



## An Analysis of English Textbook: Pathway to English for the Tenth Grade by Erlangga

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### ABSTRACT

A textbook is one of the many kinds of instructional materials used in learning. This study aims to describe the English textbook entitled "Pathway to English" by Erlangga for the tenth grade of senior high school meet the criteria of good textbook in the textbook evaluation that Demir & Ertas suggest. The suggested evaluation checklist comprises 56 items under four basic sections based on Demir & Ertas (2014) that researcher used. According to their theory, these criteria consist of subjects & contents, skills & sub-skills, layout & physical makeup, and practical consideration. This research uses a library review research design, content analysis techniques, and a descriptive qualitative approach. The researcher presents the data obtained and the conclusion. The data is collected by using documentation technique which involves finding, evaluating, and verifying the relevant documents. This theory uses the checklist to analyze data. The results of this study indicate that the English textbook "Pathway to English" for grade X students meets the criteria that researcher use based on the theory of Demir & Ertas. The textbook follows the objectives of the Merdeka Curriculum.



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## 1. INTRODUCTION

In Indonesian's educational system, textbooks were considered as the main components of the curriculum. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. In Indonesia, the textbooks were designed by the authorized publishers based on the latest curriculum. Once a newly invented curriculum was launched by Indonesia's Minister of Education, Culture, Research and Technology article, number 22 of 2022, concerning standards, book quality, process standards and rules for manuscript acquisition, and process standards and rules for book publishing, there are four aspects of standard textbook quality, namely material standards, presentation standards, design standards, and graphic standards. A recent curriculum which had been launched by the Indonesian government started to implement a new curriculum called "Merdeka Curriculum" or "Independent Curriculum", a new textbook was also published to support the success of the learning and teaching process were the Merdeka Curriculum. Textbooks offer learners exercises and activities to help them practice and implement what they have learned. English textbooks should be well-organized and tailored to meet the learners' needs. They play an important role in English Language Teaching (ELT) by serving as a structured and comprehensive resource for teaching and learning English. The Merdeka Curriculum program is expected to make a recovery in learning that offers three characteristics, including project-based learning in developing character and soft skills in line with the Pancasila student profile, focusing on main or essential materials, and a more flexible curriculum structure, and a program that is expected to make a recovery in learning. the teachers have to confirm and evaluate whether or not the content of the textbook is appropriate with the instructional objective, the students' level and the students' need before the textbook itself is used by the students and the teachers during the English teaching and learning process in the classroom. There are many aspects in the textbook that need an evaluation such as the layouts of the textbook, the exercises, the instructions in the textbook, the teaching materials, and many else.

The quality of those aspects could influence the students' outcomes and the students' motivation in the learning process. Until this study was done, our ELT curriculum was in the transition process from School-Based Curriculum to Curriculum of 2023. Curriculum of 2023 remained very new for both teachers and students and remained in the development process. To analyze whether a particular textbook is appropriate as a learning source in the classroom or not, so the textbook evaluation is useful to be conducted.

## 2. RESEARCH METHOD

This study uses descriptive qualitative method and focuses on analyzing documents used as primary data to get deeply understanding about the validity of textbook how textbook wrote effectively in a good criteria of English textbook proposed by the expert. Qualitative research is a research focusing on analyzing the broader meaning to understand words which will be collected and this research needs to explore the problem to gain understanding in depth (Creswell, 2012). The research design refers to a method which is used to analyze, collect, and interpret data. In this research, the researcher used qualitative research design by conducting document analysis because the data are in the form of texts or passages, audio and visual content. Creswell (2012) explained that document analysis represents a good source for text data in qualitative study. The correlation between the chosen method and the research activity is because this study analyzes the textbook and looks for supporting factors from the content of the textbook. This is also supported because the analysis carried out by researchers is more toward descriptive qualitative analysis. Descriptive research is a research meant to collect information regarding a symptom of the reality when the research is conducted based on Arikunto (2013). Supported by the existing explanation, the researcher chose a descriptive qualitative method as the research design. This research used document analysis as a technique for collecting data. This technique adapted theory Arikunto (2013). This technique found the variable: notes, transcripts, newspapers, etc. In this research, the data used an English textbook. For collecting the data, the researcher used a checklist. This checklist used as a tool to find the result evaluation. This technique adapted theory by Demir & Ertas (2014) using the checklist to data collected to analyze textbook.

