2018



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APPROVAL

This article entitled "The Evaluation of English Textbook (Checklist) Under the Title "*Pasti Bisa*" English Lesson for Senior High School Grade X MAN Lombok Barat Academic Year 2016/2017" by Sabahul Masani (E1D113122) has been approved in Mataram on July 2018

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Abstract

This study is descriptive qualitative study. This study was aimed at examining the suitability of English textbook *PastiBisa* with the curriculum 2013 and to identify the strengths and the weaknesses of the textbook in order to determine whether the textbook is appropriate to use or not. The object of this study was English textbook entitled *PastiBisa* written by Tim Ganesha Operation, published by Penerbit Duta, copyright in 2014. The English textbook *PastiBisa* was used at X grade student of MAN Lombok Barat. In this study, the writer used document analysis technique in examining the suitability of the textbook with the curriculum 2013 which. In addition, Cunningsworth checklist was used to identify the strengths and the weaknesses of the English textbook *PastiBisa*. There were seven criteria of Cunningsworth's checklist that was applied in this research: aims and approaches, design and organization, language content, skills, topic, methodology, and practical consideration. Each of the criterion consisted of four to seven questions. The result of this study showed that 67.7% of the textbook content was suitable and 32.26% of the textbook content was not suitable to Curriculum 2013. From Cunningsworth checklist showed that 68.42% was suitable and 31.58% was not suitable. Based on Cunningsworth checklist evaluative criteria, out of seven criteria the textbook fulfilled four aspects which then to be called the strengths. Meanwhile, there were six aspects of seven criteria that classified to the weaknesses.

Key words: Analysis, textbook evaluation, document analysis, strength and weakness, suitable and suitability

Introduction

It has been broadly dealt that textbook is an important component in EFL setting. Textbook plays such a crucial role in students' success or failure. These two different things may become teacher focus in choosing an appropriate textbook for students. The textbook can support students to get broad knowledge of English language. They can learn writing and structure, listening and reading easily by themselves. If there is no textbook used in class, it will be hard for students to acquire knowledge of the language. Additionally, an inappropriate textbook can ease teachers to reach the main purpose of English in field of teaching. Without any supporting textbooks, it is hard for teacher to achieve the aims of teaching and learning goals. Many teachers are confused in teaching a language to their students, they often think how to teach students effectively or they use their prior knowledge and what they have experienced in teaching. It is therefore an appropriate textbook is really needed.

Furthermore, it is often found that many textbooks are available in the market, but some of them are inappropriate to use. Some of the textbooks do not provide what the curriculum is expected to include and the textbooks are not appealing enough to support the teaching and learning. It can be seen from the organizing of the book and also from the other contexts such as the content of the book, the activities and exercises that provided in the book, and the skills that presented in the book. According to Romeo (1975) no one textbook is the best for all situations. This argument shows that one book is not appealing for all situations and conditions. One may suitable for certain condition, but not for other situation. It can be the reason for teacher to do the evaluation to the textbook used in order to adapt it for teaching and learning process.

In addition, some teachers almost rarely pay attention to choose the textbook. They just offer and buy it directly from sales and obligate their students to buy the book. They only pay attention to the price of the textbook without doing any clear

analysis and evaluation to the related textbook. For example, in two different high schools in west Lombok, the writer has found the English textbooks in the form of student work book was not appropriate enough to use. It was proved by the result of the research on his previous research in analyzing the mismatch between the textbook and the syllabus. The writer has also experienced the same phenomenon, when he was in senior high school. His English teacher used the English textbook which was no clear consideration to the related textbook, his English textbook did not pay attention to the content of the textbook and did not match the textbook with the curriculum. At that time, his English teacher used student work book. Regarding to these examples, it is really important for English teachers to evaluate their textbooks in order to accomplish the aim of teaching and learning. Teachers need to choose the appropriate ones, and they need to use tool to evaluate the textbook.

However, based on the writer's teaching internship experience at MAN Lombok Barat grade X, he found out that many students got difficulties to acquire the English lesson in the class. Some of them cannot catch up the materials that being discussed, the other cannot follow the instruction and the process of teaching and learning the lesson. There were no students' textbook, students' work Sheet, students' work book, or even a hand-out. Students only used a note book to take a note to all materials that being taught in class. There was only a textbook that teacher used. The textbook was an enrichment book series that said to be called 2013 curriculum based entitled *PastiBisa*.

The textbook was one of school's library books, and it was the reason why the teacher used the textbook. In addition, the headmaster of the school suggested the teacher to use the textbook, because the textbook is 2013 curriculum based textbook. He also suggested the teacher not to use students' work book (*LKS*), and he suggested the teacher to use the

provided book in the library. They were also argued that the 2013 curriculum based textbook was the suitable one for teaching.

