

**AN EVALUATION OF ENGLISH TEXTBOOKS USED IN ECONOMIC
AND ISLAMIC BUSINESS FACULTY (FEBI) AT STATE INSTITUTE
FOR ISLAMIC STUDIES OF BENGKULU**

THESIS

Submitted as Partial Requirements for Sarjana Degree (S.Pd)
In English Education Program



Arranged By:

ANGGI DIWANTORO

NIM: 1516230117

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TADRIS
STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) BENGKULU**

2020



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat: Jln. Raden Fatah PagarDewaTlp. (0736) 51276, 51171 Fax. (0736) 51172 Bengkulu

ADVISORS SHEET

Subject : Thesis of Anggi Diwantoro
SRN : 1516230117

To: The Dean of Islamic Education and Tadris Faculty
IAIN Bengkulu
In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors,
we state that the thesis of:

Name : Anggi Diwantoro

SRN : 1516230117

Title : **An Evaluation of English Textbooks Used in Economic and
Islamic Business Faculty (Febi) at State Institute for Islamic Studies of
Bengkulu.**

Has already fulfilled the requirements to be presented before The Board of
Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank
you for the attention.

Wassalmu'alaikum Wr.Wb

First Advisor

Dr. Zubaedi, M.Ag., M.Pd
NIP.19690308 199603 1 005

Bengkulu,
Second Advisor,

Feny Martina, M.Pd
NIP.198703242015032002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

FAKULTAS TARBIYAH DAN TADRIS
JURUSAN TADRIS

Alamat: Jl. Raden Fatah Pagar Dewa Telp. (0736) 51276, Fax (0736) 5117 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled "*An Evaluation of English Textbooks Used in Economic and Islamic Business Faculty (FEBI) at State Institute for Islamic Studies of Bengkulu*" by **Anggi Diwantoro** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman

Dr. Irwan Satria, M.Pd
NIP.197407182003121004

Secretary

Ixsir Eliya, M.Pd
NIP.199103292018012002

Examiner I

Dr. H. Ali Akbarjono, M.Pd
NIP.197509262001121004

Examiner II

Zelvia Liska Afriani, M.Pd
NIP.199404202018012003

Bengkulu, Januari 2020

Approved by the Dean of Islamic and Tadris Faculty



Dr. Zubaedi, M.Ag., M.Pd.
NIP.19690308.199603.1.001



**KEMENTRIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

PRONOUNCEMENT

Name : Anggi Diwantoro
NIM : 1516230117
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled “An Evaluation of English Textbooks Used in Economic and Islamic Business Faculty (FEBI) at State Institute for Islamic Studies of Bengkulu” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2019

Stated by ,

Anggi Diwantoro
NIM : 1516230117

ABSTRACT

Anggi Diwanto. January. 2020. “An Evaluation of English Textbooks Used In Economic And Islamic Business Faculty (FEBI) At State Institute For Islamic Studies Of Bengkulu” .Thesis. Study Program of English Education Tarbiyah and Tadris Faculty.

Advisors: 1. Dr. Zubaedi, M,Ag.,M.Pd. 2.Feny Martina, M.Pd.

The purpose of this study is to evaluation textbook or known as textbooks used at the Economics and Islamic Business Faculty (FEBI). That is to evaluation textbooks used for learning English. This research uses descriptive qualitative method. The sample of this study was 2 textbook books. This research data was collected from the Evaluation checklist of experts consisting of 8 Points in evaluation textbooks. From the results of the evaluation of the two books for aspects there are still aspects of topics that still need to be improved, such as the aspect of explanation of topic material which from these two books, there is no explanation of the purpose of the topic for students, this will impact in the difficulty of students in understanding what the purpose and objectives of the topic, seen from other aspects, this book is good enough and all content material situations are made in accordance with the banking program student majors, and looking at this aspect of the two books is suitable for banking programs in learning English.

Key words: *Evaluation, English Textbooks.*

ACKNOWLEDGEMENT

Alhamdulillah, Praise be to Allah SWT, the Al-mighty and Merciful go for his bless and gift, that the researcher able to finished this thesis, peace be upon Prophet Muhammad SAW, The Great Leader and good inspiration of the world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions. From several An Evaluation of English Textbooks Used In Economic and Islamic Business Faculty (FEBI) at State Institute for Islamic Studies of Bengkulu (The Descriptive Qualitative Research 2020). Thus, the researcher would like to express him deepest thanks to all of those who had helped, support, and suggested him during the process of writing this thesis, this goes to.

