

ASSESSING STUDENT PERSPECTIVES : A SURVEY OF TEXTBOOK EVALUATION AMONG SOPHOMORE ENGLISH EDUCATION STUDENTS

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Abstract: *This study contains the evaluation of the textbook "Idiom Drills: For Students of English as a Second Language" based on the perceptions of five students of Tarbiyah Department of English at Institut Agama Islam Palangka Raya. The research method used for data collection was giving the physical book to five students, who were then evaluated using a questionnaire through Google Form and Tentative Checklist. The results of the analysis indicated that the book successfully met the learners' age-based usage needs, needs, and interests. The book is considered effective in vocabulary management, with the distribution of new words according to the level of learning difficulty. The book also offered a well-structured language learning experience, with tasks designed progressively from simple to complex, and using immersive natural language, which contributed to increased student engagement. However, the findings also identified some shortcomings in terms of unattractive layout, suboptimal use of text, and lack of additional support materials such as audio. The implication of these findings is the importance of enhancing and developing textbooks that are more effective and responsive to students' needs. It is, therefore, a valuable contribution to our understanding of textbook evaluation in the context of teaching English as a second language.*

Keywords: *Textbook analysis, idiom drills, evaluation, checklist, English, English Education students.*

INTRODUCTION

In the world of education, there are a lot of media that used as a support system for the learning process to going optimally. One of the media used is textbook. In teaching of language, textbook is one of the many supporting components that is considered important as a source of knowledge (Jack C. Richard, 2001). Textbook is designed to present materials and activity that structured for support language learning and development. The appearance of textbook can simplifying all of students needs and also giving convenience to mastering language. Every textbook has a different skills contains, there are book about listening, speaking, reading and writing. Also, there are textbook about grammar, vocabulary and pronunciation. Usually the contents of the textbook is made of interesting materials, like text reading and listening practice.

Textbook is needed in EFL as a fasilitator for learning to achieve English competencies. (Sheldon, 1988) stated that the key to gaining linguistic and communication skills in using EFL is textbook. Both of teachers and students are need textbook for learning or teaching process. Beside being facilitate to explore ideas and creativities, textbook also directing the less experience teachers to bringing them up being confident in teaching. Therefore, textbooks play an important role in facilitating both student and teachers in achieving competence in EFL settings.

Textbook in Indonesia itself is the essential of learning that still used by teachers. To be effective in achieving learning objectives, textbook must be used appropriately. Thus, textbook election for teaching process is really crucial. In case the teachers are less careful in selecting textbooks to be used, as this will affect the quality of teaching. Well-developed and well-designed textbooks always assist teachers in

utilizing texts with appropriate methodologies and approaches (Jahan, Mukhtar, Yasmin, and Mushtaq, 2020). The quality of knowledge acquired is influenced by the textbook used.

From the details above, it can be surmised that a textbook that will be used in ELT and EFL must have good quality from every side. Therefore, it is possible to conduct research on this book from various aspects. The aim from this analysis is to know how much reading material meets prerequisites of a great EFL reading material. With this research, it is hoped that the results of this analysis can be used as information that can help teachers in assessing whether the material chosen is in accordance or not with the need of students, so in the future they can take the solution in improving students' English competence. The analyst has interested to do this research about textbook evaluation entitled "Assesing Student Perspectives : A survey of Textbook Evaluation ". The analyst embraces the checklist from Mukundan et al. (2011) as the instrument of this evaluation research. . A checklist is a systematic list of things to do or check. With this checklist, users can note what has been done and what has not. This helps users to see what still needs to be done. In this text, it is mentioned that the concept of "to do list" is actually part of a checklist. There is also a section that talks about "timeouts" on checklist, especially in healthcare situations, which is a pause before an important procedure to recheck the relevant list. So, checklists are tools that help us organize tasks and make sure everything is done properly, such as in health procedures or in other professional work (Reijers, Leopold and Recker, 2017).

