



THE CONFORMITY BETWEEN ENGLISH TEXTBOOK MATERIAL AND STUDENTS' NEEDS

by

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Abstract:

Textbook evaluation is crucial and necessary to conform the textbook's organization material with the student's needs. This compatibility in choosing a textbook could improve language practice. Thus, this study aimed to evaluate a textbook used at Senior High School in the Cililin District, West Java, based on its conformity with the students' needs. This study used a descriptive qualitative study in which content analysis was applied. In analyzing the data, this study combined two frameworks, Cohen (1988) and Forsten et al. (2002). The data were collected by using a checklist and numerical rating. Additional data were gathered through interviews to investigate the students' needs. The results showed that the textbook has 76% relevancy to meet students' needs. It has strengths in rationale, availability, value of money, and extended activities regarding students' critical thinking skills. Meanwhile, the book has a weakness regarding cultural bias or value for students. The comments from the teacher and students were relevant, and the results revealed a lack of technical and visual support. For further direction, this study can be used as benchmarking and product development in textbook publication and material selection.

Keywords: conformity, evaluation, material, textbook

Abstrak:

Evaluasi buku teks sangat penting dan diperlukan untuk menyesuaikan materi organisasi buku teks dengan kebutuhan siswa. Kecocokan dalam memilih buku teks ini dapat meningkatkan latihan bahasa. Oleh karena itu, penelitian ini bertujuan untuk mengevaluasi buku ajar yang digunakan di Sekolah Menengah Atas di Kabupaten Cililin, Jawa Barat, berdasarkan kesesuaiannya dengan kebutuhan siswa. Penelitian ini menggunakan studi kualitatif deskriptif yang diterapkan analisis konten. Dalam menganalisis data, penelitian ini menggabungkan dua kerangka kerja, Cohen (1988) dan Forsten et al. (2002). Data dikumpulkan dengan menggunakan daftar periksa dan peringkat numerik. Data tambahan dikumpulkan melalui wawancara untuk menyelidiki kebutuhan siswa. Hasil penelitian menunjukkan bahwa buku ajar memiliki relevansi 76% untuk memenuhi kebutuhan siswa. Ini memiliki kekuatan dalam rasional, ketersediaan, nilai uang, dan kegiatan yang diperluas mengenai keterampilan berpikir kritis siswa. Sementara itu, buku ini memiliki kelemahan terkait bias budaya atau nilai bagi siswa. Komentar dari guru dan siswa relevan, dan hasilnya mengungkapkan kurangnya dukungan teknis dan visual. Untuk arahan lebih lanjut, penelitian ini dapat digunakan sebagai benchmarking dan pengembangan produk dalam publikasi buku ajar dan pemilihan materi.

Kata kunci: kesesuaian, evaluasi, materi, buku teks

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INTRODUCTION

Textbook evaluation is significantly important in L2 learning and teaching even though the rise of online material in English learning becoming a trend nowadays (Kalfut, 2024). Especially in a rural area where the information and technology is difficult to access, textbooks become the most important resources in language classroom. Textbook has proven as the best materials that provides guidelines for teachers and students (Aljouei & Alsuhaibani, 2018; Alshumaimeri & Alzyadi, 2015). It allows teachers and students to review and evaluate the topic and materials that have been learnt and to build a sustainable learning for students that continuously been done throughout the learning session. Therefore, teacher need to be concerned in evaluating the conformity between English textbook and students' needs.

The studies on L2 textbook evaluation has been conducted in many countries and has shown various perspective on how to evaluate the texbooks (Ahour et al., 2014; Al Harbi, 2017; Aljouei & Alsuhaibani, 2018; Allehyani et al., 2017; Alshumaimeri & Alzyadi, 2015; Hanifa, 2018; Kalfut, 2020, 2021; Madjdi & Rokhayani, 2018; Nguyet & Van Long, 2020; Omari, 2018). These studies had done a comprehensive method to evaluate the textbook such as from cultural and competency analysis. However, only few studies that used the combination of two frameworks and most of the studies only focused on one aspects of textbooks such as content and culture issues. A comprehensive overview of content and technical part is still missing. Therefore, the significance of content and technical analysis of English language textbooks has been mandatory resources on this particular topic.