1. Prof. Dr. H. Siradjudin.M, M.Ag, MH, the Rector of State Islamic Institute of Bengkulu
2. Dr. Zubaedi, M.Ag, M,Pd, as the Dean of Tarbiyah And Tadris Faculty of IAIN Bengkulu
3. Dr. Zubaedi, M.Ag, M,Pd, as the first advisor for him quidance, precious advices, and motivation for the researcher.
4. Feny Martina, M.Pd as the second advisor for him precious advices corrections and help to revise the mistake during the entire process of writing this thesis

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researchers in particular and the readers in general

Bengkulu, 2020
The Researcher

Anggi Diwantoro
NIM.1516230117

TABLE OF CONTENTS

	Page
TITLE.....	i
MOTTO	ii
DEDICATION.....	iii
PRONOUNCEMENT	i v
ABSTRACT	v
ACKNOWLEDGEMENT	vi
LIST OF PIE CHART	vii
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES.....	x
 CHAPTER I: INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problems.....	6
D. Research Questions	6
E. Objectives of the Research.....	6
F. Significance of the Research	7
G. Operational Definition of Key Terms	8
 CHAPTER II: REVIEW OF LITERATURE	
A. ESP(English Specific Purposes).....	9
B. ESP(English Specific Purposes) in EFL Context.....	9
C. Definition	
1. English Textbooks.....	10
2. Type of Textbooks	13
3. The Advantages of Textbooks	15

4. The Important Role of Textbooks	18
5. Design and Layout aspect of Textbooks	20
6. Cultural Content Textbooks	21
7. The Integration of Cultural Content in Textbooks.....	23
D. Evaluation.....	24
1. The Need of Textbooks Evaluation.....	24
2. Some Textbooks Criteria Evaluation	25
3. Using Checklist Method by Criteria	30
4. Review of Related Previous Studies	30

CHAPTER III: RESEARCH METHODS

A. Research Design	35
B. Research Objects	36
C. Technique of the Data Collection and The Research Instrument.....	36
D. Techniques of Data Verification	37
E. Trustworthiness of the Data	39
F. The Technique of Data Analysis	39

CHAPTER IV: FINDINGS AND DISCUSSIONS

A. A brief review	43
B. Finding.....	44
C. Results	74
D. Discussion	86

CHAPTER V: CONCLUSION

A. Conclusion.....	88
B. Suggestions.....	91

REFERENCES

APPENDICES

LIST OF TABLES

	Page
Tabel 1: The Result of Evaluation Checklist	40
Tabel 2: The Result of Evaluation Checklist	42
Tabel 3: The Result of Evaluation Checklist	44
Tabel 4: The Result of Evaluation Checklist	47
Tabel 5: The Result of Evaluation Checklist.....	49
Tabel 6: The Result of Evaluation Checklist	52
Tabel 7: The Result of Evaluation Checklist	53
Tabel 8: The Result of Evaluation Checklist	54
Tabel 2.1: The Result of Evaluation Checklist	56
Tabel 2.2: The Result of Evaluation Checklist	58
Tabel 2.3: The Result of Evaluation Checklist	60
Tabel 2.4: The Result of Evaluation Checklist	62
Tabel 2.5: The Result of Evaluation Checklist	63
Tabel 2.6: The Result of Evaluation Checklist	65
Tabel 2.7: The Result of Evaluation Checklist	66
Tabel 2.8: The Result of Evaluation Checklist	68

LIST OF FIGURES

	Page
Figure 1 Interactive Model Miles and Huberman	34
Figure 1 Aim textbooks 1	39
Figure 2 Design textbooks 1	42
Figure 3 Language content textbook 1	44
Figure 4 Skill textbook 1	47
Figure 5 Topic textbooks 1	49
Figure 6 Aim textbooks 2	56
Figure 7 Design textbooks 2	58
Figure 8 Language content textbooks 2	60
Figure 9 Skill textbooks 2	62

CHAPTER I

INTRODUCTION

A. Background of The Problem

English has been used for all over the world in recent years as an international language. In Indonesia, English is not only used in junior high school, senior high school. But it is also used in universities. It is an important language or material that must be studied in education specifically universities. A lecturer or teacher must use textbook as material in teaching, because without textbook a lecturer or teacher who teaches the class will not know what steps will be taught and what material will be taught to students. Therefore, the textbook is an important element in the learning process because it is an important material for a lecturer or teacher.

A textbook plays a role as a teacher, a map, a resource, a trainer and an authority¹, Textbook is one of many materials which is most frequently used in teaching learning process. It is one of knowledge sources which is the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter. Textbook is a book written by experienced and well-qualified people and the material contained in text book is usually carefully tested in pilot studies in actual teaching situations before publication, a textbook also plays an important role in teaching, this book helps students in

¹Radic. B., Biljana. B, Topalov. J. Textbooks in The EFL Classroom Defining Assessing and Analyzing. Retrieved from <https://scindeks-clanci.ceon.rs/data/pdf/0354-3293/2016/0354-32931603137R>. Accessed on Wednesday, October 23.2019. P.139

learning activities, because a textbook offers benefits that are useful resources. In the education system in Indonesia, textbooks are considered as a major component of the curriculum.

