



Textbook Evaluation on “Bright An English Course” for Seventh Grade Students

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Abstract

Textbook is one of the main learning materials teachers use to help the teaching and learning process run well. This study's goal was to assess a textbooks in general attributes and the learning-teaching content criteria. Descriptive qualitative research was used in this research.. The source of data of this research is an English textbook entitled “Bright an English Course” For Seventh Grade” for Grade 7 Students, published by Erlangga and was analyzed using the evaluation format proposed by Mukundan et al. (2011). The finding of this research showed that the English textbook “Bright an English Course” for seventh-grade junior high school students had fulfilled the criteria for a good textbook, scoring 92,75% or was categorized as excellent on the aspect of the general attributes. On the learning-teaching content aspect, this textbook has not fully fulfilled the criteria by achieving the sum point of 79.7% or is still categorized as good. Overall, the quality of this textbook was categorized as excellent, with the total was 86,22%. By using the findings from the previous analysis, this textbook can be characterized as a reliable reference in teaching and learning process.

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INTRODUCTION

There are a lot of learning sources to acquire knowledge. The learning process can be made more effective by using textbooks, print media, electronic media, or natural environments. In accordance with the National Education Minister's regulation (2005, No. 11), a “textbook is one of the main learning materials that teachers use to help the teaching and learning process runs well”. Textbook must be interesting in terms of content, language, and others so that students who read are

more eager to learn. In addition, in order to increase knowledge, the textbook's material must also be strongly connected to other lessons.. Suwarno, (2011, p. 50) also stated that textbooks can be used daily and serve as stationery for writing down vital information. In other words, especially for English textbooks, a student's skill development in daily activities is strongly influenced by their textbook. In the educational system of Indonesia, textbooks are regarded as essential elements of the curriculum. Textbooks are essentially based on the pedagogical goals associated with the curriculum. Indonesian Minister of Education has desaigned the new curriculum namely “Kurikulum Merdeka”. The concept of this curriculum is project-based learning. Students benefit more from the opportunity to research information independently from a variety of sources, including textbooks. As a consequence, developing classroom activities now depends on the existence of textbooks in the classroom.

However, the material presented in a textbook is not necessarily appropriate for Junior High School students in grade VII at SMPN 1 Lintau Buo Utara, which is essentially a beginner level for students in learning English. The English textbook entitled “Bright an English Course 1” for seventh-grade students of Junior High School. This book was published by Erlangga in 2022. This English textbook used in SMPN 1 Lintau Buo Utara was compiled based on Learning Outcomes in “Kurikulum Merdeka.”

Based on preliminary research, the researcher discovered several problems. First, this textbook has a fairly difficult level of subject matter due to the level of students as beginner learners in learning English. It might not be well received by all students at once with their abilities and needs. Second, as beginner-level of English learners, some students sometimes have difficulty understanding the material because they may not have background knowledge of the material. It causes no continuity of subject matter with students' abilities, so students are less motivated to learn. In addition, the lack of vocabulary mastery of affecting the ability of students to read and understand, so they do not like to comprehend the materials contained in the textbook.

From the description above, it can be concluded that the textbook used in schools still needs new inputs to upgrade the quality of textbooks from various sides as well as possible. It is possible to conduct research about textbook evaluation from various aspects, both internal and external. So far, the textbook is quite helpful for teachers during teaching and learning activities in the classroom, but there are still several problems with the content of the textbooks.

Based on the problem above, the researcher is interested in conducting research about evaluating textbook quality with the title Textbook Evaluation on “Bright an English Course” for Seventh Grade Junior High School Students. The researcher adopts the checklist from Mukundan et al. (2011) as the instrument of this research. Based on the checklist, the textbook can be evaluated from two main aspects: general attributes and learning-teaching content. This research aims to evaluate the textbook for grade seventh students of Junior High School by using criteria proposed by Mukundan et al. (2011).