Some previous studies on textbook evaluation is limited to only one or two specific aspects of the English textbook. For example, a study by Ayu (2020) emphasized on the cultural content in the textbook. While other studies are limited to the textbook compatibility with the curriculum and school syllabus. Moreover, those studies are limited to textbook course in vocational school and focus more on students in the metropolitan area. Thus, concerning this gap, this study is concerned with whether the textbook organization material meets the students' needs. It also differs the textbook for students in live in rural area with rare access to the internet and depends more on the textbook in a language classroom.

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The benefits of evaluating the textbook conformity with students' needs is useful in a practical issue in Indonesia education context where mostly the students live in the rural area. It provide a guidance to achieve learning aims and objectives based on learners needs (Cunningsworth, 1995). In addition, teachers could use textbook as guidelines when giving lesson by taking examples and models of practice to be implemented in the classroom that meet the curriculum and students' needs.

For teachers, textbooks are important to make preparation before learning and illustrate the framework based on the current curriculum that help teachers to achieve learning goals. It is originally supported by Cunningsworth (1995) that claimed textbooks as source to achieve learning aims and objectives based on students' needs. Thus, teachers usually use a textbook as guidelines when giving the lesson by taking examples and models of practice to be implemented in the classroom that meet the curriculum needs.

Despite the advance development of technology and digital era, textbooks are still hold an important role in the classroom learning activity due to its proper organization in every chapter. In English education context, the English textbook material encourages more interaction among students. Moreover, it enriches students' references about grammar and vocabulary, provides written and spoken material and exposes students to both group work activity and self-learning (Gholami et al., 2017; Vanha, 2017).

Related to the of textbook role, a study by Ayu (2020) justified that textbooks have function to shape the students' knowledge, behavior and their experience in language learning. It is a key component in a foreign language learning process which textbooks provide language information or input both in theory and practice. Thus, generally, textbooks have a basic function as a main source in language learning content and language learning practice activities in the classroom (Alharbi, 2015). As a result, the teachers consider the textbook as instruments to share and deliver linguistic aspects along with social and cultural aspect in learning a language.

However, sometimes some textbooks may have a minor downside and less successful for teachers and students. It may become less attractive for students to learn from the textbook. Generally, this downside caused by the lack of textbook content and organization to fulfill the needs of students and teachers (Jusuf, 2018). Thus, it is important for educators to

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analyze several aspects of textbooks to get the appropriate textbooks for teachers and students.

In Indonesia context, researchers have analyzed the significant of textbook from several aspects in English language learning (Ayu & Indrawati, 2019). Since the implementation of the 2013 Curriculum, English has been taught as a local content and optional subject for elementary school students, so that most of the students in Indonesia starts learning English from junior high school. This degradation causes the students loss in learning English since a young age where the brain function is optimal to acquire a new language. This late start has become a challenge for teachers in junior high school to provide students a rich knowledge and practice in language learning.

Currently, the implementation of 2013 curriculum has been replaced into *Kurikulum Merdeka*. This current curriculum has given school, especially teachers, the freedom to select the materials for students. Thus, teachers should be able to analyze and evaluate the English textbook that suitable for the students.

Related to those phenomenon, textbook evaluation is important to determine the conformity of the content and technical aspect in the textbook between the students' needs and the learning goals in Indonesia curriculum (Fidian & Sandy, 2020). As stated by Sheldon, textbook evaluation is useful for teachers as a basis to decide the best book among other books. By evaluating the textbook, teachers could gather specific information about the strength and weaknesses of the book so that teachers could select which content that could be taught and which ones to be eliminated.

More importantly, Jusuf (2018) stated that textbook evaluation is an obligation to check if the content meets the curriculum requirement and if it is suitable with student's capability and condition. In other words, the textbook need to be evaluated in accordance with the learning setting. Besides, textbook evaluation enables the teachers to have a critical view and a broader perspective in selecting teaching material.

Related theories by PISA, an organization of OECD (Organization for Economic Cooperation and Development, 1997) that focus to develop students' literacy, students are required to master three categories of competency. Those competencies are being able to use language for daily basis, understanding the symbols and text, being able to be interactive in

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using knowledge and information and also being able to use technology interactively. These competencies become the basic foundation in organizing the textbook.