According to Tomlinson the textbook provides route maps for teachers and students, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done. They are seen as sources of achieving learners' needs and matching the aims and objectives of their needs² regarding the textbook as a media of knowledge and information textbook is an almost worldwide element of teaching.

Sheldon believes that a textbook can serve different purposes for teachers as a core resource, as a source of supplemented material, as an inspiration for classroom activities and tasks, or even as the curriculum itself³ Textbooks widely used as teacher guidelines in teaching students because textbooks are guidelines for learning objectives that teachers will do in the teaching process. Textbooks provide the objectives of language learning, they function as a lesson plan and working agenda for teachers and learners, textbooks are considered to be a source for both the teacher and the learner. The use of textbooks offer considerable advantages for both the learners and the teachers. Therefore, in many cases, textbooks play a pivotal role in language classrooms in all types of educational institution state schools, colleges, language schools-

²Ahour, T., Towhidian, B., & Saeidi, M. (2014) The Evaluation of English Textbooks 2 Taught in Iranian High Schools From Teachers' Perspectives. *Journal English language teaching*, (3), P.151

³Aghazadeh., Z. An Evaluation of High School English Textbooks in Iranian EFL Context Teachers' versus Learners Perceptions. Retrieved From <http://www.academypublication.com> .P.1

all over the world, and they are the center of education and one of the most important influences on what goes on in the classroom.

Sheldon (1988) states that textbooks “represent the visible heart of any ELT program” they consist of objectives, materials, and assessment instrument to ease the teachers for teaching and the students for learning even though textbook is the simple way to get instructional in teaching and learning process, teachers should be carefully selecting textbook as the resource of their teaching material in the classroom⁴ Therefore if the textbook is not carefully selected as material for teaching, it has an impact on student understanding.

The purpose of this study is to evaluate English textbooks used in the faculties of Islamic economics and business. Many lecturers or teachers make their textbooks that serve as teaching material in their classrooms, also they prefer to use textbooks as material in teaching English to students rather than using original textbooks. Therefore, have an impact on the quality of books. This can take effect to the quality of the textbook is good or bad. In other words, there are textbooks that does' not meet some criteria there are some that meet the criteria of a good textbook, this will have an impact on students who are less interested in learning in terms of content and less appealing to them, and most students does' not know the purpose of the textbook. Therefore, textbooks must be chosen carefully as learning material, because all objects

⁴ Handayani, S., Suwarno, B., Darmayana, I., W. Evaluation of Indonesian English Textbooks for The Ninth Graders of Junior High School ‘Think Globally Act Locally’ From EFL Teachers Perspectives. *Ejournal unib*, 3(2). P.12

made by humans are not all perfect, so textbooks must be evaluated before being used as learning material.

The textbooks that are intended and taught to students of Economic and Islamic business and in the sense that this book is included in ESP English for Specific Purposes. By the term English for Specific (or Special, Specified, Specifiable) Purposes is meant that type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity (Wright, 1992). In other words, it is a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in mind. In ESP syllabus, the teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners ESP is a relatively new discipline within Applied Linguistics that bids a new learner-centered approach to English language teaching whose methodology is based on the specific needs of the learner. Kennedy and Bolitho (1984)

This study is to evaluate English textbook, because textbooks are important material that must be available to a lecturer or teacher in the teaching process, because without a textbook the purpose of the learning process taught by the lecturer or teacher does not have a definite purpose, therefore textbooks used in the economic and business faculty must be evaluated.

In general, textbook evaluation is defined as the process of making judgment about a textbook related to its content, design, lay out, and other important aspects of a textbook. Richards states that with such an array of commercial textbooks and other kinds of instructional material to choose from,

teachers need to be able to make informed judgments about textbooks and teaching materials⁵ and this study used Evaluation checklist criteria by Alan Cunningsworth and evaluation is a study designed and conducted to assist some audience to assess an object's merit or worth, therefore textbook evaluation is very important to clarify the suitability of the sources and find the best one.

The purpose of this study is to evaluate English textbooks used at the Economic and Islamic Business Faculty, to find out which textbooks are evaluated to be suitable or not to be used at the Economic and Islamic Business Faculty. Therefore this study evaluates textbooks used by lecturers in the Economic and Islamic Business Faculty (FEBI) and from all evaluations will be a suggestion. This research entitled **“An Evaluation of English Textbooks Used in Economic and Islamic Business Faculty (FEBI) at State Institute for Islamic Studies of Bengkulu”**

B. Identification of The Problems

From explanation background of problem above know what will evaluate the textbooks.