## 3. RESULTS AND ANALYSIS

The study of textbook evaluation used a checklist to analyze the data and this shows the result of the table checklist. The items on each are mostly showing yes categories as a whole which will be described to support the result data checklist. Furthermore, this will present the descriptions of textbook evaluation of the English textbook.

Table 1. Table of result evaluation English textbook checklist

ELT Coursebook Evaluation Checklist			Yes	No
Subjects & Contents	Does the content serve as a window into learning about the target language culture (American, British etc.)? (23)		√	
	Are the subject and content of the coursebook interesting? (2)		√	
	Is the content of the coursebook challenging enough to foster new learnings? (5)		√	
	Are the subject and content of the coursebook motivating? (2)			√
	Is the thematic content understandable for students? (3)		√	
	Is there sufficient variety in the subject and content of the coursebook? (2)		√	
	Is the thematic content culturally appropriate? (3)		√	
	Are the topics and texts free from any kind of discrimination (gender, race etc.)? (5)		√	
	Is there a relationship between the content of the coursebook and real-life situations (society)? (6)		√	
Do the topics and texts in the coursebook include elements from both local and target culture? (5)		√		
Sub-skills & Skills	Reading	Are there adequate and appropriate exercises and tasks for improving reading comprehension? (6)	√	
		Is there is a wide range of different reading texts with different subject content? (7)	√	
		Are the reading selections authentic pieces of language? (1)	√	
Listening	Does the coursebook have appropriate listening tasks with well-defined goals? (8)		√	

	Is the listening material well recorded, as authentic as possible?(9)	√
	Is the listening material accompanied by background information, questions and activities which help comprehension? (9)	√
Speaking	Does the coursebook include speech situations relevant to students' background? (10)	√
	Are the activities developed to initiate meaningful communication? (8)	√
	Does the coursebook include adequate individual and group speaking activities? (5)	√
Writing	Are models provided for different genres? (11)	√
	Do the tasks have achievable goals and take into consideration learner capabilities? (8)	√
	Is practice provided in controlled and guided composition in the early stages? (10)	√
Vocabulary	Does the vocabulary load(i.e. the number of new words introduced every lesson) seem to be reasonable for the students of that level? (12)	√
	Is there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book? (11)	√
	Do the vocabulary exercises promote internalization of previously and newly introduced items? (13)	√
	Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1)	√
	Is the new vocabulary integrated in varying contexts and situations? (14)	√
Grammar	Are the grammar points presented with brief and easy examples and explanations? (15)	√
	Is the primary function of new structures for interaction and communication? (14)	√
	Do the structures gradually increase in complexity to suit the growing reading ability of students? (12)	√
	Are the new structures presented systematically and in a meaningful context? (16)	√
	Are the grammar points recycled in the following units? (4)	√
Pronunciation	Is there sufficient work on recognition and production of stress patterns, intonation and individual sounds? (17)	√
	Are the pronunciation points repeated and reinforced in subsequent lessons? (13)	√
	Does the coursebook cover other sub-skills like note-taking, skimming, scanning, inferring meaning, listening for gist, etc.? (4, 2)	√
<b>Layout &amp; Physical Make-up</b>	Is the printing quality high? (11)	√
	Does the coursebook look interesting and fun? (18)	√
	Does the coursebook include a detailed overview of the functions and structures that will be taught in each unit? (22)	√
	Does the coursebook reflect learners' preferences in terms of layout, design, and organization? (19)	√
	Does the coursebook contain enough pictures, diagrams, tables etc. helping students understand the printed text? (14)	√
	Are the illustrations informative and functional? (13)	√
	Do the size and weight of the coursebook seem convenient for students to handle? (14)	√
<b>o n s</b>	Is the coursebook up-to-date(e.g. published within the past 10 years)? (20)	√