In this case, this study chose as English textbook entitled *Modulku* that used in local senior high school students in West Java. This book is obligatory and chosen by the school committee. In fact, there are three books used by the teacher, but this book is the newest one and most frequent used by the teacher dealing with the high order thinking skills as the target skills of this book. Even this book is free for the students and provided by the school library, due to limited finance from school, not all of the students get the book.

The book is chosen due to the practical and skillful usage. It is consisted of worksheets with variant language skills that encourage students to analyze problem/case/situation that they put their opinion and argumentation towards the case given. There are also role play activities and competency test at the end of each chapter. Based on Permendikbud Number 8, 2016, there are self-assessment and reflection part in the final students' activity section. It trained the students to evaluate their comprehension and do project assignment as their portfolio.

The book is purposed to accelerate the students' skills based on the curriculum to increase the students' performance in some skills like reading, math and science literate. This book applies Genre Based Approach and Systemic Functional Language and provides the text in functional context. The worksheet is based on a real-life situation that explore the students' skills to communicate in English through high order thinking skill. Thus, the problem in this study was formulated as: “ **How is the conformity between English textbook material and students' need in language classroom?**”

METHOD

Design

This research design is descriptive quantitative data by showing data points in the form of rating and percentage. This design was chosen to give better understanding the subject clearly and accurately (Creswell, 2014). This design is useful for benchmarking and new product development of the textbook. It is possible to detect the potential future changes in textbook publication that impact the school curriculum and material selection.

Subject

The subject of this study is *Modulku*, an English textbook published by CV Mediatama. It is used by XI grader of Senior High School in Cililin, West Java. This book is provided by school as an additional textbook. The book has total of 140 pages with 5 Units on it and 4 section/lesson. The target skills are High Order Thinking Skills.

Instrument

There were two frameworks used to evaluate the book, those were from Cohen (1988) and Forsten et al. (2002). These frameworks were chosen due to the factors of every items has already covered both qualitative and quantitative method in evaluating the book. The assessment was divided into ordinal number(1/Poor, 2/Fair, 3/Good, 4/Excellent). The items analyze important parts from the books as stated by Hutchinson and Waters in Cohen (1988) that textbook evaluation is basically transparant and scientifically solve the lack of available resources.

The first framework was developed by Cohen (1988) that could be used in ELT classroom to assess and record the evaluation of the textbook. This framework identified the coursebook through the qualitative yardstick. It provides several key questions about the coursebook feature. The second framework was by the authors of Differentiating Textbooks, Forsten et al. (2002) that put the textbook elements in order to increase students' comprehension and motivation. The elements evaluate the textbooks across curriculum areas and use the quantitative method. This framework is used as a general guideline with numerical rating.

Data collecting technique

The data collection used checklist and numerical rating of the textbook based on the frameworks by Cohen (1988) and Forsten et al. (2002) Numerical rating and comments are combined to measure. the items to match the students' needs with the textbook organization material. After analyzing the framework, the selected students and the teacher were interviewed. The interview was purposed to match the textbook conformity with the students' needs. The interview was conducted randomly with purpose to get the truth and natural data by digging depth of students and teachers' perspective.

