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DEVELOPING AN ELT TEXTBOOK EVALUATION CHECKLIST FOR SENIOR HIGH SCHOOL EFL TEACHERS IN SOUTH KALIMANTAN, INDONESIA



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LAILATUL KODRIYAH

SULTAN IDRIS EDUCATION UNIVERSITY

2024



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FOR SENIOR HIGH SCHOOL EFL TEACHERS
IN SOUTH KALIMANTAN, INDONESIA

LAILATUL KODRIYAH

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2024



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ABSTRACT

The present study aims to develop an ELT textbook evaluation checklist for EFL senior high school teachers in Indonesia as a guideline to ensure the use of commercially-produced ELT textbooks in Indonesia serves its purpose. This study employed Design and Development Research (DDR) method and used mixed-method research design for the data analysis. The research was conducted in three phases namely: 1) Phase 1: Design and development, 2) Phase 2: Validation, and 3) Phase 3: Implementation. Document analysis, semi-structured interview and questionnaires were used to gather the data. Interview with EFL teachers and document analysis were conducted to develop the proposed checklist. Two main constructs namely general criteria and teaching language content criteria were focused on. There were 74 criteria under the main constructs. The checklist was then validated by experts. The results of the validation phase showed the agreement among ten experts toward the usefulness and effectiveness of the proposed ELT textbook evaluation checklist. Besides, the numbers of the checklist criteria were increased from 74 to 84 and some criteria were modified based on the experts' suggestion. In the third phase, the researcher conducted field-testing to try out the ELT textbook evaluation checklist to thirty senior high school ELT teachers. The results showed that the teachers could follow the instruction in the checklist. In addition, the textbook evaluation checklist is usable by teachers in the context of evaluating and selecting textbook for high school. In conclusion, this study proposed a textbook evaluation checklist that can guide high school Indonesian teachers in selecting ELT textbooks. The implication of this study is the proposed textbook evaluation checklist can be used to help textbook writers, stakeholder, and English language teachers to evaluate and select materials which are suitable with curriculum in Indonesia and students' background.

MEMBANGUN SENARAI SEMAK PENILAIAN BUKU TEKS BAHASA INGGERIS UNTUK GURU BAHASA INGGERIS SEKOLAH MENENGAH DI KALIMANTAN SELATAN, INDONESIA

ABSTRAK

Kajian ini bertujuan untuk mengembangkan senarai semakan penilaian buku teks Bahasa Inggeris untuk guru-guru sekolah menengah atas di Indonesia sebagai panduan untuk memastikan penggunaan buku teks Bahasa Inggeris yang dihasilkan secara komersial di Indonesia memenuhi matlamatnya. Kajian ini menggunakan kaedah Penyelidikan Rekabentuk dan Pembangunan (DDR) serta reka bentuk penyelidikan bercampur untuk analisis data. Penyelidikan ini dijalankan dalam tiga fasa iaitu: 1) Fasa 1: Reka bentuk dan pembangunan, 2) Fasa 2: Pengesahan, dan 3) Fasa 3: Pelaksanaan. Analisis dokumen, temu bual separa berstruktur, dan soal selidik digunakan untuk mengumpul data. Temu bual dengan guru-guru dan analisis dokumen dijalankan untuk menghasilkan senarai semakan yang dicadangkan. Dua konstruk utama iaitu kriteria am dan kriteria kandungan bahasa pengajaran diberi tumpuan. Terdapat 74 kriteria di bawah konstruk utama tersebut. Senarai semakan tersebut kemudian disahkan oleh pakar-pakar. Hasil fasa pengesahan menunjukkan persetujuan dalam kalangan sepuluh pakar terhadap kegunaan dan keberkesanan senarai semakan penilaian buku teks Bahasa Inggeris yang dicadangkan. Selain itu, jumlah kriteria senarai semakan telah meningkat dari 74 menjadi 84 dan beberapa kriteria telah diubah suai berdasarkan cadangan pakar. Dalam fasa ketiga, penyelidik menjalankan ujian lapangan untuk mencuba senarai semakan penilaian kepada 30 guru Bahasa Inggeris sekolah menengah atas. Hasilnya menunjukkan bahawa semua guru (100%) dapat mengikuti arahan dalam senarai semakan penilaian buku teks tersebut. Selain itu, senarai semakan penilaian buku teks dapat digunakan oleh guru dalam konteks menilai dan memilih buku teks untuk sekolah menengah. Sebagai rumusannya, kajian ini menggagaskan satu senarai semakan penilaian buku teks untuk memberi panduan kepada guru Bahasa Inggeris sekolah menengah di Indonesia dalam memilih buku teks. Implikasi dari kajian ini, senarai semakan penilaian buku teks yang dicadangkan boleh digunakan untuk membantu penulis buku teks, pihak berkepentingan, dan guru Bahasa Inggeris untuk menilai dan memilih bahan yang sesuai dengan kurikulum di Indonesia dan latar belakang pelajar.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The purpose of the study is to develop an ELT textbook evaluation checklist. The proposed checklist is intended to help English language teachers, pre-service English language teachers, curriculum planners, material developers and also textbook writers to evaluate and select an appropriate English textbook which matches with students' needs and English language curriculum in Indonesia. This chapter presents background of the study, problem statement, objectives of the study, research questions of the study, significance of the study, scope of the study, limitation of the study, and definition of key terms in the study.



