

**ANALYZING LANGUAGE PROFICIENCY FOR THE CLT PRINCIPLE: AN EVALUATION OF AN EIGHT-GRADE ENGLISH TEXTBOOK**

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**Abstract:** *This research discusses the process of evaluating English textbooks for junior high school through content analysis and surveys. The study assesses the suitability, weaknesses, and recommendations for necessary changes to English textbooks in junior high school. A checklist based on CLT principles will identify the extent to which the books are evolving, to obtain answers from the research. Through a qualitative research approach, we assess the compatibility of textbooks with CLT principles. The evaluation checklist items used are related to curriculum developers to evaluate English textbooks more systematically, such as focusing on real communication, student interaction, and supporting language skills: reading, writing, listening, speaking, and grammar. The English textbook for grade-8 published by “The Ministry of Education, Culture, Research, and Technology” is considered teaching material. This book is compiled in accordance with the 2022 Independent Curriculum and textbooks. To understand the understanding of the results of each section of the book, they are examined with checklist parameters. The analysis results indicate that the English language learning textbook needs to be revised to align with current teaching patterns related to communicative language. This research contributes to curriculum renewal and adapting textbooks to ensure they reflect current pedagogical approaches to maximize more relevant and effective learning at the junior high school level.*

**Keywords:** *Checklist, Evaluation, Language Skills, Textbook, CLT.*

**Abstrak:** Penelitian ini membahas proses evaluasi buku teks bahasa Inggris untuk SMP melalui analisis konten dan survei. Penelitian ini menilai kesesuaian, kelemahan, dan rekomendasi perubahan yang diperlukan pada buku teks bahasa Inggris di sekolah menengah pertama. Daftar periksa berdasarkan prinsip-prinsip CLT akan mengidentifikasi sejauh mana buku-buku tersebut berkembang, untuk mendapatkan jawaban dari penelitian. Melalui pendekatan penelitian kualitatif, kami menilai kesesuaian buku teks dengan prinsip CLT. Item checklist evaluasi yang digunakan berkaitan dengan pengembang kurikulum untuk mengevaluasi buku teks bahasa Inggris secara lebih sistematis, seperti fokus pada komunikasi nyata, interaksi siswa, dan keterampilan berbahasa pendukung: membaca, menulis, mendengarkan, berbicara, dan tata bahasa. Buku teks bahasa Inggris untuk kelas 8 yang diterbitkan oleh “Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi” dianggap sebagai bahan ajar. Buku ini disusun sesuai dengan Kurikulum Mandiri 2022 dan buku ajar. Untuk memahami pemahaman hasil setiap bagian buku ini, diperiksa dengan parameter checklist. Hasil analisis menunjukkan bahwa buku teks pembelajaran bahasa Inggris perlu direvisi agar selaras dengan pola pengajaran saat ini terkait bahasa komunikatif. Penelitian ini berkontribusi terhadap pembaruan kurikulum dan mengadaptasi buku teks untuk memastikan buku tersebut mencerminkan pendekatan pedagogi saat ini untuk memaksimalkan pembelajaran yang lebih relevan dan efektif di tingkat sekolah menengah pertama.

**Kata Kunci:** Daftar Periksa, Evaluasi, Keterampilan Bahasa, Buku Teks, CLT.

**INTRODUCTION**

Textbooks have been an invaluable tool in teaching and learning environments, providing guidance to both educators and learners. However, Nazim, (2021) stated that if not carefully analyzed, a textbook can have an adverse influence on teaching and learning environment. Then, Deyap (2019) also says the materials used in the English language classroom are central to the teaching which takes place. Therefore,

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Practitioners should think about the underlying concepts of the resources they choose for the classroom to make sure they enhance the learning environment.

In making a textbook that becomes teaching material in the learning stage, a suitable analytical method is needed. Checklists are easy to use and have been considered useful for stakeholders, teachers, and pre-service teachers who can get practical information of what a coursebook is like (Beatriz, 2021). The checklist method is an instrument that helps practitioners evaluate course books in an effective and practical way. The checklist method can be used in this research by including assessment points related to improving communicative abilities (Jusuf, 1975). Textbook can also help the teacher to set the standard of instructions when the teacher teach in several different classes (Budiarsih 2022).