Data analysis technique

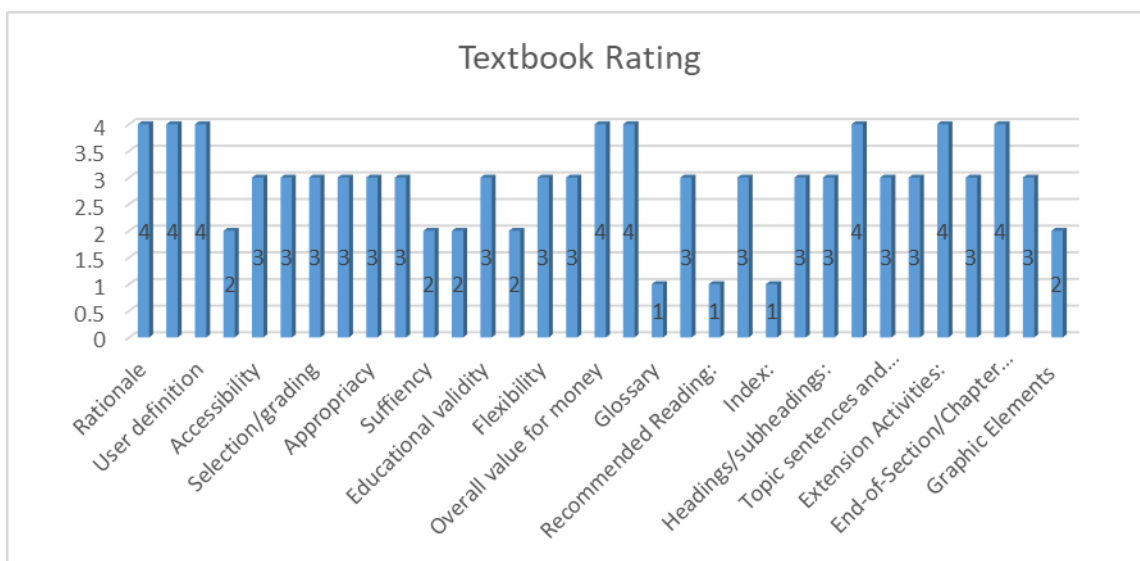
The data were analyzed in a qualitative form that consisted of scoring the textbook in a scale of 1 to 4 to represent the content and material match with the textbook framework from Cohen (1988) and Forsten et al. (2002). There are 33 factors to be analyzed and conformed with the students' needs. The numerical rating is shown in percentage to represent the conformity of the textbook with students' needs. The interview was analyzed based on the factors in the framework to find conformity between the material and target needs.

RESULT AND DISCUSSION

Result

In summary, the book *Modulku* has strength with a rationale, availability, value of money, and extended activities regarding critical thinking skills. It provides the students the indicators that suit with the curriculum to boost students' ability to analyze and use communicative text. As stated by Cohen (1988) that an ELT textbook should pinpoint the important administrative and educational decision that lead into considerable professional policy and investment. It supports the function of the book that chosen by the school committee and free for students.

From the technical views, the textbook is supported by graphic and layout that gives textual and visual information to help students comprehend and attract their attention. The book *Modulku* got some poor score since the illustration and graphic materials is not rich and content in giving visual aids. The details about the rating of *Modulku* are below.



Graph 1. Textbook organization material rating

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In details, 8 factors got score of 4, 16 factors got score of 3, 5 factors got score of 2, and 3 factors got a score of 1. The factors that score of 4 were Rationale, Availability, User definition, Overall value of money, Table of contents, Caption and labels, Extension activities, and End-of-section/Chapter Comprehension and Critical Thinking Questions. It was shown that has followed the regulation and checklist from the government and based on PISA recommendation to focus on students' higher thinking skills. The textbook was targeted to fulfill the standard from PISA and the Indonesian curriculum. It can be seen from the activities in each chapter/section are leading to critical thinking questions. From the technical factors, the textbook also got an excellent score for its table of content and using caption or labels in every picture and graphs.

Meanwhile, the factors that got a score of 3 were Accessibility, Linkage, Selection/grading, Physical characteristics, Appropriacy, Authenticity, Educational Validity, Flexibility, Guidance, Bibliography, Websites, Writing Styles, Heading/subheadings, Topic sentences and section/chapter previews, Page layout, and Type style, line lengths and leading.

The factors that got a score of 2 were Layout/graphics, Sufficiency, Cultural bias, Stimulus/practice/revision, and Graphic elements (photographs, illustrations, maps, charts, etc). And the factors that got a score of 1 were Glossary, Recommended reading, and Index.

Based on the assessment above, it was found that the textbook has 8 factors that are irrelevant factors to students' needs. It represents 24% of all the aspect, while 76% of the aspects of the book is relevant to students' needs.