METHOD

Research can be classified in various ways and points of view. Based on its analytical approach design, research is divided into qualitative and Quantitative research (Sugiyono, 2013). This type of the research is descriptive qualitative research. Descriptive research is research that describes the characteristics of a particular individual or group (Kothari, 2004). Descriptive research was created for providing researchers with information about the current situation. The description is usually in the form of a percentage or frequency and can sometimes vary. Data are extracted from documents, recorded documents, transcriptions, words, images, etc. This study is classified as qualitative research because the goal of this research is to explain the criteria for a good textbook, as suggested by Mukundan et al (2011).

The source of data of this research was the English textbook "Bright an English Course" for the grade seventh students in the *Kurikulum Merdeka*, published by Erlangga. This study evaluated the textbook using the criteria of a good textbook proposed by Mukundan et al. (2011). The data are from all chapters in the textbook, which are Chapters 1 up to chapter 8.

Document analysis was used to collect the data of this research. The document analysis will focus on analyzing the aspect of general attributes and language-teaching context of the textbook. Then, the results of the evaluation from an English teacher were also calculated and summed up to the result of the researcher's evaluation in order to get the final result of the evaluation.

The researcher then utilized guidelines for textbook evaluation format to assess the textbook. The format of the evaluation was suggested by Mukundan et.al (2011) including, two The following main aspects need to be evaluated in the textbooks: the general attributes aspect and learning-teaching content aspect. In order to evaluate the instrument's reliability, experts evaluated whether the instrument's components in terms of content and objectives were valid and appropriate for their intended purpose. The researcher then gathers data using the evaluation form after considering the description of the indicators. The suggestions and recommendations of advisers and experts were applied to the instrument to assess its reliability.

RESULT AND DISCUSSION

Data Description

The data are described using the components of the proposed evaluation format by Mukundan et.al (2011) and organized according to the indicator of the evaluation format. The data for the research were taken from the evaluation of two scorers on Bright an English Course Textbook for Grade 7 Students published by Erlangga. Scorer 1 was the researcher, and scorer 2 was an English teacher who used this textbook in teaching English. The results are then presented as a percentage. To know the quality of each indicator in the Bright an English The data in the textbook is quantitatively graded using the data intervals listed below.:

Table 1. *Data Interval*

| No. | Category | Score |
|-----|----------|-------|
| 1 | Excelent | 4 |
| 2 | Good | 3 |
| 3 | Poor | 2 |

4 Very poor 1

Once the data were scored, the results were presented as a percentage. Then, the quality percentage of the textbook will be categorized according to the rubric below:

Table 2. *The Rubric to Judge the Quality of the Textbook*

| No. | Category | Indicator |
|-----|-----------|-----------|
| 1 | Excelent | >81% |
| 2 | Good | 61-80% |
| 3 | Average | 41-60% |
| 4 | Poor | 21-40% |
| 5 | Very Poor | <20% |

Finally, the result of the analysis is presented on the table below:

Table 3. *The Result of the Analysis by Two Scorers*

| componen ts | Sub- components | Indicators | Scorer | Average (scorer 1- 2) % | Total average |
|----------------------------------|---|---|--------|-------------------------------|------------------|
| General Attributes | The book relation to syllabus and curriculum | 1. It relates to the syllabus and standards of the curriculum. | 95 88 | 91,5 | 92,75% |
| | | 2. The book is efficiently outlay of supplementar y materials | 98 94 | 90 | |
| Learning- teaching context | Listening | 3. The book contains appropriate listening materials with well- defined objectives. | 80 80 | 84 | |
| | | 4. Activities are balanced between individual response, pair work and group work | 58 45 | 51,5 | |
| | Reading | 5. The texts are rated. | 95 88 | 91,5 | |
| | Writing | 6. Tasks have achievable objectives and take consideration of learner abilities. | 95 83 | 89 | |
| | Vocabularies | 7. The load (number of new words in each lesson) corresponds to the learners' grade. | 95 88 | 91,5 | |
| | | 8. The vocabulary load is distributed fairly (from simple to | 74 66 | 70 | |

| | | | | | | |
|---------------|--|-----|----|------|--|-------|
| | difficult) across chapters and the entire book. | | | | | 79,7% |
| | 9. Words are repeated and recycled. | 92 | 90 | 91 | | |
| Grammar | 10. The grammar is contextualized | 95 | 88 | 91,5 | | |
| | 11. Grammar is introduced explicitly | 60 | 50 | 55 | | |
| Pronunciation | 12. It is contextualized | 60 | 45 | 52,5 | | |
| Exercises | 13. It has four language skill | 100 | 95 | 97,5 | | |
| | 14. They assist students who are under or overachievers. | 98 | 85 | 91,5 | | |

The explanation of each indicator is given below, with the name of the indicator as the title.

