EVALUATION OF INDONESIAN TEXTBOOK USING ENGLISH LANGUAGE TEACHING CHECKLIST FOR THE TEN GRADERS SENIOR HIGH SCHOOL

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Abstrak

Buku teks adalah bagian penting dari pengajaran bahasa Inggris. Dalam memastikan unsur-unsur yang sesuai dari buku teks, tujuan dari penelitian ini adalah untuk menemukan kegunaan dan memberikan evaluasi kualitatif dari unsur-unsur umum dan konten belajar-mengajar dari buku teks berjudul "Bahasa Inggris SMA / MA / SMK / MAK Kelas X Revisi 2017." Studi ini berfokus pada tata letak dan aspek kesesuaian dari buku teks dengan kurikulum dan menggunakan instrumen yang dapat diandalkan dari daftar periksa evaluasi pengajaran bahasa Inggris dan standar nasional Indonesia dalam menganalisis data. Penelitian ini menggunakan metode analisis kualitatif deskriptif buku teks dalam menganalisis data. Peneliti mengumpulkan data dengan mengumpulkan buku teks dan instrumen, membiasakan data, mengkode, dan memilih sampel dari buku teks. Analisis dokumen kualitatif mendalam dilakukan untuk mengumpulkan deskripsi evaluasi material. Temuan penelitian ini mengungkapkan bahwa kesesuaian unsur buku teks memiliki kegunaan yang tinggi dengan skor (M = 2, 9). Selain itu, peneliti juga menggambarkan implikasi kualitatif dari daftar periksa. Temuan penelitian ini diharapkan bermanfaat bagi guru dan perancang instruksional dalam membuat rancangan buku teks di masa depan.
Kata kunci: Evaluasi buku teks, ELT, konteks di Indonesia

Abstract

A textbook is an essential part of English language teaching. In assuring the appropriate elements of the textbook, the objectives of this present study are to find the usefulness and provide a qualitative evaluation of the general elements and teaching-learning content of the textbook entitled *"Bahasa Inggris SMA/MA/SMK/MAK Kelas X 2017 revision."* This study focuses on the layout and the congruency aspect of the textbook with the curriculum and used reliable instruments of an English language teaching evaluation checklist and Indonesian national standard in analyzing the data. The present study uses a textbook analysis descriptive qualitative method in analyzing the data. The researcher gathered the data by gathering the textbook and the instruments, familiarize the data, coding, and select snapshots of the textbook. In-depth qualitative document analysis was conducted to gather the description of the material evaluation. The findings of this study reveal that the usefulness of the textbook has high usefulness with a score of (M= 2. 9). Additionally, the researcher also describes the qualitative implication of the evaluation checklist. The finding of the study is expected to be useful for the teacher and instructional designer in making a future decision of the textbook.
Keywords: Textbook evaluation, ELT, Indonesian context

INTRODUCTION

A textbook is one of the essential resources for developing the English Language Teaching (ELT) learning material in Indonesia. An ELT textbook yields information an act as an artifact, in which gives the teacher insights in developing the learning materials. Some experts suggested that a textbook provides a framework for both teachers and learners to create an expectation on the instructional goal and recall the previous material (Tomlinson, 2011) and assist the teacher in facilitating the classroom activities without dictating them (Garton & Graves, 2014). A textbook also contains several standardized information and syllabus that is vital for the learning program (Brown, 2007; Richards, 2001). Cunningsworth (1995) argued that ELT textbooks have several roles in the process of learning, such as to present the learning materials, facilitate interaction, assist as a vocabulary and grammar reference, provide classroom activities and deliver self-directed learning.

In Indonesia, the ministry of education and culture governed the development and the use of the textbook under several laws. First, according to the Indonesian state standard (Government Regulation No. 21 of 2016 on

Education), Indonesian students are expected to have four domains of learning, namely *sikap spiritual, sikap sosial, pengetahuan, and keterampilan*. Specifically, public high school graduates are expected to be able to show English language attitude that reflects faithful, honest, discipline, responsible, care (cooperation, tolerance, and peace), polite, responsive and pro-active and shows attitude as part of the solution to various problems in interacting interactively effective with the social and natural environment and in placing oneself as a representation of the nation in the world association. Also public high school graduates need to be able to comprehend factual, conceptual, procedural, and metacognitive knowledge about social functions, texts structures, and linguistic elements of various English-language texts that have the potential to develop the human, national, state, and civilization related to causes phenomena and events, and apply procedural knowledge to specific fields of study according to their abilities and interests to solve problems. Finally, it is also vital for them to demonstrate skills in processing, reasoning, and presenting in the concrete and abstract domains related to the use of various texts in English that are studied in schools independently and act effectively and creatively, and are able to use methods according to English language principle. The content standard also contains all of the information in which the minimum requirement of how the learner graduate at a certain level and types of education. Then, based on (Government Regulation No. 22 of 2016 on Education), the regulation governs the process standard in which deals with the implementation of the process of the curriculum. There is information in the regulation to be considered, such as the learning characteristic, instructional design, and the learning context. Next, based on (Government Regulation No. 24 of 2016 on Education), the regulations provide essential aspects such as the statement of core competence and basic competence, which are part of the instructional goal. The instructional goal statement is fundamental aspects of the development of the learning material and the process evaluating the congruency of the instructional material. Finally, according to the Indonesian state standard (Government Regulation No. 25 of 2016 on Education), a textbook that is endorsed by the curriculum should have several appropriate criteria stated. In conclusion, there is valuable information related to state standards and curriculum that can be used as a source of information in evaluating the materials. Despite the influence, the educational ministry still urges the teacher to develop their learning material and evaluate the recommended textbook.