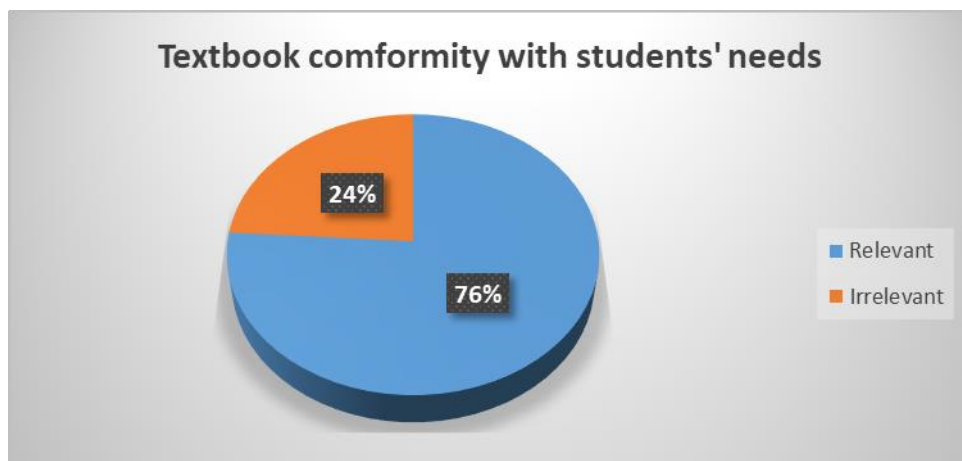


Diagram 1. Textbook conformity with students' needs

Thus, it can be suggested that the author need to be more focus on some technical issue such as the composition of layout and graphic. Regarding the cultural bias, the author

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also need to concern about the cultural content in the textbook. Based on Indonesian Curriculum in 2013 since the *Kurikulum Merdeka* is not fully implemented at school.

Overall, the book *Modulku* should provide more illustration and graphic element that appropriate with social and culture environment so that the students and teacher have connection with the context and situation. In building the connection, the textbook must introduce learner to the authentic material and real examples of both spoken and written discourse.

The integrated skills of English have to be combined to improve students' competence. Critical thinking skills has to coverage the skills from listening, speaking, reading and writing. In addition, it must inject listening activities where students could find interpretation of the given context of language. Lastly, the textbook should cover both spoken and written form of presentation material. It allows the students to get stimulation and real-practice for classroom activity and gives opportunity for students to apply for self-directed learning and become an autonomous learner.

From interviews with some teachers and students, most of them prefer a book with a complete package from the visual and technical aspects. The students tend to more interested in eye-catching textbook that could motivate them in learning. However, the students are the importance of the content messages rather the colorful illustration.

Based on the interview with the teacher, *Modulku* is chosen because of its affordability and availability, it is found that teachers felt helpful with some worksheet in it. According the teacher, the book provides some practical competence tests that relevant with final national examination so that students get used to the practice from the book before facing the exam.

On the other hand, the book has some weakness that it could not provide other English skills for students that the book could not stand alone as the main course book. The teacher used the book as the supplement book and there are three other books used to support the English activities in the classroom. It more focus on reading and writing analysis and students get bored and difficult in reasoning part where they have to give analysis of their own opinion.

In addition, teachers' manual was a variable that should be taken into consideration. Teacher revealed that there was no teacher's manual that provide methodological guidance

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and correct or suggested answers. The statement from the teacher explained that students has problems dealing with giving reason of their own opinion on given context. Furthermore, the students' interview also revealed the same situation in which they feel hard in analysis the context of the situation.

“We do not know how to explain our argumentation and choice of problem given in the text”
“The illustration is appropriate but it's kind of boring because there is no unique and colorful visual”

The students' statements confirmed that their analysis skills are still not too high and their motivation in doing the reading and writing materials is low. Students also argued that the book is quite plain with full of text and a low quality of illustration. They will be motivated if the textbook has attractive layout and design. Regarding this, the visual attractiveness of the text and physical performance are affected the students' perception. The students found that the illustration is not attracting but monotone.

Discussion

The findings showed that the textbook has provided several aspects in learning a language, such as linguistics aspect, social and cultural aspects. It is similar with findings from Baig et al. (2021) that examined the textbook function to give students a lifelong experience by providing personal, social and emotional development that being effectively translated in the textbook. Another research by Munir et al. (2021) added that the content textbook should reflect real life experiences along with cultural setting to be conveyed consciously and unconsciously. The course in the textbook is relevant in facilitating language learning that is presented through reading selection, variety and number of topics and used several authentic language components.