1.2 Background of the Study

Based on the 2004 curriculum, the objective of teaching English in Indonesia is to enable students to master the four language skills, namely; reading, listening, speaking, and writing. English is a compulsory subject in educational institutions under the regulation of the Ministry of Education which states that elementary school (*Sekolah Dasar*), junior high school (*Sekolah Menengah Pertama*), senior high school (*Sekolah Menengah Atas*), and college or university level should include English as the compulsory subject in their curriculum. Therefore, teaching English language has been the main concern of the Indonesian government at every level of education.

The general standard objectives of English language teaching are determined as follows: (1) developing communicative competence both in oral and in written order to reach the level of informational literacy; (2) raising awareness of the nature of English as a foreign language in order to compete with other countries in the global community; and (3) developing comprehension of students about the relationship between language and culture (Depdiknas as RI, 2006 as cited in Mattarima & Hamdan, 2011). Even though students have learnt English since elementary level, their mastery level is still far from the curriculum goals. At junior high school level, many students showed poor performance in English class in terms of their vocabulary, pronunciation, and grammar (Desmaliza & Septiani, 2018). Even worse, Silalahi (2017) found that even after more than six years of learning English at school and two semesters of English enrichment program, many graduates of one of the universities in Indonesia (909 out of 944) failed to show an adequate English proficiency as proved by their low TOEFL (Test of English as a Foreign Language) score. Some



constraints in learning English in Indonesia are caused by several factors. One of them is learning material resources including English textbook (Mattarima & Hamdan, 2015).

In Indonesia, during teaching and learning process, the textbooks are the main sources for the teachers in teaching, giving a task or homework, and testing the students as students rarely have chances to use English outside the classroom. Teachers and learners value textbooks for their guidance, accessibility, flexibility, and motivation potential. A textbook is one of the essential resources for developing the ELT learning material in Indonesia. An ELT textbook yields information and acts as an artifact that gives the teacher insights in developing the learning materials (Firmansyah, 2020). Textbooks serve as helpful tools to guide teachers. The textbooks include activities, exercises, or tasks which can be used by the teachers while conveying their lessons (Arslan, 2016). Realizing textbooks used as the only instructional materials in teaching learning process specifically in Indonesia, it is important to take the content of textbooks into consideration (Wahyuni et al, 2019)

In Indonesian educational context, all schools that are implementing 2013 ELT curriculum will be given the textbook endorsed by Indonesian Ministry of Educational and Culture. Those books can be adapted and adopted by the teachers because they have a crucial role in selecting a suitable textbook in order to direct teaching and learning process. Unfortunately, the textbooks which were endorsed by the government are rarely used by the teacher for his/her references to teach. Some English teachers decided to use the textbook from another publisher and from the internet. When the researcher asked the reasons, some of them stated that the





content of Indonesian ELT textbooks could not facilitate their needs in compiling learning materials to meet curriculum objectives. Indonesian 2013 ELT curriculum aims to prepare students to become religious, productive, innovative and passionate citizen. In addition, after graduating, students are expected to become a global citizen who can contribute at national and international level (Widodo, 2016). However, to achieve the goal of the curriculum, Widodo et al (2018) state that it is important to decide the textbook which does not only focus on linguistic and communicative competence, but also embed values. Values can be shaped by cultural norms and it will guide students to think, feel, behave, and act.

Since teachers have to use textbook materials for teaching, it is very crucial to choose textbook materials which are sui with the context and curriculum in Indonesia.