Concerning the vital role of an ELT textbook, it is crucial to ensure the appropriate elements of the learning material in the textbook to avoid induced error, which is a form of misunderstanding toward the learning context (Brown, 2007). Additionally, Sheldon (1988) stated two fundamental reasons for the teacher to conduct the textbook evaluation. Not only that the evaluation would give insight for selecting appropriate materials, but also familiarize the teacher with the textbook element. Therefore, a comprehensive evaluation of a textbook is detrimental to the body of knowledge and beneficial to teachers' professional development.

As previously described, in assuring the usefulness of a textbook, there are several methods to conduct an evaluation analysis. (Sheldon, 1988) described three types of textbook evaluation, in which one of them is an "in-use" evaluation that is used to examine a material being used in the learning process. Additionally, in evaluating the learning material in the textbook, Mcdonough, Shaw, & Masuhara (2013) suggested the use of external evaluation, which focuses on overview and the organization of the textbook, and internal evaluation, which focuses on detailed information of the learning material. Several kinds of literature recommended the use of evaluation checklist criteria to evaluate the textbook (Mukundan, 2012; Tomlinson, 2011). The evaluation criteria could help the researcher to look for a specific aspect of the textbook systematically (Cunningsworth, 1995; Tomlinson, 2011). A textbook evaluation checklist is an instrument that is used by practitioners to get a refined evaluation of the several generalizable aspects of the textbook (Mukundan, 2012). Through the evaluation checklist, the process of evaluation analysis would become more systematic (Cunningsworth, 1995; Tomlinson, 2011). In regard, this research study bridged a gap between the previous researches of textbook evaluation using ELT textbook evaluation and supported the finding of another study of textbook evaluation in Indonesia.

Regarding the vital aspect of the textbook evaluation study, this study aims to discover the appropriate aspects of the recommended textbook from educational ministry through in-depth analysis using specific evaluation criteria. The study focuses on evaluating the textbook entitled *"Bahasa Inggris SMA/MA/SMK/MAK Kelas X 2017 revision,"* which is one of the textbooks that the ministry of education and culture recommended. Despite the recommendation, the ministry encourages the evaluation of the textbook, which is also a relevant aspect to conduct this study. Further, the textbook is also considered as an artifact in the implementation of the national curriculum. Therefore, based on the research problem stated, it can be concluded that this study is relevant and crucial.

Several textbook evaluation checklists can be utilized; however, in this study, the researcher specifically conducted the textbook evaluation based on the adoption

of a checklist proposed by Mukundan (2013). Compared to other textbook evaluation checklists such as Littlejohn in Tomlinson (2011) and Nation and Macalister (2010), the Mukundan (2013) checklist has several relevant aspects that relevant in this study. First, The criteria were validated and assessed for its reliability through qualitative and quantitative analysis based on the survey study (Mukundan, 2013). It is also vital to point out that no agreement yet on the criteria or procedures for textbook evaluation due to the needs and contexts (Mcdonough et al., 2013). The Mukundan's checklist offers relevant criteria in ELT textbook evaluation, which cover two main parts in the textbook evaluation, which are the general attribute of the textbook and the learning content (Mukundan, 2013). Finally, Mukundan's checklist provided a flexible and feasible method to evaluate the textbook. The evaluation checklist employs a rating system that is based on five scale rating. However, if the rating criteria are not applicable, the researcher could check the not applicable (NA) option. Finally, to assist the researcher in interpreting the result, Mukundan (2013) provided the checklist evaluation criteria with Scores Interpretation Guide to find out the usefulness of the material.

In the general attribute, several aspects should be analyzed. First, from the nature of the design process of the textbook, Tomlinson (2010) stated that the learning material and its strategy should be coherent with the need and the syllabus design. The implication is based on the congruency of the textbook learning objective and the goal in state standard. The learning material should cover up several principles in the design process such as institutional needs, students' needs, and considering learning context (Byrd, 2001; Tomlinson, 2011). Further, the evaluator can analyze for the "blurbs" of the book, which are several claims of the textbook goal on the cover (Mcdonough et al., 2013). In terms of methodologies, an excellent textbook should have several methodologies employed in English Language teaching (Mcdonough et al., 2013; Tomlinson, 2011). Harmer (2012) provided several examples of appropriate activities that can be used as a foundation for analyzing the textbook. Another aspect of general attributes concerning the physical and utilitarian attributes of the material. In evaluating the textbook, physical and utilitarian aspects also hold a vital role in the textbook quality (Tomlinson, 2011). Therefore, Mukundan (2013) included the textbook price and layout in the checklist attributes. Regarding the physical aspect, the textbook layout and illustration also vital in determining the usefulness of the textbook. A good textbook illustration, layout, and design refer to adequate illustrations to contextualize the information and adequate organization of the textbook item (Tomlinson, 2011).