However, in terms of material selection, the book has weakness in cultural bias or value that it focused on western culture and communication such as letter format, discourse and social context even the writer already tried to cover with some local issues. Relevant studies from Kalfut (2024) and Fidian & Sandy (2020) pointed the culture references of the target language to transform the language in textbooks so the students get familiar with the cultural base inclusively. It is arguably whether to input the target language culture in the textbook where the learners are rarely experienced. In other words, it can be said that learners have to blend with the presented materials given in the textbook.

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The comments from the teachers and students were in line with the results which the textbook is lack of technical and visual support. However, the organization and content is quite interactive and promoted critical thinking among students. Similar to Tevdovska (2014), the activities in the book provided opportunity for self-check and peer check which is become one of the important variable in selecting textbook. Other important feature is the writing activities that give opportunity to students to express their ideas and opinion (Aljouei & Alsuhaibani, 2018). Most of textbooks in EFL direct students to a writing prompt that inform students about what they should write (Kalfut, 2024). So, apart from layout, accessibility, and appropriateness, exposing students critical thinking are significantly taken into consideration in choosing textbooks.

Beside, some cultural elements in the textbook that expose the difference way of life must be taken into consideration before selecting textbooks (Ayu, 2020). Since textbooks are the main resources for students to learn English, students also learn the culture. In this case, students have to experience the unconventional culture. In Indonesia especially, it is rarely to find an explicit cultural content and have been translated to Indonesian context rather than the target language context (Mohammadi Sharif & Hejazi, 2014). Thus, learning basic skills is not enough. Students need promoting their own local cultural knowledge and negotiate with the target culture to learn new information and knowledge.

CONCLUSION AND IMPLICATION

Conclusion

It is concluded that the selection of textbook is crucial in language classroom practice. As the main controller in classroom, the teachers had responsibility in assessing the conformity of the textbook with the students' needs. Teachers' judgement and qualification is crucial that affect students' comprehension and achievement in language learning. The textbook is a tool which teachers has to know how useful it is to use in the classroom and examine the important part and section of it. Some important parts to be considered is language aspects that cover the grammar and vocabulary content and the way it presents reading and writing activities (Sugiyono, 2018).

Ideally, the textbook has to improve students' competence and has relevant a vision with the national curriculum. So, the organization of materials is proven to be consistent with

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the learning objectives formulated in the English curriculum. In order to fulfill this requirement, selecting and combining materials is more effective for the teacher to get a maximal result of teaching and learning. The textbook could not stand alone. It involved adaptation of the needs and students' interest alongside the linguistic and pedagogical principles.

Limitation

The study is limited to the research instrument and the research subject. The research instrument is combining two textbook evaluation framework from Cohen (1988) and Forsten et al. (2002). Even though these frameworks are the original ones and have complete features in textbook evaluation, further research should modify framework to make it relevant with the current knowledge and trends in textbook evaluation. The research subject was also limited to only one school in West Java. It would be better to add other schools that use the same textbook to enrich the findings.

Implication

The results of this research could provide overview of how to evaluate textbook material for learning. This is beneficial for teachers to be more critical and creative in choosing textbook material for students. For future research, these findings could be a benchmarking for developing English textbook material.

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Appendices. Textbook rating and conformity with students' needs

Factor	Rating	Conformity
1. Rationale	4	Relevant: The book was written to fill the needs of curriculum to increase students high order thinking skills that based on analysis by PISA and this book match with government regulation
2. Availability	4	Relevant; The writer along with the publisher team are really opening to receive any comments and suggestions and also provide their details contacts
3. User definition	4	Relevant; The target of the book is clear that it is purposed for students in grade XI and use the standard from PISA (world organization in students' assessment) and Indonesian curriculum.
4. Layout/graphics	2	Irrelevant; The layout is in average density and the mix between text and graphical material is fair enough. The graph material is not too impressive and no artwork or colorful image
5. Accessibility	3	Relevant; the material is quite organized. Students can have found their progress in each chapter and there are self-assessment and competency test to see their progress (page 56) The book gives clear advice about how to explore the content (page 65) by providing the organization of the task
6. Linkage	3	Relevant; the units and exercise connect in theme, situation and topic and skill development (ex: a study case (page 21) and real-life situation (page 9) The lexical and grammatical progression is fair enough but not too much. The input text and supporting exercise is placed in close proximity. The book does not cohere with series books
7. Selection/grading	3	Relevant; the introduction, practice and recycling new linguistic items are fair enough for the students. But there is no comparison between the mother tongue and English. The