The Book in Relation to Syllabus and Curriculum

Overall, the textbook Bright an English course relates to the syllabus and the curriculum. It is proven by Learning outcomes for Phase D that are already mentioned in the textbook. It also continues with the steps of what students will learn in every chapter of the textbook. According to the learning outcome of phase D, the book has already fulfilled the indicator in the syllabus. The material supports textbook to contain and requires students to explore at least text commonly used in English communication. Based on syllabus, the indicator is already mentioned in every chapter of the textbook and relates to what the students are going to learn.

Efficient Outlay of Supplementary Materials

This textbook contains several listening materials such as in chapter 3,5,7, and 8. The listening activity in those chapters are supported by audio materials. However, the audio materials is only owned by teachers. Audio materials are necessary, particularly for listening. Using audio materials can help students gradually improve their listening abilities. Audio materials are also beneficial for students whose learning preferences are more audio than visual. This indicates that students prefer to learn by listening to reading.

Listening

All listening activities in the textbook use conventional methods, i.e., listening and repeating words, dialogues, and monologues. The words include times, numbers, months, names of days, dates, names of country, things around us, etc. The listening activity in this textbook develop the students' ability in listening. For

example, in chapter 5, 7 the activity asked students to complete texts with information they are heard from the recording. Listening task in chapter 5 is about daily activities that include information about time. The goal of this task is to show the expression of telling time which is appropriate with the *Capaian Pembelajaran phase D*. This task has the clear instruction that easily understand by students. The task above presents a real language situation where words are used in everyday conversation.

Speaking

Speaking activities are included in some chapters of the English textbooks. Activities are communicated in a meaningful way. Words help students understand the names of objects, dialogues, monologues, and statements about activities through factual language appropriate to the student's age. All activities are balanced between individual, pair, and group activities. In Chapter 1, in the context of personal feedback, students will respond with an appropriate sentence to greet someone after hearing a situation from the teacher. In Chapter 2, the children presented information about the speaker's family in the form of notes provided orally after listening and repeating the teacher's reading of the speaker's family examples. In pairs in Chapter 1, students role-play greetings. In the group activity in Chapter 5, students and friends discuss their habits using the words in the box and then perform the dialogue in front of the class.

Reading

The texts in reading should be graded. The text should improve vocabulary and have good themes, relevant to students' levels and ages. Reading texts in this English textbook are a lot and graded. Each chapter provides several texts with 5W+1H questions to measure students' understanding and develop their critical thinking skill.

Writing

The result showed that the writing task in this textbook has fulfilled this criterion by achieving the sum point 89% or categorized as excellent. The writing tasks are described in the learning objective, which may be found at the beginning of this textbook.

Vocabulary

There are three indicators that should be evaluated in this criterion. The first indicator is The load (number of new words in each lesson) corresponds to the learners' grade. This indicator was categorized as excellent by achieving a sum point of 915%. The new words in vocabulary materials are suitable for the students since they relate to the learning objectives. The second indicator is " The vocabulary load is distributed fairly (from simple to difficult) across chapters and the entire book." This indicator was categorized as good by achieving a sum point of 73%. The distribution of simple to complex vocabulary is not totally satisfied. Based on the analysis, this textbook has

many simple words rather than complex words. The third indicator is "words in the textbook are effectively repeated across the book". This indicator was categorized as excellent by achieving a sum point of 91%. This is classified as excellent because the words in this textbook are effectively repeated across the textbook. It is supported by a summary of materials at the end of each chapter.