Based on the explanation above, the writer is interested in conducting a research entitled: The Evaluation of English Textbook (checklist) entitled “Pasti Bisa” English Lesson for Senior High School grade X MAN Lombok Barat Academic Year 2016/2017.

Research Method

This study is purposed to evaluate the suitability of the English textbook *PastiBisa* with the 2013 curriculum and to identify the strengths and weaknesses of the English textbook. Additionally, it aims to give the information about how English teachers do the evaluation of a certain English textbook and how they choose an appropriate English textbook. Related to this, the study employed a qualitative study in which documentation and observation method were used to collect the data. The document analysis was used to analyze data in order to examine the

suitability of the textbook. After completing these stages, the writer concluded the strengths and the weaknesses. The writer was also used Cunningsworth’s checklist to identify the strengths and the weaknesses of the textbook.

Discussion

The Suitability of English Textbook *PastiBisa* with Curriculum 2013

The English textbook entitled “*PastiBisa*” is an English textbook produced by Tim Ganesha Operation and published by Penerbit Duta. *PastiBisa* textbook is an exercise book which purposes to help students to understand the material through reading summary of material and doing some exercises intensively (based on *PastiBisa*’s preface), and it is 2013 curriculum based textbook. *PastiBisa* was used by English teachers in MAN Lombok Barat at ten grade students. Based on the basic competencies analysis, the research result showed that the content of *PastiBisa* textbook is 54.8% based on the average scale. Hence, only 12.9% of textbook’s content is in high rating

scale. These mean that the textbook content suitability is 67.7%. There are also 22.58% low of content suitability and 9.68% very low of content suitability which means that 32.26% content of *PastiBisa* textbook is not suitable to the Curriculum 2013.

However, the textbook covers 25 basic competencies out of 27 basic competencies. There are only two competencies are not taught in the textbook that are basic competence 3.11 and 4.16 about simple song. Meanwhile, this competence is uncovered because no related material and/or exercises were found in the textbook.

According to the result of checklist observation, the data showed that the percentage were 15.79% in high and 52.63% for average. The percentage of low was 26.32% and 5.26% for very low. These data are collected from seven aspects in Cunningsworth’s checklist: aims and approaches, design and organization language content, skills, topic, methodology, and practical consideration.

The Strengths of English Textbook *PastiBisa*

The strengths of English textbook *PastiBisa* is determined from the classification of evaluative criteria of Cunningsworth’s checklist. The strengths of the textbook are based on the four aspects. They are design and organization, language content, topic, and practical consideration. Based on the design and organization, the textbook presents reference for grammar, and it covers most of component of grammar in the form of explanation. In terms of practical consideration, *PastiBisa* textbook is easy to get. It is because the textbook is prepared in school’s library. Students and teachers can read the textbook in the library.

The Weaknesses of English Textbook *PastiBisa*

The weaknesses of *PastiBisa* textbook are classified from which data belongs to *low* and *very low* scale. It shows from table 4.6 that the weaknesses of the textbook are

based on six aspect of the checklist. First, based on design and organization, the textbook is not made up by the components of students' book, workbook, and cassettes as the total course package. It also lack of recycling and revision.

Second, in terms of language content, this textbook is lack of vocabulary building. The textbook does not also provide material for pronunciation either individual sounds, word stress or sentence stress. It cannot be found in each chapter. There is no chapter provides material and exercises for pronunciation work. Third, listening material is not well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension. Next, in terms of methodology, the textbook is lack of material that includes advice/help to students on study skill and learning strategies. The textbook also lack of listening and speaking activity. Fifth, the textbook does not provide any parts of particular equipment package requirement. It

does not provide language laboratory, listening recorder or video player.

Conclusion and Suggestion

The English textbook *PastiBisa* can covers 25 basic competencies out of 27 basic competencies. The uncovered basic competencies are basic competencies 3.11 and 4.16 about simple song. The content suitability is 67.7% suitable and 32.3% is not suitable based on the competencies analysis. Due to Cunningsworth's checklist, *PastiBisa* textbook has 68.42% suitable and 31.58% is not suitable based on seven aspects.

The strengths of the textbook were based on the four aspects. They are design and organization, language content, topic, and practical consideration. Meanwhile, the weaknesses of English textbook *PastiBisa* were based on six aspects of the checklist: aims and approaches, design and organization, language content, skills, topic, and methodology.

However, this research has weakness point so that it is beneficial

for teachers who will use the textbook to adapt and develop the material of the textbook, and they need to provide more vocabulary building and listening section in order to fulfil the requirement of an integrated skills teaching. They also need to support the material by finding other sources either from other books or internet. For the stakeholders, it is needed for the stakeholder to analyse and evaluate the suitability of the textbook with the curriculum. It can be done by forming evaluation team for textbook analysis before using it. Also, for the next researchers may write the research better by adapting more checklist instrument which is based on the needs of the research. They may expand other method in order to collect related data, and do in depth evaluation.

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