Is the coursebook easily accessible? (2)	√
Is the coursebook affordable? (21)	√
Does the coursebook have supplementary materials(tapes, visuals etc.)? (5)	√
Does the coursebook have supporting online materials/tests and e-format? (5)	√
Does the book address different learning styles and strategies? (4)	√
Do the activities and exercises introduce the main principles of CLT? (22)	√
Does the coursebook include self-assessment parts? (5)	√
Can the activities be exploited fully and embrace various methodologies in ELT? (11)	√
Is / are the type/s of syllabus design used in the book appropriate for learners? (4)	√
Can the coursebook easily be integrated into technology, thereby allowing for individual study outside the school? (5)	√
Does the coursebook fit curriculum/goals? (3)	√
Are the objectives specified explicitly in the coursebook? (22)	√
Is the coursebook designed by taking into account the learners' socially and historically English-free status? (5)	√

\*According to Ersoz (n.d.), if the number of YES answers is more than 80%, the book is perfect for your situation. If between 60-80%, it can be used in your situation but needs adaptation. If below 60%, the book is not suitable for your situation.

#### 1. Target Language Culture

The textbook has attempted to facilitate learner to appreciate towards target language culture. It could be seen from the characters in textbook. The characters are from different background to improve learners' cross-cultural understanding towards different culture. The textbook uses several cultures such as American and British cultures. Generally, the textbook has promoted the awareness towards local and national culture. It is shown in unit 1, unit 2 and unit 3. It can be seen in unit 1, there are narrative texts entitled King Arthur which is a famous king in Britain and The Legend of The Keris of Mpu Gandring which is famous legend from Java Island discussed about local or national potential.. Another example, unit 2 shows a dialogue conversation about alternative sources of energy using American style. Beside, unit 3 shows a dialogue fully using British style. In short, the textbook has fulfilled the criteria of target language culture.

#### 2. Interesting Subject and Content of Textbook

The content of the textbook is interesting. The topics of readings vary from factual to anecdote and funny stories. It seem that the topics are update with the taste of new generation learners and the current situation. The representation of textbook content uses interesting demonstration, so it can make students visualizing the content. The textbook used coloring and visualize picture in the first part of every unit. Another example, the topic entitled Spider-Man beats Superman in unit 1, the topic entitled Dos and Don'ts wearing a mask properly in unit 4, the task in visual or video with emoji in unit 6. The research finds the topic related closely to the learner and interesting. Basically learners are still eager to enhance through the story and task which sometimes many people considered to be relevant to the criteria in terms of attractive topic in the table content and its vocabulary given. The task also makes warmer as follows describing picture, describe guess in listening, discussing picture, text and video, ice breakers to maintain a conversation, tough challenge, true or false, project in every unit.

#### 3. The Challenging Content of Textbook

The content of this textbook is understandable in every chapter. In the textbook, every chapter is always there the description and instruction at the material and task. It makes student easier to understand about material and meaning of the content. The description and instruction can make a new learner challenging enough about the content. The example such as 1) Part reading and answering question, 2) Part listening through recording in QR code, 3) Part vocabulary builder, 4) Part speaking skill through text and practice, 5) Part writing through text structure and grammar review, 6) Part pronunciation practice with friends and teacher, 7) Part viewing and doing task through video, 8) Part critical thinking, 9) Part summary and reflection.

#### 4. Motivating Subject and Content of Textbook

The textbook does not contain motivating content in the units. The textbook only discusses about material, activity, practice, skills, critical thinking task, task, creating learning needs, project, summary, and reflection.

#### 5. Understandable Thematic Content

The thematic content of this textbook is understandable for students to support learning classroom. It is because the themes in the textbook relate to students' life, so this textbook can be learnt easier by the students in every chapter. It can be found in unit 1-6 that there are table content as a note theme entitled "Things to remember".