Grammar

There are two indicators that should be evaluated in this criterion. The first indicator is "The spread of grammar is achievable". This indicator was categorized as excellent by achieving a sum point of 91.5%. The spread of grammar is achievable in each chapter of this textbook. The second indicator is "grammar is introduced explicitly and reworked incidentally throughout the book. This indicator was categorized as average by achieving a sum point of 55%. Grammar is not presented explicitly throughout the textbook. It is only available in Chapter Three. There are three sub-themes in chapter 3: using the verb be (plural), I (don't) like.../do you like...?, and object pronouns. The other chapter shows grammar material implicitly.

Pronunciation

This indicator was categorized as average by achieving a sum point of 52,5%. Based on the analysis, three chapters, which are chapters 1,3, and 6, have fulfilled this criterion. Those three chapters provide pronunciation materials to help students pronounce well.

Exercises

Two indicators should be evaluated in this criterion. The first indicator is the exercises have clear instructions. The result showed that the textbook had fulfilled this indicator. All of the tasks or exercises in this textbook have clear instructions. It is very useful for students so they more easily understand the purpose of the task. The exercises are designed to be learner-friendly and relevant to students' levels and capabilities. Most of the exercises or activities in this textbook are related to students' daily activities. Each chapter of this textbook provided exercises that under or over-achieving students can do. Most of the exercises in the textbook play roles in group conversations about various activities. It is relevant to their ages because they are more likely to do activities with friends than by themselves.

Discussion

The data analysis and findings showed that the English textbook "Bright an English Course" has eight chapters. The researcher found that this textbook classified "excellent" by achieving the sum point 92,75% in the general attributes criteria. Two indicators are used to evaluate the general attributes aspect. On the first indicator, The research found that the textbook scored 91,5% or was categorized as excellent.. The textbook got 94% on the second indicator or was categorized as "excellent." This textbook was categorized as excellent in the general attributes criteria because the materials are related to the learning objectives of phase D. This textbook also

provided supplementary learning materials, such as audio materials, to develop students' listening skills.

Moreover, on the language-teaching content aspect, The researcher found that this textbook was categorized as "good" by achieving the sum point 79,7%. There are 12 indicators used to evaluate the learning-teaching content aspect. This textbook is still categorized as good because some materials in this textbook do not fulfil this criteria. For example, in speaking activities, the indicator is " Individual response, pair work, and group work activities are balanced." This textbook does not fulfil this indicator because the activity of individual response, pair work and group work is not balanced. It is dominated by pair work and group work.

In connection to the previous research in the same field, Ilnazal Mumtaz (2020) showed an excellent result in analyzing an English textbook used by seventh-grade students of Junior High School. Ilnazal Mumtaz (2020) used the criteria proposed by Mukundan et al. (2011). the result showed that most of the evaluated components fulfilled the criteria. Among 14 aspects that were analyzed, 1 aspect, namely the effective use of additional materials, needs to be improved by the textbook's author.

Misbahun (2019) researched analyzing an English textbook used by grade ten students in senior high school. The researcher utilized the assessment checklist proposed by Mukundan et al. (2011). The result appeared that the textbook effectively satisfied at the general attributes and learning-teaching content aspects. The results of this study indicated that the textbook is in excellent quality. According to the criteria proposed by Mukundan et al. (2011), this textbook has fulfilled the criteria of a good textbook both on the general properties and the learning-teaching content aspects. As a result, the findings of this research indicated that this textbook is appropriate to use in Indonesian schools. Even though the textbook still has some shortcomings in some aspects, some other criteria have been fulfilled by the textbook.

CONCLUSION

The Bright an English Course English textbook supports teaching and learning English in the new curriculum. This study focuses on the evaluation of this English textbook. Based on the results of this research, this textbook was categorized as excellent based on the criteria proposed by Mukundan et al. (2011). It can be concluded that this textbook is suitable for use in schools in Indonesia with the implementation of Kurikulum Merdeka. Although the textbook still has some weaknesses in some aspects, several other aspects have been fulfilled by this textbook..

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