In the book English for Nusantara which is used by grade 8 junior high school students, there is a language teaching method used (CLT) as the main learning objective. Because, CLT's purpose is to build students' communicative competence, which involves both language knowledge and understanding of how to use language effectively in communicative contexts (Liu et al. 2024). To elaborate the learning process of English language, it is necessary to analyze the language contents, skills, related activities and their sequence in English textbooks (Jahan et al. 2020). As a result, English textbook is considered as the most important teaching material for grade 8 junior high students. The current study is focusing language skills, advantages and disadvantages.

## RESEARCH METHOD

This study investigates the content of textbooks related to the evaluation of language skills in the book "English for Nusantara" for students of grade VII SMP/MTs with the principles of CLT (Communicative Language Teaching), which emphasizes the development of communication skills in language learning. The evaluation method used in this study is based on the use of checklists. The checklist was designed to evaluate various aspects of language skills, including speaking, writing, listening, reading, grammar, vocabulary, and pronunciation. This approach was chosen because of the need for in-depth analysis of the content of the textbook "English for Nusantara" for grade VII SMP/MTs. This study uses a qualitative approach with content analysis for a deep understanding of the contents of the book. It deals with this study that needs to explore and research in the form of description and analysis or evaluation of the content of this English textbook (Novianti et al. 2023). Content analysis as applied to any studies including language studies, which focused on analyzing the content of certain matter through classification, and evaluation. Thus, this research focuses on a more comprehensive understanding of the advantages and disadvantages of the content of the book.

### Checklist for Textbook Evaluation

In evaluating a book, there are many methods that can be used, one of which is the checklist. The checklist method is an evaluation or assessment approach that uses a predetermined rating scale to ensure that an object, process, or situation meets a pre-classified assessment according to language ability. Considering that checklists have been used for decades, current research supports them as the most popular method for evaluating textbooks. Checklists are easy to use and have been considered useful for stakeholders, teachers, and pre-service teachers who can get practical information of what a coursebook is like (Beatriz, 2021). Evaluation checklists are highly used instrument by the scholars of the world, many researchers construct their checklist by themselves and many scholars alter these check list according to the needs of a specific context and settings (Jahan et al. 2020).

### Material

An English text book of grade 8 published by "Ministry of Education, Culture, Research and Technology" was the main aims in this study. This book has been prepared according to the national Merdeka curriculum and the national textbook and learning materials. English For Nusantara textbook comprises 285 pages distributed into six chapters and 15 units. Nearly every language skill that is included: listening, oral communication, reading, writing, vocabulary, grammar, and pronunciation.

## DATA ANALYSIS

The study's objective was to investigate the content of an Indonesian English textbook while considering the principles of CLT in the creation of language learning resources and instruction. For this reason, a junior high school English text book for grades 8 from Ministry of Education, Culture, Research and Technology was evaluated that has pinpointed the strengths and weaknesses of the textbook.

Additionally, the adjustments that needed to be made for this recommended book were also noted. The book "English for Nusantara" is analyzed in this section using the CLT-based checklist, which includes all the elements required for material design and language learning processes.

Tabel 1. Language Skill Percentage

Skill	Frequency	Percentage
Listening	16	8.08%
Oral Communication	40	20.20%
Reading	53	26.77%
Writing	44	22.22%
Vocabulary	26	13.13%
Grammar	19	9.59%
Pronunciation	0	0
Total	198	100%

## RESULT AND DISCUSSION

CLT act as a view of language that sets the target for English teaching, in this case, communication becomes a primary process. The most important thing about using CLT principles in mastering English is how students will not only understand the material given, but will also be able to apply English in conversation. By using CLT as a book evaluation classifier, there are seven English skills that have been evaluated. The results show that the English for Nusantara textbook almost fulfills all the principles of CLT. From the data that has been obtained, the total of reading exercise is higher than the others, that is 26.77%. Compared to writing exercises, that is 22.22%, listening in total of 8.08%, oral communication in total of 20.20%, vocabulary in total of 13.13%, and grammar in total of 9.59%. It shows that the textbook focus more on the reading practice.