#### 6. The Variety Subject and Content of Textbook

There are various contents required learners to express many texts of various topics which relate to learners' daily life in this textbook. The type of the content can also be found related to the theme and part. Generally, the textbook consists of themes about narrative text, daily conversation, descriptive text, recount text, question tag, procedure text, report text, analytical exposition. Every unit has objectives learnt inside the book. For example in unit 1 exploring narrative text, there are fairy tale, myths such as *King Arthur*, *The Legend of The Keris of Mpu Gandring*, *Rough Face Girl* and *Superman*. In exploring, procedure text for example, learner is introduced into dialogue text telling a procedure in unit 4. In exploring report text unit 5, learner is introduced into various monologue and dialogue discussing topics.

#### 7. The Relationship between The Theme and Culture

The theme in this textbook is relevant to target culture every unit. This can be found in every unit, learner is introduced various text culturally. Unit 1 is about *Spiderman*, *The Legend of The Keris of Mpu Gandring*, unit 2 is about *Jern Oberg Utzon*, *IMAX Theater Keong Mas*, unit 3 is about *The History of Black Death*. These topics are adapted culturally in this textbook.

#### 8. Group Discrimination Topics and Texts of Textbook

Textbook has promoted appreciation towards free discrimination topics of textbook which are relevant to the local cultural awareness and norms. In every unit the contents is aware about toleration of culture, gender, race and religion.

#### 9. The Relationship between The Content and Real-life Situation

The contents in this textbook are adapted to the current life situation. It is because this textbook is written to provide a framework for teaching and learning English based on Learning Achievement. This textbook is also used in a certain period with current cases happened. In exploring that, in unit 1 about daily conversation or communication, and unit 3 about diseases as a pandemic covid-19, unit 5 about technology such as online shopping, unit 6 about environment issues.

#### 10. Local and Target Culture Content of The Textbook

There are local culture and target culture in this textbook. This culture is adapted from several countries. In exploring, it can be found in unit 1, unit 2, unit 3 and 5 telling about local wisdom, national and international target culture. Example in unit 1, unit 2 and unit 5, unit 1 is about *The Legend of The Keris of Mpu Gandring*, unit 2 is about *IMAX Theater Keong Mas*, unit 5 is about IID (Indonesia Investor Day) which those are symbols of local culture. The textbook also uses target cultures. They can be found in unit 1, unit 2, unit 3 and unit 5. Unit 1 is about King Arthur a famous king from Britain, spiderman and superman, Rough face girl from America. Unit 2 is about Sydney Opera House in Australia, A Table of the tallest buildings in Asia, Cassa Terracotta Columbia. Unit 3 is about Timeline of Pandemics that have hit the world in the past until present time, and Dr. Edward Jenner British Doctor about his work vaccination as an international figure presented in dialogue.

#### 11. Reading

The exercises adequately support the subject content of the textbook for students. The researcher found that reading skill is integrated into exercises that involve reading, identifying, understanding, answering, analyzing text, and vocabulary. Learner reads various texts based on the themes including narrative, descriptive, procedure, recount, question tag, report, analytical exposition and respond to them. The reading texts found are relevant and match the subject studied. Although each unit has different themes, the type of reading text has similar type. Therefore, the reading text has no different from the subjects, the texts given for reading skill are in English. The use of authentic language in this textbook is considered mixed. Several materials use authentic language, directly used by or from native speakers, other materials are created or adapted by the writers of the textbook using themes related to Indonesian text. Authentic materials are asserted in every unit. There is original text of native speaker referred to a narrative text. Actually, there is no difference between authentic material and the materials created by the writers, the language is the same.