To choose the textbook, there should be criteria in order to meet the students' needs as well as in accordance with the educational context. Selecting appropriate textbook materials is an overwhelming process for some teachers especially for teachers who are not familiar with the process. Previous research shows that English teachers often find difficulties in determining the criteria of a good English textbook (Munir et al, 2021). Meanwhile, if careful attention is not taken, English language teaching materials will be haphazardly selected (Taiwo, 2013). Selecting a sui textbook for the students will help teachers to achieve the learning objectives, deliver the lessons, communicate with students, visualize abstracts course, and facilitate learning for better results.

Particularly, in English learning, selection of sui and a variety of learning materials can help motivate learning and developing all the language skills of



speaking, listening, reading, and writing the English language (Tafari, 2009). In the selection of a new textbook, it is important to conduct evaluation and analysis to ensure that it is suitable (AbdelWahab, 2013). In addition, an evaluation of the textbook is needed in order to identify particular strengths and weaknesses in the textbook already in use or is going to be used (Cunningsworth, 1995). On the other hand, textbook evaluation is a matching process between the result of the textbook analysis where the need to reject, adapt, adopt, and supplement the materials within a textbook arises. For a textbook evaluation to serve its purpose, a checklist is paramount. A comprehensive textbook evaluation checklist would ensure teaching and learning occur effectively while meeting learners' needs and program objectives (Roberts, 2021). English language teachers need to use checklist in order to evaluate and select an appropriate textbook for their classroom instruction.

According to Zare-ee and Hejazi (2018), teachers require evidence-based data to select, adapt, adopt and productively administer textbooks in the classrooms. The results from evaluating a textbook by using a checklist will help the teachers in making a decision. Due to the crucial role of textbook evaluation checklist, it is important for the teachers to use an appropriate textbook evaluation checklist. The current study has a purpose to develop textbook evaluation checklist which will be built upon the principles of English language teaching and learning, current curriculum in Indonesia, principles in designing English language textbook evaluation checklist, feedback from the experts as well as feedback senior high school EFL teachers in South Kalimantan, Indonesia. The textbook evaluation checklists developed by previous researchers did not take into the educational context in

Indonesia. Hence, the gap consideration merits the development of the textbook evaluation checklist for the Indonesian educational context.

1.3 Problem Statement

In Indonesia, English language textbook is one of the teaching materials which is commonly used by most teachers in senior high school. Sillaban (2022) showed that many Indonesian English language teachers use textbooks as the only teaching materials during classroom instruction. Teachers do not only use the official textbook from the government but also use supplementary textbook materials from other publishers. This is because the official textbook did not accommodate teachers and students with clear and comprehensive teaching materials (Firmansyah, 2020). It is in accordance with a study conducted by Fadilah & Mufidah (2021) which showed that English language teachers in senior high school in South Kalimantan use official textbook only to check the topic which need to be discussed as suggested by the government. Meanwhile, to explain the topic for the teaching and learning process, they use another textbook as a supplementary material from the market. This means that they rely a lot on the commercial textbooks available in the market. Consequently, teachers are required to evaluate textbooks to select teaching materials which are sui with the learning context. Textbook evaluation is pivotal in ensuring the educational goals which are stated in the curriculum are met (Roberts, 2022).

To ensure that the commercially produced ELT textbooks used in senior high schools in Indonesia serve their purpose, the government sets up the standard in



choosing a relevance textbook. According to Government Regulation Number 19 of 2005 article 43 paragraph 5 in measuring the quality of textbooks, important aspects must be considered, namely the appropriateness of content, language, presentation and graphics. However, the standards set by the Indonesian government are too broad. The items stated in the standards are vague. Moreover, three English language teachers that the researcher had interviewed in the initial stage commented that they have never heard about the standards which need to be used in textbook selection. Meanwhile, two of them said that the criteria are too general and do not cover all the aspects needed in teaching language skill. Consequently, the teachers just select an ELT textbook from the market based on personal judgment. In addition, they said that finding the criteria to evaluate a textbook is difficult for them. It is in line with the study conducted by Munir et al (2021) which showed that English language teachers have problems when evaluating ELT textbook because the criteria are not precise and not practical to be used. In order to evaluate a textbook, there is a need to have a set of criteria in the form of checklist. A checklist allows for more sophisticated evaluation of the textbook in reference to a set of generalizable evaluative criteria (Mukundan et.al., 2011).