The book provides several advantages for student English skill. Starting with the availability of many exercises that can hone students' abilities. The book provides two types of assignments, the first is assignment that can be done individually and second is assignment that can be done in groups. In this case, the assignments offer a creative way for student to use their English language skills in several aspects of English language skills. For example, in the Oral Communication Practice section, the book advises students to carry out discussions with each other using Indonesian which makes communication easier when they are doing group assignments. Other components such as writing, experiences and students' personal opinions are also highlighted to train critical thinking skills regarding several problems provided in the material. For example, in the final section there are learning reflection in order for students to be able to express their opinions regarding the material they have learned in written form. The training material provided is also closely related to the Indonesian cultural context which can make students can relate to the topics presented in the practice questions.

The cover page stands out with the cohesive animation style, giving it a captivating visual identity. Before delving into the materials, students are introduced to the characters from the book at the beginning. This allows students to become more acquainted with the book's characters and to immerse themselves in each story presented in every section. It makes the book much more interesting for students to learn from

Surprisingly, this book does not provide pronunciation training because there is no more in-depth training regarding pronunciation in each section. The textbook does not explain in more detail the correct procedure for pronouncing some of the vocabulary or sentences in the book in the right way. The audio and books presented explain more about the procedures on how to do story questions. So, the explanation regarding pronunciation in story or listening questions is still inadequate.

### Listening

The book provides audios for listening activity. The instructions are a mixture of Indonesian and English, but what dominates the most is Indonesian. In the audio of unit 4, section 2, the assignment instructions are explained very clearly. First, what is explained is an explanation of the vocabulary, then followed by a brief explanation of the questions presented.

However, it's different with the audio of unit 4, section 4. Before explaining how to answer the questions, the audio first tells the purpose of what they want students to learn from the listening practice section. After that, the audio provides a brief explanation of how to work on the questions using Indonesian. Unfortunately, there is a difference in audio quality between the instructions and the conversation. The audio instructions sounded clear, however the audio of the conversation on the animated image is not as clear as the instructions. The pronunciation in this section is not as good and clear as compared to the pronunciation in the instructions section because there are different people who have recorded the audio for the between the conversation and while giving the instruction. It's also influence by the differences in the quality of the audio. Lastly, the positive side of using this book is the clear instruction of every audio section. Nevertheless, the audio still lacking on its audio quality.

#### Oral Communication

The oral communication in this book presents text that is very easy to read and pronounce. With interesting picture illustrations to look at and question instructions that are easy to understand, as in unit 1 in section 1 page 183 using instruction sentences to retell the events in the picture, as well as answer questions according to the story in the picture related. The book also includes grammar material for interrogative sentences related to interrogative sentences. Once the interrogative sentences are known, then read and practice students' oral communication by studying interrogative sentences.

The weakness in this book related to oral communication is that it includes at least stories or learning resources to improve oral communication skills well, for example in section 1 unit 2 which only uses pictures to re-analyze what happened in the picture rather than using stories with Complex sentences and clear to understand.

The conclusion is that although this book may have shortcomings, it can be covered by the advantages contained in the question material provided, more or less it can support or improve the quality of oral communication skills in students studying.

#### Reading

In this book, each reading unit has reading texts that are easy to understand because they use simple language. The reading text in this book also takes a lot of background from Indonesian culture. In addition, some texts explain each structure such as in Chapter 1 Unit 3 page 56 explaining the structure of orientation text, record of events and comment. And in Chapter 2 Unit 2 page 116 explains the structure of narrative text stories, namely elements, functions, examples and details. This helps students understand the parts of the text structure. The reading text of each unit also describes things that are happening now, this makes students have prior knowledge when reading so that students can understand the contents of the story text more comprehensively.

However, in Chapter 2 Unit 1 pages 74-92 and Chapter 5 Unit 2 pages 257-261 a story text is divided into several parts, this will make it difficult for students to understand the reading text and the understanding in the reading text can be ambiguous. In addition, the story text that is divided into several parts will make the book page more wasteful.

So reading this book has positive and negative sides. The positive side is that the language used is simple so that it is easy to understand, provides an explanation of the structure of the story text, and the story text describes the background of Indonesian culture as well as current issues. The negative side is that the reading in this book has shortcomings, namely some texts are divided into several parts so that it can make students' understanding ambiguous about the story text and also make the book pages more wasteful.