#### 12. Listening

The listening tasks have appropriate tasks same as the theme of every unit in this textbook. The audio listening is integrated by activities such as dialogue, sharing, discussion, and monologue. The listening task follows the object learnt by the students which means this textbook provides listening tasks

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according to goals defined for students. Student can get the listening activity freely by scanning a QR code at the contents of the textbook in each unit. The listening audio are clear enough. Those listening materials are monologue and dialogue. All of the listening materials are well-recorded and have clear pronunciation. The playback speed of listening audio also can be controlled from the app linked with the textbook. While doing listening activity, speaker is also needed to support audio listening in classroom, but the textbook has no audio listening facility. So, the audio quality depends on what audio sound played by the teacher. Audio facility is actually used as authentically as possible, but it is easy for student to understand. The audio used in textbook is a recording by the native speakers. The language and accent are basically mix using British and American English. The English material in recording listening includes background information in the topic to be listened to. The material is the topic of each unit, so student can understand well what topic are covered in audio listening activity. The topics are discussed with other skill and the topics are the background supporting listening material to help student comprehension.

### 13. Speaking

The speaking activities are integrated by discussion, sharing, and presentation. The textbook is presented speech situations which recognize the main topic relevant to students' lives or background. The vocabularies, situations, and topic used are relevant to the background of the students. The speaking activity in this textbook is on various goals. One of those is students using English to interact with teacher, peer, and the others through monologue, dialogue, and presentation by the task, material, and text given in the textbook. Furthermore, they are asked to create dialogue or text to practice using questions followed by open ended questions, back-channeling, and based on the material discussed in the unit. In speaking activities, the activities are explored to create topics which are relevant to students' daily lives, making a meaningful communication, and presenting speaking activity with conversation dialogue and monologue. The students are given practices to speak English individually and in pairs with another student. The purpose of speaking activity in this textbook is facilitating students to practice speaking by conversation, creating material of speech, and presentation project.

### 14. Writing

In this textbook, the students are asked to create various discussion such as dialogue, text, monologue, and answering questions based on the material learned in the unit. In exploring that, the writing activities, students are asked to create texts based on genres in each unit in the end of the unit discussed. Each unit are provided material about grammar and students have to write according to the grammar and genres learned in the unit.

Writing activities have goals to achieve learner capability in writing skill. Students need to show their language ability to create their own text or presentation. The teacher also has explained material before students are given writing assignment. The writing activity still pays attention to the students' understanding in the material studied. It could be said that the writing task has fulfilled achievable goal and still consider students' capability.

Each writing activity has a different level of difficulty, although each unit has different material. The students practice writing skill by guiding tasks, students compose a variety of text styles. Students conceptualize, deciding topic, draft, edit, and revise a variety of text formats while demonstrating self-correction techniques, such as capitalization, punctuation, grammar, spelling. In their writing, they use common words and verbs to describe concepts. Furthermore, the number of questions are easy and difficult according to student's need because easy questions are in the beginning and difficult questions are in the end of the textbook section, so writing practice is controlled and guided.

### 15. Vocabulary

New vocabulary is related to the topic and the students could learn English easily. New vocabularies are introduced well in the textbook. The new vocabulary chosen in the textbook is a vocabulary which refers to the topic in the unit and needs to be learnt by students of that level. The new vocabulary could be found in all unit of this textbook. The new vocabulary section does not only introduce common new vocabulary but also introducing internalization vocabulary.

The new vocabulary is used in a new vocabulary material. The new vocabulary that students do vocabulary practices into questions in the same unit. Vocabulary is repeated, so students will remember and will use it in vocabulary section exercise and daily activity. The new vocabulary is well integrated. The descriptions for this criterion are there is a vocabulary section in each or related unit, vocabulary section consists of lists of words and their definitions based on the context used, there are vocabulary practices in each or related unit. The book is considered relevant to the criterion if it can fulfill all or some of the description context and situation.

### 16. Grammar

The grammatical points are presented with example and explanation in each unit of the textbook, so grammatical points are easy to understand and use. This textbook explains the detailed and easy grammar explanation needed to produce the related material learnt. In the textbook there are also sufficient

grammar exercises which guided learners to apply their comprehension of previous grammar explanation. This is because textbook provided clear explanation about the grammar theories related the structure and material. Therefore, students could make use of those explanations when completing the grammar tasks, the text organization tasks, and the tasks on the creating of the texts. So those grammar activities apply to conversation and communication.