Although there are plenty of textbook evaluation checklist criteria which are developed by the previous researchers, the criteria are not precise and practical to be used. Munir et al (2021) further stated that the criteria suggested by some experts are addressed to evaluate textbooks in general. Whereas they need specific criteria intended to evaluate English textbooks for high school students. Furthermore, the layout and the organization of the criteria seem complicated for them. Besides, many of the textbook evaluation checklists criteria are developed by experts from outside of





the country which may not be sui for evaluating ELT textbook in Indonesia context. Isiq (2018) stated that evaluation criteria need to be customized to suit a specific context and appealing for local use. Simsek and Dunder (2018) argue that checklists in the past suffer from context sensitivity. They may also not reflect the actual picture of a textbook's capacity to meet the preference of a specific user group. Therefore, using preexisting textbook evaluation checklists developed for the use of a specific context and user group may not be sui for use in Indonesia.

Additionally, textbook evaluation checklists in the literature lack validity and reliability (Nimehchisalem & Mukundan 2015). Only a few studies in the past test the efficiency of the checklist developed (Isik 2018; Mukundan & Ahour 2010). A review of 48 checklists by Mukundan and Ahour (2010) reveals that the checklists in the literature were too demanding, vague, context-bound, and confusing. Munir et al (2021) developed a textbook evaluation checklist for senior high school in Indonesia. They did not check the practicality and reliability of their checklist in which they did not do field testing. Moreover, they do not involve the English language teachers in their study. Besides, the checklist they developed did not include criteria for evaluating language teaching components such as listening, speaking, reading and writing. A valid and reliable textbook evaluation checklist reflects the quality of the instrument and how well the instrument measures what it is supposed to measure. For these reasons, the validity and reliability of a checklist should be established accordingly. In this study, the validity, reliability, and practicability of the textbook evaluation checklist are ensured by involving experts, and measuring the criteria in the checklist by using Aiken's Formula to test the validity.



One checklist may be appropriate to be used in a certain area, but may not be suitable to be used in other places. This is due to each region or country has different policy and curriculum in English language teaching. Therefore, it will be better if a textbook evaluation checklist is developed based on the curriculum, students' needs, cultures, society, and policy of a certain region. In the Indonesian educational context, Government Regulation No. 24 of 2016 on Education, the regulations provide essential aspects such as the statement of core competence and basic competence, which are part of the instructional goal. The instructional goal statement is a fundamental aspect of the development of the learning material and the process evaluating (Firmansyah, 2020). In conclusion, there is valuable information related to state standards and curriculum that can be used as a source of information in evaluating the materials.

Furthermore, it is also equally important to develop evaluation criteria that consider teachers' perceptions (AbdelWahab 2013; Jafarigohar 2013; Ahour et al. 2014; Harbi 2017). Kim (2015) asserts that in the efforts to improve the usability of any textbook, it is vital to consider and explore the opinions of the end-users of the textbook. Thus, the perceptions of EFL senior high school teachers on the criteria that make a good ELT textbook were considered in the development of the textbook evaluation checklist in the present study. In this study, the researcher involved the English language teachers in developing the textbook evaluation checklist. The perceptions of the EFL teachers gathered, further strengthened the textbook evaluation checklist developed in this study. The criteria that make a good ELT textbook revealed by the teachers in this study were deemed important to ensure the

teachers' perceptions were considered in the development of the checklist in this study.

Therefore, the current study has a purpose to develop a valid and reliable textbook evaluation checklist which is sui with the educational context in Indonesia and in accordance with principles in designing textbook evaluation checklists.

1.4 Objective of the Study

The objectives of the study are to:

1. Determine the criteria to be included in the proposed textbook evaluation checklist for EFL senior high school teachers in South Kalimantan, Indonesia.
2. Identify the experts' feedback on the proposed textbook evaluation checklist for EFL senior high school teachers in South Kalimantan, Indonesia.
3. Determine the proposed textbook evaluation checklist criteria based on the results from the experts' feedback.
4. Identify the South Kalimantan EFL senior high school teachers' feedback on the textbook evaluation checklist.

1.5 Research Questions

The following research questions guide the present study:



1. What are the criteria to be included in the proposed textbook evaluation checklist developed for EFL senior high school teachers in South Kalimantan, Indonesia?
2. What are the experts' feedback on the proposed textbook evaluation checklist for EFL senior high school teachers in South Kalimantan, Indonesia?
3. How does the experts' feedback inform the modifications of the textbook evaluation checklist?
4. What are the South Kalimantan EFL senior high school teachers' feedback on the textbook evaluation checklist?