#### Writing

In this book, writing in chapter 1, unit 3 in section 4, writing questions are easy to understand by just understanding the context of the pictures that have been presented and then answering the questions afterwards.

However, the next assignment may be a bit difficult for junior high school students because there is no vocabulary that helps students in doing the writing assignment that follows, namely making an orientation.

In other chapters, writing is easy to understand by creating a story that is similar to the previous story but is equipped with text structures so that it can be done well in group assignments. then in the other writing section several questions are presented by providing tables and examples according to the structure so that students can understand and answer easily.

#### Vocabulary

In this book, the vocabulary used is quite clear and easy to understand. However, there is no explanation of the usage of vocabulary such as Transition Signal until the end of the chapter, pages 15-17. Because in the previous section, there is an explanation of the usage of the vocabulary, it becomes difficult for students to understand its usage.

In all sections of this book, clarity is sufficient for understanding, but there are some vocabulary terms that may be unfamiliar and confusing for students, such as "kerupuk rice" in section 2 and also "palanqyins" in section 4. The book provides varied vocabulary so that students can develop their English vocabulary.

In this book, there are many vocabulary words that we can learn from Chapter 0 to Chapter 5, although there are some shortcomings, it doesn't rule out the possibility of many advantages in this book, because in all chapters, a word box is provided for students to understand the meaning of the vocabulary used in that section. There are no vocabulary words that are too difficult for students, and at the end of the glossary, there is a list of vocabulary words to enhance students' knowledge.

#### Grammar

In this book, the grammar presented uses language that is easy to understand. But this book does not include the formula as in chapter 0, unit 6 pages 8-9. This section only displays examples of direct sentences but not the formula. The grammar material used in this book is also in accordance with the learning content per chapter in this book. As in chapter 1, it provides past tense material which is in accordance with the material taught in this chapter, namely about recount text. These two things are related to each other, because recount text uses the past tense to create it.

Before this book provides assignment which are the core material for each chapter, this book provides explanatory material regarding what is required. As in chapter one, before reaching the recount text section, this book provides material on past tense and time connectives so that the material is related to each other.

This book also explains the material used in the next chapter. But with different learning objectives. We can see that in chapter 2 this book explains the past tense again and the learning objective of chapter 2 is to emphasize past verbs combined with adjectives so that you can see the emotions contained in the story.

So the entire grammar section of this book has positive and negative sides. The positive side that can be taken is the choice of words and sentences that are easy to understand, the grammar material is in accordance with the learning material per chapter, the material is related to each other. Apart from the positive points mentioned above, there is a disadvantage point, namely not including the tense formula in the discussion of material related to tense.

#### Pronunciation

This book does not have a more in-depth explanation of how to pronounce specific words.

#### CONCLUSION

This research shows that the English for Nusantara textbook has or contains aspects of language ability. where the aspect of language ability is the principle of communicative language teaching. Listening is the language skill that is included the least in this book and reading is the aspect that is found the most in this book. However, pronunciation is not included in this book at all.

Based on the analysis provided, the book under review showcases both strengths and weaknesses across various linguistic abilities. Notably, it excels in covering a significant portion of the Reading section and facilitates independent study through comprehensive audio explanations. However, it lacks coverage of pronunciation and oral communication skills, which could hinder students' overall language development. Despite these drawbacks, the book presents clear and easy-to-understand materials in grammar, writing, vocabulary, and listening sections, albeit with some minor issues such as divided texts affecting comprehension and occasional unclear explanations. Overall, while the book offers valuable resources for language learning, there is room for improvement in addressing certain language skills comprehensively and ensuring clarity and consistency throughout the materials.

This book has audio which is a supporting medium for learning. The language used in the audio concerns Indonesian as the language most used to convey commands from questions to students. Then English is used as a medium of communication regarding what students must do. This is the strength of this book. However, the audio does not include commands in pronunciation. So, this point is a deficiency in the English for Nusantara book. This data can be seen from the percentage amount for the pronunciation aspect included, which is zero percent.

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