The focus of reading materials in this textbook is to teach the student how the language works correctly by using grammar to express different contexts or the structure of various kinds of text types. Therefore, grammar material increases the complexity to suit the growing reading ability gradually of students. The grammar activity is explored, so students will improve the understanding ability of grammar. The new structure of presentation of grammar material is presented systematically in each unit. The explanation of grammar material is related with the structure and material discussed. There is a grammar activity in each unit and there are grammar practices in each unit. Grammars activity from unit 1 until unit 6 are started from the definition, complete description and then followed by grammar practice. In addition, grammar points are recycled in each unit and students can understand grammar material easily.

#### 17. Pronunciation

The textbook provides a task to train students' skill in pronunciation. Pronunciation skill is practiced using a monologue text adjusted to student level and carried out by the teacher. Unfortunately, the pronunciation point is not repeated and reinforced in subsequent lessons. The pronunciation is only an activity task followed the instruction done by students, there is no materially pronunciation in this textbook.

#### 18. Note-taking, skimming, scanning, inferring meaning, listening

The textbook does not cover other sub-skills like note-taking, skimming, scanning, inferring meaning, listening for gist. The textbook only covers the English skills of students in a basic way. The skills are listening, reading, speaking and writing. Several materials are covered into listening and inferring meaning activity on a basic to support learning activity.

#### 19. The Printing Quality of Textbook

The textbook has a good enough printing quality because the textbook uses high quality paper of textbook. The printing quality of this textbook makes the text clear and readable, the graphics are sharp and accurate. The paper uses HVS to print the contents of textbook and the cover of the textbook uses ART Paper. The textbook apply colour just highlighting the key terms.

#### 20. Interesting and Fun Textbook

The textbook presents contents in various visual. This textbook uses interesting illustration such as diagrams, table, picture, etc., to encourage students' imagination about the material of learning. Textbook inside shows that the textbook uses interesting picture, diagram, and table related to the topic in each unit. Interesting and fun visual are represented in this textbook, so it will make students easy to understand the topic and make students more motivated and interested in learning.

#### 21. A Detailed Overview of The Functions and Structures in The Textbook

The textbook includes a detailed overview of the functions and structures that will be taught in each unit. The overview can be found in an overview of the table of contents and detail of each unit. The contents on the table of contents consist of learning outcome, inside the book, contents, references and image credits. In addition, the unit in a first page of each unit consists of the introduction, learning objectives, subject title, character of Pancasila student, and teaching method. Each unit inside the textbook begins with the activity, material things to remember, practice, critical thinking task, creating, project, summary, and reflect. Hopefully it can help students easier to know the subject and material while learning.

#### 22. The Textbook Preferences in terms of Layout, Design, and Organization

The content of the textbook reflects the learning achievement. The textbook also focuses in teaching learning students. The preference used pays attention to the design and layout. When reading material, students are supported by good preferences, and it makes easier for students understanding the material.

#### 23. Pictures, Diagrams, Tables etc. which Helping Students Understand the Printed Text

The textbook contains pictures, diagrams, tables to support visual of the contents textbook. The pictures support reading and writing material which makes students visualize easier about the text or subject material. Tables and diagrams are used to describe the structure and exercise about the material. The picture, diagrams, tables are always presented in each unit related to material given in the textbook.

#### 24. The Illustrations in the Textbook

The Illustrations in the Textbook are informative and functional. The textbook uses illustrations as a learning material and subject support. Illustrations in this textbook are pictures, tables, diagrams. The illustrations give images for students based on the subject. The illustrations also make students' understanding about material easier and includes exercise supporting skills. The illustrations are functional to support media according to subject material given in each unit. It could be seen in each unit of this

textbook. The illustrations always refer to the topic being discussed. It could support skills also in reading part, writing, listening, and speaking.