Finally, several experts recommended the use of supplementary material and teachers' manual book to support the teacher's needs and promoting learning autonomy (Mcdonough et al., 2013; Tomlinson, 2011).

In the teaching-learning content aspect, several of the teaching content should also be analyzed in the process of textbook evaluation. First, the textbook sequencing and clustering content should consider the skills of the learning material (Gagné, Wager, Golas, & Keller, 2004; Mcdonough et al., 2013; Tomlinson, 2011). In this case, the flow of the learning material and the size of the unit should be designed in a simple to sophisticated manner. The textbook materials also should have authentic language based on the context presented in the goal of performance context (Mcdonough et al., 2013; Tomlinson, 2011) as Tomlinson (2011) stated that there could be several compromises regarding the authenticity such as using actors in the process of designing learning material. Further, the learning material should have adequate English learning skills aspects such as listening, speaking, reading, writing, and pronunciation (Mcdonough et al., 2013; Tomlinson, 2011). In listening aspects, there are two kinds of listening materials, which are a general part of oral work, which deals with daily communication listening material and recorded passages for complex comprehension information (Tomlinson, 2011). Tomlinson (2011) stresses the aspects of the authenticity of learning material based on performance contexts. In line with listening material, in speaking task, there should be a sufficient input in all the before conducting speaking activities (Cunningsworth, 1995; Tomlinson, 2011). The speaking activity should prompt meaningful communication (Nassaji & Fotos, 2011) and promotes performance context communication (Cunningsworth, 1995; Tomlinson, 2011). In reading, not only that the activities should be appropriate based of several strategies (Oakhill, Cain, & Elbro, 2015; Scanlon, Anderson, & Sweeney, 2010), the texts material should also be evaluated before administered to the learner (Cunningsworth, 1995; Mcdonough et al., 2013). Similar to the speaking activity, the writing activity should have adequate text input in various performance contexts before conducting the activities (Cunningsworth, 1995; Tomlinson, 2011). Further, the learning material should include genre awareness activities, as they are also playing roles in developing the students writing (Oakhill et al., 2015). In vocabulary, the appropriate activities should cover both of the words meaning in-depth, which is the deep meaning of the word and in broad, which is its relation to other words (Oakhill et al., 2015; Scanlon et al., 2010). Finally, grammar activities should be appropriately contextualized based on performance (Nassaji & Fotos, 2011). Several experts provide examples of several

appropriate activities of learning materials (Harmer, 2012; Littlejohn, 2012; Tomlinson, 2011). Consolidating the textbook listening activities with the recommendation activities can give an insight into the usefulness of the textbook.

In this study, however, there are several limitations to several aspects. Some concerning aspects regarding limitations should be noted. First, the context in the study limits several research design aspects of this study. The researcher employed the use of the evaluation criteria checklist to evaluate the textbook entitled "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X 2017 revision*" 2017 revision to limit the analysis of the data. The researcher provides an in-depth qualitative analysis of the textbook evaluation with the checklist as a scope limitation. In this study, there were three aspects of checklist criteria that are not applicable in the current situation, namely length appropriation, difficulty level, and vocabulary load. The researcher provided a further explanation in the discussion section. Concerning the criteria, this study is only focused on the layout and the congruency of the materials and the curriculum.

Research Questions

What is the usefulness level of the textbook entitled "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X 2017 revision*" based on the ELT evaluation checklist?

METHODS

The purposes of the present study were to describe the general evaluation elements of the textbook using the ELT textbook evaluation checklist. In analyzing the textbook, this study employed the used of content or document analysis technique which is a form of descriptive qualitative research that scrutinize the characteristic of written or visual materials (Ary, Jacobs, & Sorensen, 2010). In the process of in-depth analysis, the researcher employed several systematic steps of document analysis to evaluate the textbook material (Ary et al., 2010). Therefore, the focus of this study is to provide in-depth analysis in a systematic and replicable manner using the ELT evaluation checklist.

In this study, the researcher employed the use of the ELT evaluation checklist as an instrument to limit the scope of analysis of the data based on the textbook evaluation criteria Mukundan (2013). There are two main aspects of the evaluation checklist to be evaluated, namely the general attribute of the textbook and the learning content. In each of the main criteria, several sub-criteria are described in the previous section. First, the general attribute contains several aspects of the analysis, such as the congruency of the material with the curriculum, the feel of the books methodology, learner appropriation, physical and utilitarian attributes such as price, layout, and

illustration, and layout of supplementary material efficiency. The other aspect, the learning content, deals with general content such as the sequencing and clustering authenticity and currency, various language skills such as listening, speaking, reading, writing, grammar, and vocabulary, and exercises.