1.6 Conceptual Framework



In order to conduct an evaluation, a well-suited model and relevant criteria are important (Ahmadi & Derakhshan, 2016). In this study, to develop the English Language Textbook Evaluation Checklist, the framework for analysing materials proposed by Mukundan (2013) makes up the checklist's basis. The framework draws extensively from Breen and Candlin model for materials evaluation (1987) and Richards and Rodgers model for methodology (1986). Many aspects can be taken into account when examining a set of materials. The framework proposed by Mukundan (2013) encompasses a comprehensive listing of aspects that examines the materials within a textbook and is a promising one in the field of textbook evaluation (Mukundan & Ahour 2010; Akhgar et al. 2017; Guo 2018), hence why this framework was chosen in this study.



Compared to other textbook evaluation checklists such as Littlejohn in Tomlinson (2011) and Nation and Macalister (2010), the Mukundan (2013) checklist has several relevant aspects which are relevant to the local environment in this study. First, the criteria were validated and assessed for their reliability through qualitative and quantitative analysis based on the survey study (Mukundan, 2013). It is also vital to point out that no agreement yet on the criteria or procedures for textbook evaluation due to the needs and contexts (McDonough et al., 2013).

The Mukundan's checklist offers relevant criteria in ELT textbook evaluation, which cover two main parts in the textbook evaluation, which are the general attribute of the textbook and the learning content (Mukundan, 2013). Finally, Mukundan's checklist provided a flexible and feasible method to evaluate the textbook. The evaluation checklist employs a rating system that is based on five scale rating. However, if the rating criteria are not applicable, the researcher could check the not applicable (NA) option. Finally, to assist the researcher in interpreting the result, Mukundan (2013) provided the checklist evaluation criteria with Scores Interpretation Guide to find out the usefulness of the material. However, Mukundan's checklist was developed without being tried out and some criteria need to be adjusted based on the curriculum and learning environment in Indonesia. To develop a comprehensive checklist, the criteria to evaluate an ELT textbook are also taken from other resources. The latest textbook evaluation checklist which have been published not more than 10 years were reviewed.

However, in an attempt to customize the framework to suit the Indonesian teaching and learning context, the framework by Mukundan (2013) was adapted. English Language Teaching (ELT) in Indonesia, especially at the senior high school

level, incorporates various teaching theories and approaches to provide students with a well-rounded language learning experience. The approaches and theories should be aligned with the national curriculum framework namely Kurikulum 2013 (Curriculum 2013). Some of the teaching theories and approaches commonly used in ELT curriculum in Indonesia are Communicative Language Teaching (CLT), Contextual Learning, and Sociocultural Theory. A communicative language teaching approach has been included in Indonesia's English curriculum since the introduction of the 1984 Curriculum (Harsono, 2005; Jazadi, 2004; Mistar, 2004). It has also been a core of Indonesia's English curriculum guideline until recently (Izzudin, 2022).

Besides, to develop checklist which is sui with Indonesian curriculum, contextual teaching and learning approach is considered to be placed in the proposed checklist. Contextual Teaching and Learning (CTL) is an educational approach that emphasizes the connection between what students learn in the classroom and its real-world applications (Ramzi et al, 2021). Also, to develop holistic and balanced language learners, the sociocultural theory is embedded in the framework of the current study. Knowing the sociocultural theory, the learners of EFL could use corporative learning to support their language development. Agung & Purbani (2020) argued that incorporating sociocultural theory into ELT in Indonesia can lead to more effective language learning outcomes by recognizing the importance of social interaction, cultural context, and collaboration in the language acquisition process. It can also contribute to students' cultural awareness and their ability to use English as a tool for communication and understanding in a global context.

The adaption of framework for analysing materials by Mukundan (2013) with integration of theories in this study ensures a textbook evaluation checklist sui for the

use in Indonesian context. Figure 1.1 below summarises the model and theories underpinning the current study followed by the Conceptual Framework.