METHOD

Objective

The objective of this research is to understand perceptions and evaluations of English Education students regarding English as a Foreign Language (EFL) textbook entitled *Idiom drills: for students of English as a second language*, they utilize in their learning process. This analysis aims to how English Education students evaluate the quality of the textbook and identify their preferences and needs in the textbook, including the type of material, types of activities, and learning aids.

Research Design

This research uses a qualitative approach with analysis the textbook to gain an in-depth understanding of English Education students' perception and evaluations of the EFL textbook. Textbook analysis, as the method within this approach, allows researchers to examine how textbooks represent concepts, convey information, and potentially influence because qualitative research allows for a nuanced exploration of participants' experiences and perspectives.

Instrument(s)

The data was collected through two instruments, there are checklist and questionnaire. Checklists were used to assess speaking, writing, listening, and reading skills, the checklist based on the standard assessment criteria in English language learning, while questionnaires were used to collect subjective responses from students about their confidence in communicating in English. The questionnaire consists of questions designed to evaluate the level of confidence in specific communication situations.

Participant(s)

The participants in this paper are five sophomore English Education students.

The textbook analyzed in this paper is EFL textbook for students of English as a second language, entitled *Idiom Drills: for students of English as a second language*. The book was issued by HARPER&ROW Publisher in 1983. The author of the textbook is George P. McCallum.

The evaluation checklist used in this paper is the modification of Cunningsworth's. (Oxford: Alan Cunningsworth, 1995), 2. There are five issues of textbook evaluating in this checklist: (1) General Attributes; (2) Learning Teaching Content; (3) Vocabulary; (4) Grammar; and (5) Exercise. In each dimension, several statements provided and the textbook was graded for each statement by the rating scales range from one up to five, where 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree.

RESULTS & DISCUSSION
GENERAL ATTRIBUTE

No.	Statements	Rating
1	The activities can be exploited fully and can in embrace the various methodologies embrace the various methodologies	Agree
2	Activities can work well with methologies in ELT	Agree
3	It is compatible to the age of the learners	Agree
4	It is compatible to the needs of the learners	Agree
5	It is compatible to the interest of the learners	Agree
6	It is layout is attractive	Disagree
7	It indicate efficient use of text and visuals	Disagree
8	It is durable	Strongly Agree
9	The book is supported efficiently by essential like audio-materials	Strongly Disagree
10	It matches to the spesifications of the syllabus	Strongly Disagree

Table I presents the result of five sophomore students of English Education study program at Institut Agama Islam Negeri Palangka Raya’s conducting a book review entitled *Idiom drills: for students of English as a second language*. The results of analysis suggest that the textbook aligns well with the learner’s age, needs, and interests, and can be utilized with different teaching methodologies in English Language Teaching (ELT). However the texbook needs improvement in terms of layout attractiveness and efficient use of text and visual. Furthermore, the results suggest the textbook is highly durable, which is positive attribute for its longevity and repeated use. There are also notable weaknesses concern regarding the textbook’s lack of support through essential materials like audio and its allignment with syllabus specifications.

LEARNING TEACHING CONTENT

No.	Statements	Rating
1	Most of the tasks in the book are interesting	Agree
2	Tasks move from simple to complex	Agree
3	Task objectives are achievable	Agree
4	The language in the textbook is natural and real	Agree
5	The situations created in the dialogues sound natural and real	Agree

These analyses indicated that the sophomore English Education students agreed that the tasks within the textbook are engaging and interesting, likely capturing the attention of the learners. Furthermore, the progression from simple to complex tasks indicate a well-structured learning. The achievable objectives of the tasks suggest that learners are provided with clear goals. Moreover, the use of natural and authentic language throughout the textbook contributes to a more immersive learning experience, better preparing students for real-life communication.