In interpreting the result, the ELT evaluation checklist used Scores Interpretation Guide (SGI) that has five scales of interpretation, namely 0.00- 0.80 (Negligible usefulness), 0.81-1.60 (Low usefulness), 1.61-2.80 (Moderate usefulness), 2.81-3.60 (High usefulness), 3.61-4.00 (Very high usefulness), which is shown in the (Table 1.) below.

Table 1. Scores Interpretation Guide

Level	Range	Interpretation
0	0.00- 0.80	Negligible usefulness
1	0.81-1.60	Low usefulness
2	1.61-2.80	Moderate usefulness
3	2.81-3.60	High usefulness
4	3.61-4.00	Very high usefulness

In the present study, the researcher began by gathering several data. First, the analysis of this study will focus on the textbook entitled "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X 2017 revision*". The textbook entitled "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X 2017 revision*" is one of a series of English textbooks for ten grades Senior High School. The textbook is published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud,* and revised in 2017. The textbook was developed to support the national curriculum implementation, in which always be evaluated, renewed, and reinforced. The textbook was written by Utami Widiati, Zuliati Rohmah, and Furaidah and was reviewed by Helena I. R. Agustien, Emi Emilia, and Raden Safrina. The textbook has 15 chapters, which all of them were based on the national curriculum.

There are 15 chapters in the book, in which the researcher analyzed them by providing a snapshot of the specific chapters, especially in chapter one, four, nine, and thirteen. Due to the limitation of the study, the present research only employs the use of secondary data, which is a previous data of the previous finding of the previous research (Ary et al., 2010). Therefore, in this study, the consensus was done through a comparison of several documents. Several documents that support this research study, such as the national state standards and curriculum and previous studies about textbook evaluation. Then, the researcher specified the investigated phenomenon, in which this study tried to give an insight into whether the textbook fulfills the criteria of the ELT evaluation

checklist. In this stage, the researcher familiarizes himself with the use of the checklist. Next, the researcher decided the media be observed, which in this study consist of the textbook entitled "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X 2017 revision*" and several state standards. Then, the researcher selected coding categories with the focus of each aspect of the criteria in the ELT evaluation checklist to limit the scope of analysis. Then, the researcher decided the sampling plan to be used representatives snapshot or sample of the documents to maintain a clarity of the phenomenon, yet make the study possible (Tomlinson, 2011). Then, the researcher analyzed the aspects of the textbook using the evaluation checklist as an instrument. The percentage of several appropriate criteria is then calculated, which then followed by descriptive accounts. Finally, the researcher compares the data with the evaluation statements and previous studies. All of this step is necessary for the textbook evaluation process.

In evaluating the textbook, the analysis of the data used a checklist in-depth qualitative method (Ary et al., 2010) through the several stages, namely (1) Familiarizing and Organizing, (2) Coding and Reducing, and (3) Interpreting and Representing (Ary et al., 2010, p.481-491). First, the researcher utilizes the use of the ELT evaluation checklist to get comprehensive data. The checklist yields two significant components of evaluation, namely a general attribute of the textbook and the learning content (Mukundan, 2013). Then, the researcher begins to evaluate the textbook into an appropriate rating scale based on a 5-point scale from 0 to 4; (never true; rarely true; sometimes true; often true; always true). To get a general evaluation after consulting with the checklist, the researcher calculates the rating score, in which the researcher divided the total criteria with the total number of criteria. Finally, data the researcher interprets the checklist with the Scores Interpretation Guide (SGI)

RESULTS & DISCUSSIONS

This section discusses the findings of the present study. The researcher divided the presentation of the results into the following order. The order is based on the analysis of the textbook and the standard state profile and then the findings of previously stated research questions, which deal with the usefulness and in-depth analysis description described below.

Table 2. Table evaluation summary

Aspects of Evaluation	Fulfillment mean
Relation with the curriculum	3.5
Methodology	3.5
Suitability with the learner	4
Physical and utilitarian Elements	3
The adequate layout of supplementary materials	1.33
General attributes score	2.916
Criteria	High usefulness
General Content	3.4
Listening	1
Speaking	4
Reading	NA
Writing	4
Vocabulary	NA
Grammar	4
Pronunciation	0.5
Exercises	3.5
Learning-teaching content Score	2.9
Criteria	High usefulness
Total Evaluation Score	2.9
Criteria	High usefulness

According to the (table 2.), there are several evaluation results present in the study. First, the mean score of the general attribute aspects of the textbook was (M=2.916). The derivational of the general attribute score is based on five aspects and 12 sub aspect of the general attribute criteria. Using the Score Interpretation Guide (SIG), the score indicated that the general attribute elements of the textbook belong to the "high usefulness" category, whereas the mean score of the learning-teaching content of the textbook was (M=2.9). The mean score is based on the seven aspects and 20 sub aspects of the learning-teaching content criteria. In this study, two aspects of the learning-teaching content criteria were discarded by the researcher and categorized as not applicable (NA), namely "reading" and "vocabulary." The researcher presents the reasoning in the next sub-sections. The SIG indicated that the learning-teaching content attributes of the textbook belong to the "high usefulness" category.