#### 25. The Size and Weight of the Textbook

The textbook has size and weight which convenient for students to handle. The size and weight are ideal for students. The textbook has a size 17,5cm X 25cm. The textbook size follows familiar dimensions comfortably hold and shelve. The format of textbook is not too small or too large. So, the textbook is convenient for students.

#### 26. Textbook Update

The English Textbook by Erlangga has several edition, this textbook aims to provide a framework for teaching and learning English based on Learning Achievement (Capaian Pembelajaran) by KEMENDIKBUD. This textbook is published in 2022 which means it 2 years ago since this research is published. This textbook has been used in several schools in general until now.

#### 27. Textbook Access

In this modern era of technology, the textbook supports E-learning models. It could be seen that this textbook supports a soft file on the official website Erlangga.co.id. On the other hand, learner must buy or order the e-book in the website to get it. Besides, this textbook is also for sale if learner or teacher want to use into learning classroom. This textbook can be got and bought in gramedia, online shop, book store, and official store Erlangga.

#### 28. The Affordable of Textbook

The affordable of textbook is about the price of the textbook. Target of this textbook is teacher and student. The textbook is affordable for both teacher and student. In exploring the price of this textbook, it could be seen in appendix 2 figure 40. However, the price of the textbook has difference in several store or website as follow:

- a. Price in Erlangga Rp88.000
- b. Price in Gramedia Rp66.600
- c. Price in Online Store average Rp35.000-Rp66.000

#### 29. The Supplementary Materials (tapes, visuals,etc.) of Textbook

The textbook have supplementary materials. The textbook supports materials using tools in the skills test. Textbook shows types of material supporting reading, writing, speaking, listening skills and also analyzing through watching video. Materials supported skills use exercise, listening and watching using audio and video, reading and writing using picture and instruction.

#### 30. The Online Materials/Tests and E-format

The textbook have supporting online materials/tests and e-format. This textbook provides several format files as a tool for learning such as app and e-learning on website or youtube. Inside the textbook, it could be seen that the textbook supports learning using manual book, e-format material/test, and e-format textbook. E-format textbook can be found in the official website of Erlangga and E-format material/test can be found inside the textbook through QR code by installing app named ErlBook Reader in playstore.

#### 31. Learning Style and Strategies

The textbook addresses different learning styles and strategies based on the current curriculum. The textbook aims to provide a framework for teaching and learning English based on Learning Achievement (Capaian pembelajaran) in Merdeka Curriculum. Material presents in three levels allowing learners to practice listening-speaking, reading-viewing, and writing-presenting which eventually help student develop their discourse competence. The textbook also present learning style such as Project-Based Learning to develop the characteristic of Pancasila student.

#### 32. The Main Principles of CLT in Activities and Exercises

The activities and exercises introduce the main principles of CLT in this textbook. CLT in the textbook presents in three levels allowing learners to practice listening-speaking, reading-viewing, and writing-presenting. The students are main role in learning activity, and teachers only facilitate the students to develop the materials using the textbook. Teacher ask students to watch a video, listen to audio, write and create activity based on the topic done in pairs on individual. Then, students will create multiple skill to be practiced at once with others which is beneficial to students' ability to communicate with others effectively.

#### 33. Self-assessment Parts

The textbook includes self-assessment parts. The textbook provides students to do more activity in the classroom. The textbook gives students a reflection part to evaluate and assess their own learning whether they have understood the lesson. Inside the textbook, students are asked to reflect the understanding by filling in the mind map.

#### 34. Various Methodologies in ELT

The activities can be exploited fully and embrace various methodologies in ELT in this textbook. The various methodologies are used in this textbook because this textbook contains English subject. The



activities exploited in various methodologies use CLT, Project-Based Learning, The Direct Method, Presentation practice production for supporting the English learning. The students activities are listening and answering questions, then practicing speaking in pairs and making project in a group. These hope students will be active in classroom learning activities related to the methodologies.

35. The Types of Syllabus Design

The types of syllabus design used in the book are appropriate for learners. The textbook used features visual design and Merdeka curriculum as syllabus. The textbook uses syllabus by Merdeka curriculum phase E for senior high school. The curriculum support learning activities and the textbook have several types appropriate for learning activities.