No.	Statements	Rating
6	The book has appropriate listening tasks with well-difined goals	Disagree
7	Tasks are efficiently graded according to complexity	Agree
8	Tasks are authentic or close to real languages situations	Strongly Agree
9	Activities are developed to initiate meaningful comunication	Strongly Agree
10	Activities are balanced between individual response, pair work and group work	Strongly Agree
11	Texts are graded	Strongly Agree
12	Texts are interesting	Agree
13	Tasks have achievable goals and take into concideration learners capabilities	Agree
14	Tasks are interesting	Agree

While there are strenghts in certain areas, there are also areas of mprovement. It is the listening tasks lack well-defined goals, which can hinder the effectiveness of the learning experience. However, the tasks are efficiently graded according to complexity, ensuring a smooth progression for learners. The authenticity of tasks and activities is strongly affirmed, which is crucial for effective language learning. Moreover, the activities are disigned to initiate meaningful communication, fostering language use in practical context. The balance between individual, pair and group work is strongly acknowledged, catering to different learning preferences and collaborating. Text are graded appropiately and remain interesting, enhancing engagement. Overall, while there are areas to adress, the book demonstrates strengths in authenticity, meaningful communication, and task variety, contributing positively to the language learning process

VOCABULARY

No.	Statements	Rating
1	The load (number of new words in each lesson) is appropriate to the level	Agree
2	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book	Strongly Agree
3	Words are efficiently repeated and recycle across the book	Strongly Agree

The analyses suggest the textbook effectively manages the vocabulary loads for learners. Firstly, the load of new words in each lesson is deemed appopriate for the level, ensuring learners are neither overwhelmed nor under-challenged. Secondly, there is commendation for the distribution of vocabulary load across chapters and the entirety of the book, with the progression from simple to complex vocabulary.

Lastly the efficient repetition and recycling of words throughout the book are strongly agreed upon, indicating a strategic approach to reinforcing vocabulary retention.

GRAMMAR

No.	Statements	Rating
1	The spread of grammar is achievable	Strongly Agree
2	The grammar is contextualized	Strongly Agree
3	Examples are interesting	Agree
4	Grammar is introduced explicitly and reworked incidentally throughout the book	Agree

The result of analysis indicated the spread of grammar is achievable indicating that learners are presented with grammar concepts at an appropriate pace and complexity level. Moreover the contextualization of grammar within meaningful contexts is strongly acknowledged. Additionally, while the example provided are deemed interesting, there is an agreement that they effectively illustrate the grammar points being taugt. Furthermore, the explicit introduction of grammar followed by incidental reinforcement throughtout the book is agreed upon, ensuring that learners have multiple oppourtunities to engage with and internalize grammatical concepts over time.

EXERCISE

No.	Statements	Rating
1	Learner friendly and educate	Agree
2	Help student understand common conversation	Strongly Agree

The result of analysis affirmed the textbook is learner friendly and adequately designed to support learners in their language learning journey. There is agreement that the material are presented in a manner accessible and accomodating to learners, facilitating their engagement and comprehension. Furthermore, the textbook effectively assists learners in understanding common conversations.

CONCLUSION

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The textbook "Idiom Drills: for Students of English as a Second Language" became the object of analysis which was assessed from the perspective of perception by five students of English education program in Institut Agama Islam Negeri Palangka Raya. The results of the analysis explain the significant advantages of this book such as the suitability of the material to the needs and interests of the learners as well as the ability to integrate with various teaching methodologies in English. However, there are also some shortcomings such as the layout of the book that does not attract readers, the lack of support for essential materials such as audio, and incompatibility with syllabus specifications.

On the other hand, the analysis also highlights the positive aspects of the textbook such as the transition of tasks in the book attracts the learners' attention and provides clear objectives. The progression from simple to complex tasks was also rated well, as was the use of natural and authentic language. While there remains room for improvement, such as the lack of well-defined objectives in the listening tasks, the overall book shows strengths in authenticity, meaningful communication, and variety of tasks that can enhance the language learning process. This analysis therefore provides a comprehensive picture of the quality of the textbook, providing a basis for further development to improve the English language learning experience for learners.

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