Overall, the total evaluation scores of the textbooks were (M= 2.9). Using SIG, In general, the textbook was considered to have high usefulness. Therefore, regarding the first research questions, it can be concluded that the level of usefulness of the textbook entitled "Bahasa Inggris SMA/MA/SMK/MAK Kelas X 2017 revision" based on the ELT evaluation checklist has high usefulness in the learning process.

In regard to the nature of this study, the researcher presented a detailed, in-depth description of the evaluation components presented earlier to clarify the process and reasoning of the criteria fulfillment. In consideration, the derivation of the evaluation is based on the state standard and Indonesian national curriculum, several previous studies, and the researcher as an evaluator. The researcher

provided a sample of the snapshot of the textbook analysis as a credibility aspect of the study, yet maintain the practical aspect of the research (Mcdonough et al., 2013; Tomlinson, 2011).

Findings on General Content

Empirical data from the textbook suggested that the textbook gives relevant skills with the curriculum goals based on the learning objectives. First, several chapters indicated to contains relevant objectives to comprehend and demonstrate transactional and interpersonal text such as self-introductions on page one, congratulating and complimenting on page 20, and expressing intention on page 38. The textbook also contains several chapters to The textbook contains guidance to help the learners to comprehend the relevant knowledge of various text genre about social functions and text structures such as descriptive text in chapter 4 page 55, recount text in chapter 8 page 113, and narrative text in chapter 12 page 163 and linguistic elements of various texts such as vocabulary related to recreational facilities in page 40 and grammatical information of "*would like, be going to*" in page 44 and allows demonstrating the appropriate skills in several domains of the texts. This implication is supported by several previous studies of textbook evaluation in the same book which reveals the congruency of the learning objectives and the state standard (Ayu & Indrawati, 2018; Hasanah & Wulyani, 2019; Maharani, Syafei, & Fatimah, 2018; Sakinah, Zaim, & Syafei, 2016). Further, The textbook's "blurbs," which are claims by the textbook developer, could be a source of information on how the textbook feels (Mcdonough et al., 2013). Based on the empirical evidence of the textbooks materials from the outside, such as back cover provides information related to the congruency aspects with the curriculum indicated by the words "*membantu siswa mencapai empat kompetensi inti (KI) dalam Kurikulum 2013"* and communication focus indicated by the words "*siswa dapat membangun sikap, pengetahuan, dan keterampilan berkomunikasi*." The textbook, however, did not mention any information about engaging and motivational aspects present in the textbook. In conclusion, the textbook mostly provides curriculum congruent and nice feels information.

Findings on Methodologies

In term of methodologies, generally, the textbook has a variety of appropriate activities which can be exploited by the teacher. At the beginning of the chapter of each unit, the textbook includes several activities related to the students' learning context, which can be exploited include both individual, pair, and group work. The beginning of the chapter offers several unique group activities to get learner attention, such as Chinese whisper on page two,

Describing and Guessing on page 21, and relating several pictures with the students' daily life on page 39, 95, 109, and 194. At the beginning of the material, the teacher can exploit warmer activity to get the students' motivation through several motivational frameworks (Mcdonough et al., 2013; Tomlinson, 2011). This finding also relevant to previous studies related to educational ministry textbook evaluation. Based on the activities presented in unit one, the previous study suggested that the relevant activities can promote students' critical thinking and gives the learner a silent period instruction which is based on Tomlinson's (2010) implication of the vital role of giving the learner time to prepare on learning the target language (Maharani et al., 2018).

There are also several group work activities for the learners which congruent with several methodologies such as task-based learning and cooperative learning (Mcdonough et al., 2013) in each chapter such as speaking tasks in page 29, 34, 105, and 129 and collaborative writing in page 79 and 191. Further, Harmer (2012) stated that several information-gap activities could be exploited by the teacher to make the learning activities more meaningful such as Jigsaw in page 3 and 83, finding similarities and differences in page 60, 75, and page 95, and information sharing in page 16, 103, 116. Not only group work, but the textbook also gives the learner individual tasks which can improve the learner autonomy (Mcdonough et al., 2013) such as the writing task in page 18, 31, 108, and 131. The previous study also gives suggestion based empirical evidence that the tasks in the textbook can be fully implemented (Ayu & Indrawati, 2018).