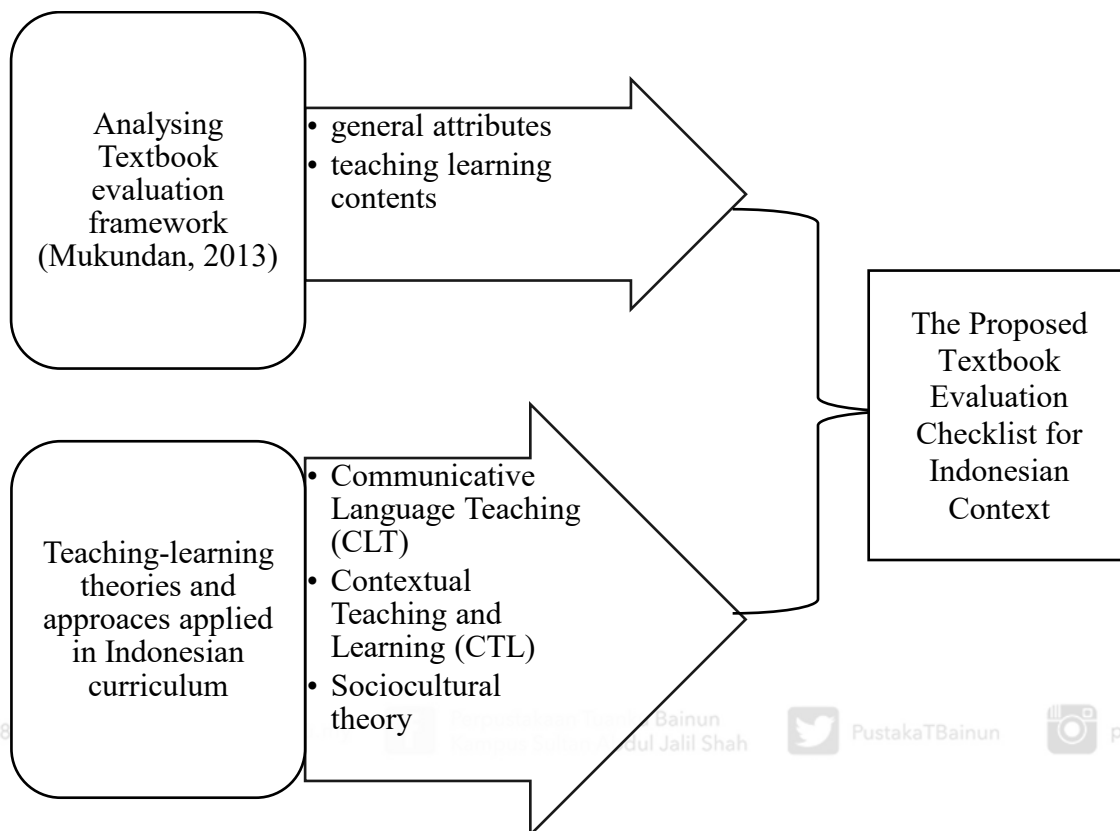


Figure 1.1. Conceptual Framework

The Conceptual Framework (Figure 1.1) illustrates the components that make up the textbook evaluation checklist in Indonesia. The model of Mukundan's framework was adapted in this study. The criteria from the current textbook evaluation checklists were reviewed and selected. In addition, Indonesian education's system focuses on the development of communicative competence of the learners where the emphasize is on the use of language communicatively. Therefore, the elements of the communicative language approach are embedded in the proposed textbook evaluation checklist.

1.7 Significance of the study

A study conducted by Ena (2013) showed that many Indonesian EFL teachers use textbooks as the only instructional materials in the teaching and learning process. This means that they rely a lot on the commercial textbooks available in the market. Consequently, teachers are required to evaluate textbooks to determine what actions that they need to take. In principle, they should decide whether to adapt, adopt, reject, or supplement them. The checklist is developed to assist teachers to adapt and supplement teaching materials to make content applicable and well adapted to meet the demands of diverse English language learners in Indonesia.

The findings of the current study would help English language teachers identify the weaknesses and strengths of the ELT textbook based on the criteria in the checklist. The perceptions of the EFL senior high school teachers in this study on the criteria that make a good ELT textbook further strengthens the framework for analyzing ELT textbook material. In addition, this study is crucial as it allows teachers to reflect on ways to bring out the best of the textbook used to ensure that teaching and learning are succeed. This is in accordance with what McGrath (2013) believes that teachers being aware of the strengths and shortcomings of a textbook and performing the necessary adaptations would help them grow professionally to become more aware of the needs of their learners.