36. The Integrated Textbook into Technology

The textbook can easily be integrated into technology, thereby allowing for individual study outside the school. The textbook can be found in digital access and support online learning. Textbook can be found in the website in *Erlangga.co.id*. In this website, the students can access the textbook, but students must buy first to get that textbook in digital.

37. The Curriculum of the Textbook

The textbook fits curriculum/goals. The textbook aims to provide a framework for teaching and learning English based on Learning Achievement (Capaian pembelajaran) in Merdeka Curriculum. All three levels allows learners to practice listening-speaking, reading-viewing, and writing-presenting. In addition, content of the textbook provides features used in general with the syllabus, and the features are Genre-based approach stimulating learners to various text types, meaningful activities encourage students to use English in real life, extensive reading stimulating discussion and promote communication in the classroom, and Project-Based Learning to develop characters of Pancasila students. In addition, the textbook uses Merdeka curriculum phase E for senior high school.

38. The Objectives Explicitly the Textbook

The objectives specified explicitly in the textbook. The objectives in this textbook can straight be found in every unit in first page of each unit. The objectives relate to the main subject in the unit and learning achievement.

39. English-free Status into Account the Learners' Socially and Historically

The textbook designed by taking into account the learners' socially and historically English-free status. During the learning activities, students will engage in stimulating activities that link to other subjects, such as natural and social science. This textbook also designs cross-curricular materials in each unit such as content-based readings, task based activities, and project-based learning which will generate the use of English in real life socially.

$$\text{Content Validity} = \frac{\text{Result}}{\text{Total Criteria}} \times 100\%$$

$$\text{Content Validity} = \frac{53}{56} \times 100\%$$

$$\text{Content Validity} = 94,64\%$$

In concluding the result of the checklist evaluation analysis, validity in the English textbook is valid. The evaluation checklist started from the subjects and contents checklist results all categories items valid. The subject and content is 9 yes from 10 items. The validity of sub-skills & skills is 23 yes from 25 items categories. The validity layout & physical makeup is valid from all 7 items yes. The English practical consideration has 14 items category and results 14 items valid in yes. Following the results evaluation checklist, 53 categories are valid from 56 categories. The percentage of the textbok validity is 94,64%, it is more than 80%. To conclude, it means the textbook has a good criteria in English classroom for senior high school according to Demir & Ertas (2014) theory.

#### 4. CONCLUSION

This research discusses a textbook evaluation of English textbook for tenth grade of senior high school. This research has objective whether the English textbook meet the criteria of a good textbook suggested by Demir & Ertas (2014) or not. The research validity of the content needs to be carried out to determine whether the textbook has a good criteria in line with the criteria. The main factors for supporting the content are also necessary to be paid attention in looking the validity of the textbook. In addition, a good textbook has to support the factors.

After analyzing data obtained from the checklist textbook evaluation based on the theory used. The researcher found that the textbook validity is high quality if the percentage is more than 80%. It is found that the result of the textbook validity is good. The data analysis obtained results an evaluation checklist showing the achievement is 94,64% in accordance with the criteria. The analysis shows that this textbook fulfilled mostly the textbook evaluation criteria. Most of the criteria in the evaluation checklist subjects & contents, sub-skills & skills,

layout & physical make-up, and practical consideration are valid. The percentage from the results of 53 from 56 criteria is valid. The number of 56 criteria analyzed, several criteria found is still not valid. There are 3 criteria which are not appropriate. The criteria refers to motivating subject and content of textbook, the pronunciation points repeated and reinforced in subsequent lessons, Note-taking, skimming, scanning, inferring meaning, listening for gist.

To sum up, it can be said that the textbook has a good criteria with what is recommended in the Demir & Ertas theory. This research is done because it focuses on the evaluation the textbook published by Erlangga for senior high school to support English learning. Then the validity analyzed needs to be done determine the textbook quality.

## 5. REFERENCES

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