At the end of each chapter, all of the units provide reflection activities to enhance the information retention of the students, such as on pages 19, 37, and 48. Further, some units have further activities such as on pages 49, 68, and 107, which can give the students transfer considerations from the learning context to the actual performance context and gives an individualized learning opportunity (Mcdonough et al., 2013). However, some activities might be inappropriate for the student context, such as activities on pages 68, 154, and 180, which depend on the availability of the learning context and the activities on page 196, in which the external source of the recording has not available. Further, based on the previous study, the textbook contains several encouragements of a complete layout presentation interaction and methodologies in which can work in a wider context (Ayu & Indrawati, 2018; Syafrina, 2017).

Findings on suitability to the learner

Generally, regarding the suitability to the learner, the learning material is suitable for the learner background

knowledge and the learning target based on the national curriculum. The evidence is based on the language use of simple expressions in chapter one, page 17 of stating, such as *"Hello, I am Edo"* asking such as *"May I know your name, please?"* and responding, such as *"Sure"* in transactional and interpersonal text. Further, the textbook has an exciting topic that is indicated from the appropriate language that congruent with the student background knowledge. Although there are several minor mistakes in the text such as spelling and punctuation across the chapters in the textbook, most of the texts in each of the chapter generally contains relevant linguistic element toward communicative context, which is the students' daily context demonstrated in page 39, 95, 109, and 194. However, the textbook does not address the specific context of a particular occupation, which supports the specific skills, ability, and attitude (Tomlinson, 2011), which is crucial for the vocational high school. Garton & Graves (2014) stated that policymakers should consider the suitability for particular contexts. Several studies also suggest that the textbook has relevant background knowledge for the learner's daily communication context (Syafrina, 2017) in creating meaningful communication (Ayu & Indrawati, 2018).

Findings on physical and utilitarian attributes

Generally, the textbook fulfills several appropriate physical and utilitarian attributes. First, based on the state standard, the textbook has registered the highest retail price based on the five-zone mentioned by the state standard, which is stated in the back cover of the textbook. Although there is no description of the component in the calculation of the expense, the textbook fulfills the criteria of the retail zone price and, therefore, is considered appropriate. Then, regarding the layout aspects, in the textbook, the topic information is designed to cover the instructional goals, which are indicated by evidence of each unit in the content map on page VI. However, several minor inadequate linguistic aspects feature of the book to consider such lexis and vocabulary, and pronunciation. Most of the vocabulary activities and the glossary only contain Indonesian equivalent of the words with no information about the word deep meaning and relation to other words. The appropriate vocabulary would be as in activity 40, 95, and 195. Further, most of the pronunciation activity has inadequate pronunciation activities, which only state the word and its phonemic transcription. In this case, the teacher should be aware of developing appropriate supplementary material for the textbook, such as distinguishing between sounds and stress and intonation patterns (Harmer, 2012) .the overall illustrations of the textbook are appropriate although there are several concerning aspects. The textbook contains several

illustrations that help the context of understanding. However, some chapters have inadequate aspects regarding the quality, such as on pages 83, 133, and 143, context-appropriate such as on pages 133 and 169, and the availability of illustrations in the textbook, such as on page 110 and 172.

Findings on the layout of supplementary materials

Aside from the internal learning materials, the textbook has several supplementary materials that support the textbooks. However, the supplementary materials in the textbook heavily rely on the teacher and the learning context. Some of the task in the textbook, such as pronunciation practice, requires the teacher to give an oral example for the students. Some tasks also require the student to use an external source of the learning materials independently, in which some of the textbook's sources are not accessible such as on page 195. Despite that the textbook does not provide any workbooks, audio, or multimedia, the textbook provides the teacher guide book that contains information. The teacher textbook includes various learning directions such as a content map, curriculum information and intended competency, the learning objectives, intended skills, assessments, learning context, time allocation, teacher guidance, and the recommendation of the learning strategy. Based on the teacher textbook on page xx, the learning materials in the textbook are considered as alternative materials that give the teacher the freedom to develop the learning material based on the learning context (Mcdonough et al., 2013; Tomlinson, 2011). Therefore, the teacher can select or modify the best appropriate materials based on the learning context.

Findings on General Content

In terms of the general learning content of the materials, the textbook has overall appropriate learning components. First, the textbooks contain several activities that have an appropriate sequence, such as a content presentation on page 55, practice on page 60 to 66, and production activity on page 67. The textbook has appropriate methodologies that include a presentation as input, practice activities to gain control of their knowledge and production where the students use their knowledge on actual communicative activities (Littlejohn, 2012; Mcdonough et al., 2013; Nassaji & Fotos, 2011; Tomlinson, 2011). Further, the textbook contains appropriate clustering components of the skill-based on the difficulties and the complexities of the instructional goal. Some of the chapters in the textbook have a more significant proportion due to the complexities of the instructional goal.