Further, the finding will also be valuable for textbook writers when they need to develop their textbooks and help curriculum developers to make regulation on which textbooks are sui for use in Indonesia. Finally, the results of the study give

positive effect to the future English teachers or student teachers to prepare themselves during practicum by identifying which textbook they will select to teach and what materials that students' needs by following textbook evaluation checklist.

1.8 Scope of the study

The current study focuses on developing a comprehensive yet valid and reliable textbook evaluation checklist to evaluate the ELT textbooks used in the senior high schools in Indonesia. Hence, the Textbook Evaluation Checklist developed in the present study is specifically designed to suit the Indonesian context, where English is a foreign language. Adaptation of the checklist is required if necessary. Teachers or evaluators may use the textbook evaluation checklist in this study or may delete, reword, or add items that they consider necessary and suit to their learning environment.

1.9 Operational Definitions

Some terms are used by the researcher during this study. The terms are defined based on the purpose and the scope of the study.

1.9.1 English Language Teaching Materials

The term "materials" encompasses all items utilized by educators and students to support the learning process, as noted by Tomlinson (2012) and Lodhi et al. (2019). These encompass auditory, visual, kinesthetic, and linguistic resources in various formats such as print materials, live presentations, exhibits, cassettes, CD-ROMs, DVDs, and online content (Tomlinson 2012). Similarly, materials accompanying a course often comprise student textbooks, workbooks, teacher guides, videos, CDs, DVDs, electronic whiteboard resources, test-generating software, website activities, downloadable lesson plans, and teacher training materials, as highlighted by Littlejohn (2011). In the current study, the teaching materials which are being evaluated are students' textbook, the teacher's manual, online resource links, audio materials, and listening audios, using the proposed Textbook Evaluation Checklist.

1.9.2 English Language Textbook

Pamungkas (2010, p.23) said that a textbook was one of many types of teaching materials used in learning and it was usually written, tightly organized, and greatly condensed. In this study, English language textbook is defined as a kind of printed materials which is commonly used by both teachers and students in the English language classroom to support their teaching and learning to transmit knowledge and skills. Textbook provides the core materials for a language-learning course where various issues are covered considering the learning needs of the students within a course period (Tomlinson, 2011, p. xi). In the present study, ELT textbook materials

for senior high school students are evaluated by using the proposed textbook evaluation checklist for Indonesian context.

1.9.3 Checklist

A checklist is described as a tool which consists of standards aimed at assessing the effectiveness of teaching and learning, as stated by Sarem et al. (2013). By utilizing the criteria outlined in the checklist, it becomes possible to assess the quality of the teaching materials (Soori et al, 2011). In the context of this research, the researcher developed English Language Textbook Evaluation Checklist which is specifically developed for the analysis and evaluation of English Language Teaching (ELT) textbooks used in senior high schools in Indonesia.

1.9.4 Sekolah Menengah Atas (SMA)/ Senior High School

Senior high school in Indonesia refers to the educational institution that offers a three-year program for students typically aged 16 to 18. It follows the completion of junior high school and precedes higher education (university or vocational education). Senior high schools in Indonesia provide specialized tracks, such as science, social studies, or vocational subjects, allowing students to pursue their chosen fields of study. The curriculum includes a combination of general education subjects, core subjects related to the chosen track, and opportunities for practical training or

internships. In the present study, the textbook which is going to be analysed is textbook used by students at the senior high school level.

1.9.5 Textbook Evaluation Checklist

Littlejohn (2011) describes textbook evaluation checklist as a matching process between the results of textbook analysis and a specific purpose with reference to certain criteria. In the present study, the ELT textbook analyzed using the proposed English Language Textbook Evaluation Checklist. The result of the evaluation informed the act of textbook evaluation where materials adaptation is concerned. As a result, parts of the textbook that requires adaptation were identified. In the context of the present study, a textbook evaluation checklist refers to a set of criteria which is to select and evaluate an ELT textbook.

1.10 Summary

This chapter has outlined the background of the current study by highlighting the importance textbooks in Indonesia where English language is as a foreign language. In addition, it emphasize on the urge of doing textbook evaluation in Indonesian context. Also, issues concerning the lack of validity and reliability of previous textbook evaluation checklists are highlighted, leading to the development of the proposed English Language Textbook Evaluation Checklist in the current study. The theoretical and conceptual framework that encompasses the development of the

textbook evaluation checklist are discussed to provide a detailed description of theories and models that forms the basis of the checklist developed. The following chapter, Chapter 2, presents a detailed synthesis of literature governing the core components that frame this study's fundamental components.