		linguistic inventory presented appropriate with L1 background.
8. Physical characteristics	3	Relevant; there is space to write in the book and the book is robust. Every section, task, figure and column were labeled.
9. Appropriacy	3	Relevant; the material is substantial in real life situation for example how to give opinion (chapter 1) and writing formal invitation (chapter 3). It matched the level of maturity that the students already finished compulsory education and start to pursue higher level of education. In ESP side, it trains students in business/formal writing (chapter 3). According to Tucker (1975) there has to be the relevance of its contexts and situations.
10. Authenticity	3	Relevant; the content is quite realistic, taken from L1 material and fairly exploit language in a communicative or real-world. The dialogues are acceptable with some simplifying and modification.
11. Sufficiency	2	Irrelevant; the teacher still needs to bring s other relevant materials to support the teaching process and give students more complex sample to support the topic and skill being taught. The book still needs attendant aids like cassette or video to give more audiovisual situation for example in giving suggestion, teacher could show the video of giving advice.
12. Cultural bias	2	Irrelevant; the book is western culture with lack of local culture that match with students from rural district area. Fairly, the book still gives some national issues in reading text such as traffic in Jakarta but overall it focuses on international or global communicative competence.
13. Educational validity	3	Relevant; the textbook dealing with broader educational concerns and relate with real life application such as giving and asking opinion and exploit some educational issues such the effect of television and smoking
14. Stimulus/practice/revision	2	Irrelevant; the book quite interactive much more in writing and critical thinking while

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		other skill like listening is has no portion to be developed. The practice fairly has development and evaluation marking such as asking students to provide reason for their answers
15. Flexibility	3	Relevant; from the teaching aids and preparation, teacher do not need to provide complex equipment since the students more focus on writing and critical thinking process
16. Guidance	3	Relevant; the instruction is clear enough with clarity by subheadings
17. Overall value for money	4	Relevant; the book is free for students provided by school
18. Table of Contents:	4	Relevant; the materials already made in good order that building approach along with brainstorming of the previous subjects
19. Glossary: The recognition of the definition of terms and pronunciation	1	Irrelevant; there is no glossary to help the students to define correct pronunciation and definition. Textbook should provide aids for the teaching of target language pronunciation.
20. Bibliography:	3	Relevant; the book has already listed the references to give students further reading materials
21. Recommended Reading:	1	Irrelevant; there is no recommended reading to explore students' curiosity to get more knowledge and information
22. Web Sites:	3	Relevant; the websites are available in giving the update resource for students and teacher
23. Index:	1	Irrelevant; index is not used and few entries for details and cross-reference
24. Writing Styles:	3	Relevant; the writing styles is descriptive and insightful in giving visualization for students for example in giving analytical text, it encourages students' imagination by ordering the abstract into objective, data, subjects, outcome measure, result and conclusion. Vocabulary consists familiar and challenging words
25. Headings/subheadings:	3	Relevant; the heading and subheading are put in good order that clear for the reader. It also

		gives instruction for students in doing task/practice. It guides the students to make predictions and having purpose in reading as a part of before-reading activities
26. Captions and labels:	4	Relevant; Captions and labels are quiet accurate and give informative phrase for the text or the message in mostly part of the book
27. Topic sentences and section/chapter previews:	3	Relevant; it is communicating the paragraph or section and give useful illustration for brainstorming as a part of before reading-activities
28. Section/Chapter Summaries:	3	Relevant; key ideas main points are straightforward and understandable
29. Extension Activities:	4	Relevant; the book provides the extensive activities to reinforce students critical thinking
30. Page Layout:	3	Relevant; the page layout is in proportional arrangement and do not crowd or overwhelm
31. End-of-Section/Chapter Comprehension and Critical-Thinking Questions:	4	Relevant; the end of section/chapter allow students to reflect and extend critical thinking. There are some self-assessment and project based task.
32. Type Style, Line Lengths and Leading:	3	Relevant; the font size and length of the line are readable and proper. It is arranged in good proportion.
33. Graphic Elements (photographs, illustrations, maps, charts, etc):	2	Irrelevant; the photograph and illustration are not colorful and eye-catching.