Regarding the language use of the content presentation and direction of the learning materials, the textbook offers

clear, simple, and understandable instructions such as *match the words, listen, repeat after, and Answer the following questions*. With appropriate language use of the content presentation, the textbook will be more likely to support the learning process (Mcdonough et al., 2013; Tomlinson, 2011). Finally, some of the material in the textbook should be reconsidered due to the currency of the source of the material, as the currency material gives the learner motivation (Tomlinson, 2011) to do recent relevant activities (Keller, 2010). Previous studies also confirmed the implication of the appropriateness of the textbook attributes of sequenced that is simple to complex (Ayu & Indrawati, 2018). The language within the text also reflects familiar language related to daily communication context, which is clear and easy to comprehend by the learner (Syafrina, 2017).

Findings on listening skills
Overall, the textbook has inadequate listening activities. First, based on the learning objectives, the textbook did not provide sufficient input for comprehending the listening expression of the transactional and interpersonal text. As stated previously, the teacher might want to develop their listening material themselves to provide engaging listening activities in the form of the general part of oral work and recorded passages to make the listening activities enjoyable (Tomlinson, 2011) in each unit. However, as an input of listening activities, the textbook provided several spoken texts in the form of dialogues and monologues, in which the teacher could model the text by reading. In this way, the textbook did not offer listening activities in the form of authentic material (Tomlinson, 2011) in which the tasks did not portray the real characters and the performance context (Ayu & Indrawati, 2018). Further, there is no variety of listening materials that reflex the formal and informal context in the spoken text throughout the chapter. Therefore, it is highly suggested that the teacher developed their material or selecting other listening material.

Findings on Speaking Skills
Generally, the textbook has delivered several appropriate contexts of speaking activities. Several speaking activities prompt meaningful communication which useful for the learner such as giving the learner contextual task-based activities (Nassaji & Fotos, 2011) in page 18, 35, and 47, stimulating role play (Cunningsworth, 1995; Harmer, 2012) in page 17 and 67, and oral presentation (Tomlinson, 2011) in page 130. In this way, the speaking tasks across the chapter also gave the student equal emphasis on individual, pair, and group work. However, there are some inadequate speaking activities where the students write for short dialogue, such as on page 44.

Tomlinson (2011) stated that the teacher should promote the speaking performance context where the students would face uncertain dialogues.

Findings on Writing Skills
Finally, in writing skills, generally, the textbook has achievable learning objectives and has exciting activities. Oakhill, Cain, & Elbron (2015) stated that input text genres play a significant role in the writing quality of the students. Overall textbook writing task is congruent with the learning objectives and provides sufficient text genre models that relevant to each activity, such as on pages 67, 79, and 118. Further, the textbook employed an appropriate process-oriented approach in which stimulates the learner to brainstorm, plan, draft, revise and edit the project based on the students' context (Tomlinson, 2011), which can make the task interesting for the learner. The textbook also has enjoyable writing activities such as collaborative writing (Harmer, 2012), such as on page 79 and 191. It can be concluded that the textbook has adequate writing activities.

Findings on Grammar
Generally, the presentation of the contents on the grammar skills of textbooks is appropriate and contextualized throughout the unit. The textbook presented and sequenced the grammar skill based on the topic and congruency with the learning objectives. However, this does not mean that grammar skills are introduced independently. The textbook provided grammar skills and re-use the skill in the next activities, such as the grammatical aspect of "would be and going to" on page 43 is introduced in the next chapter as exercise activities in 75 and 90. In this way, the grammatical content of the textbook is both introduced through a meaningful topic and explicitly taught to the learner, which then integrated into several activities. This way, the textbook has balance grammar learning activities in which, as a part of recent grammar methodology (Nassaji & Fotos, 2011).

Findings on Pronunciations
Similar to the speaking activities, as presented earlier, the pronunciation activities are also presented based on teacher modeling. In this regard, the teachers are suggested to develop pronunciation, especially in an authentic manner, to get the student to engage in the activities (Tomlinson, 2011). Further, the textbook did not facilitate the teacher with any activities that distinguish sounds such as minimal pair, the odd one out, or tongue twister (Harmer, 2012). This implication is also in line with the previous study in which suggested that the textbook has inadequate pronunciation activities (Ayu & Indrawati, 2018; Hasanah & Wulyani, 2019).

Findings on Textbook Exercises

Finally, overall, the textbook has several appropriate exercises in each of the units. There are 9 to 18 exercises in each of the chapters which cover individual, pair, and group activities. Generally, the pair and group works are administered in the form of task-based learning, game or role-plays, and individual exercise to review the students' understanding. The tasks also reflect the students' daily context and congruent with the state standard. The topic of interest and diverse activities and methodology could engage the learner, which, therefore, vital for the learning process (Cunningsworth, 1995; Tomlinson, 2011). Finally, the previous study also provided several suggestions related to exercise activities such as the adequate exercise in the learning materials (Ayu & Indrawati, 2018; Maharani et al., 2018) and inadequate learning materials that support audio and visual learner due to quality the learning materials (Maharani et al., 2018).

DISCUSSION

In this study, it could be discussed that the overall usefulness level of the learning materials has high usefulness based on the ELT evaluation criteria. There two main criteria in the analysis, namely general attribute and teaching-learning content. The implication of the checklist score of (M= 2.9) is based on the qualitative analysis with several secondary data.

In general attribute, First, the learning material should be relevant with institutional need, the learner need, the teacher need and learning context need (Tomlinson, 2011). In this regard, the textbook should be congruent with the instructional goal (Tomlinson, 2011), which implicated in state standards. Based on the findings, it was revealed that all of the objective learning skills of the textbook had fulfilled specific aspects in the state standards. Next, in the textbook feels, the evaluator takes a look at the blurbs on the back of the books (Mcdonough et al., 2013). Based on the findings stated at the back cover of the book, it was found that the textbook has a lack of motivational claims.

In the methodological aspect of the textbook, the activities should employ a variety of methodologies in English language teaching to facilitate the learner and to engage the learner with various ways of learning (Mcdonough et al., 2013; Tomlinson, 2011). The empirical finding has shown that there are relevant ELT activities suggested by Harmer (2012) in the textbook.

Then, the physical and utilitarian attributes of the textbook should include the information of the appropriate price, appropriate layout of information organization, and include a useful textbook manual for the teacher (Mukundan, 2013). Overall, based on the findings, the information on the textbook price is relevant to the state standard. The textbook also has an appropriate information organization based on the content of the textbook, such as information about the topic and bibliography. However, the illustrations of the overall textbook have an inadequate quality, which indicated its visual quality and context appropriateness. Finally, the textbook also has an adequate textbook manual, which is paired with the students' book. The indication is based on the usefulness of the textbook manual in which based on the evidence cover all aspects of the teachers' needs.

In the teaching-learning content aspect, specifically general content, the textbook sequencing and clustering content should follow the simple to complex distribution (Gagné et al., 2004; Mcdonough et al., 2013; Tomlinson, 2011). Based on the evidence of the textbook, the flow of the learning material presented on the activities move from simple skills to complex, and the size of the units are designed to give a complex skill more units in the textbook. Additionally, the textbook also should have authentic language based on the context presented in the goal of performance context (Mcdonough et al., 2013; Tomlinson, 2011). As presented in the findings, although the materials are no supplementary listening material, the textbook offers natural language based on a daily communicative context.

Further, the ELT skills, the textbook should have adequate English language listening aspects that cover both oral work and complex comprehension information (Tomlinson, 2011). The listening and pronunciation of the learning material should project performance context and have relevance learning goals (Tomlinson, 2011). Empirical findings suggested that the textbook has inadequate in both listening and pronunciation activities, which indicated by lack of supplementary listening and pronunciation materials in the textbook. Then, in the speaking aspects, the activity should promote meaningful communication as well as equal emphasis on individual and group works (Mukundan, 2013; Tomlinson, 2011). Based on the finding, the textbook has a variety of speaking activity that promotes the students' meaningful communication which indicated by the relevant aspect of the tasks with the performance context. Finally, in the grammar tasks, the learning material should be appropriately administered in a contextualized manner and use throughout the textbook (Nassaji & Fotos, 2011). The grammar aspects are appropriate based on the implication of the contextualized activities in grammar practice and appropriate sequencing of the material which retains the use of grammar in several other activities.

There are two aspects of analysis not applicable in this study, namely reading and vocabulary. The reason for the criteria removal is since, in measuring the readability and vocabulary development, several aspects need to be

concerned, such as the actual learner context, appropriate readability formula, and the cognitive development of the learner (Mcdonough et al., 2013; Schmitt, 2000; Tomlinson, 2011). This study does not look for the aspect mentioned due to time limitations and lack of resources. Further studies should compare the result of this study to get a better view of the in-depth qualitative aspect of the textbook.

CONCLUSION

Based on the findings discussed previously, it can be concluded that the level of the English textbook usefulness entitled "*Bahasa Inggris SMA/MA/SMK/MAK Kelas X 2017 revision*" the textbook has high usefulness in the learning process with a score of (M= 2.9). The results are based on the use of the ELT evaluation checklist findings which has two main criteria in the analysis, namely general attribute contains several aspects of the analysis, such as the congruency of the material with the curriculum, the feel of the books methodology, learner appropriation, physical and utilitarian attributes such as price, layout, and illustration, and layout of supplementary material efficiency, and teaching-learning content deals with general content such as the sequencing and clustering authenticity and currency, various language skills such as listening, speaking, reading, writing, grammar, and vocabulary, and exercises.

Implication on general attributes and the teaching-learning content generally has appropriately followed several previous studies related to aspects of the evaluation criteria. However, there are several inadequate aspects of the textbook that needs to be reviewed, such as the appropriate aspects of the layout, listening, and pronunciation activities in the textbook. The teacher and instructional designer may reconsider developing the textbook based on the finding of the present study.

Finally, the researcher in this study expected for future research of the textbook evaluation studies to reinforce the several present limitations. The present study has shown several inadequate aspects of the textbook. The future researcher may use the findings of the present study to look for the weaknesses of the textbook.

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