1. The textbooks written by English teachers at FEBI are mostly compiled.

So, the quality does' not meet the real need of economic students.

⁵Zulimah, Y., Nury, S. *“An Evaluation on the English Textbook for the Students of Senior High School Grade X Talk Active Compulsory Program 1 Grade X Senior High School.”*. Accessed On July, Thursday, 17.2019. P.48-49

2. Textbooks are difficult to understand in terms of content and are less interesting, and most students do not know the purpose or mean of the assignment of the textbook.

C.Limitation of The Problems

Based on the identification of the problems above, this study want evaluation English textbooks at the Economic and Islamic Business Faculty (FEBI) of IAIN Bengkulu and used lectures teaching English, Therefore this research focuses on the textbook evaluation of the textbooks. The textbooks were then evaluation in some areas related.

D.Research Questions

Based on the Explanation above, so the question of the research was:

1. How are textbooks used in the Economic and Islamic Business Faculty?
2. Are English textbooks suitable for students of the economic and Islamic business faculty?

E. Objectives of The Research

Objective of the research are:

1. This study is to evaluate textbooks used in the Economic and Islamic Business Faculty

2. The purpose of this study is to evaluate textbooks, to find out which textbooks are evaluation to be suitable or not to at the Economic and Islamic Business Faculty.

F. Significance of The Research

The significances of this research Is to give some contributions as presented below:

1. For the English Teacher

- a. This study is to provide an answer about perception about textbooks used for teaching English
- b. This study contributed to the teacher can know textbooks good for teaching.
- c. This study to contributed to teachers used textbooks can be simple and comprehend

2. For the Student :

- a. To develop the students' ability in comprehend English learning.
- b. To help the students in decrease their difficulties in comprehending learning English.
- c. To help students can understanding English.

3. For the Research

- a. This study hope can make English textbooks always developing better and easy to understand
- b. This study help other research to strong them research

- c. This study can bring references other research

G. Operational Definition of Key Terms

1. Evaluation: is the study to know about quality from object's and also to asses object's or worthiness object's.
2. English Textbooks: is a book used for the study of a subject. People use a textbook to learn facts and methods about a certain subject. Textbooks sometimes have questions to test the knowledge and understanding of the learner.

CHAPTER II

LITERATURE REVIEW

A.ESP (English for Specific Purposes)

The definition of English for Specific Purposes (ESP) as conceptual term appeared in the literature only in the 1960s. Hutchinson and Waters (1987, define ESP as an “approach” rather than a product, meaning that ESP does not involve a particular type of language, teaching materials or methodology. English for specific purposes (ESP) teaching conducted to equip learners with a certain English proficiency level for a situation where the language is going to be used, termed target needs Hutchinson & Waters (1987) ESP as an approach to language teaching in which all decisions as to content and method are based on the learners’ reason in learning¹

Nowadays, ESP is not only applied for adults of English language learners who have mastered basic level of English proficiency or those with specific purposes of learning English, but also is adopted for English language learners learning general English, therefore ESP also important.

B.ESP (English for Specific Purposes) In EFL Context

From the early 1960’s, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of English as Foreign Language (EFL) teaching today. Its development is reflected in the increasing number

¹Agustina., T. (2014) English For Specific Purposes (ESP) An Approach of English Teaching For Non English Department Students. 7(1). Retrieved From <https://jurnalbeta.ac.id>. P.38

of universities offering an MA in ESP (e.g. The University of Birmingham, and Aston University in the UK) ⁶ and in the number of ESP courses offered to overseas students in English speaking countries. English for Specific Purposes (ESP) is known as a learner-centered approach to teaching English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning, and Islamic Studies.

C. Definition

1. English Textbooks

In the world of English language teaching, the term textbooks and course books is interchangeably used. Nevertheless, some EFL experts define textbooks as a set of instructional material of English taught as subject matter at school. While textbooks refer to materials used in teaching English as subject matter in a specific educational context, course books are specifically developed for generalized target groups utilized in both English as well as non-English speaking countries.

Textbook is a book that teachers used for a particular subject teaching process and that is used especially in schools and colleges. A textbook is an almost worldwide element of teaching. No teaching process can be complete

²Asfihana., R. Teaching English For Specific Purposes (Esp) In Efl Context. Retrived from <http://jurnal.uin-antasari.ac.id>. January, 16, 2020. P.5

unless it has relevant textbooks In many cases the term “materials” used for in place of “textbooks”, which identifying anything that is used by teachers and students to keep continue the process of learning² Textbooks are undoubtedly the most popular teaching materials used in foreign language classes. Therefore, it is highly significant that,

According to Oxford Advanced Learner’s Dictionary, a textbook is defined as “a book that teaches a particular subject and that is used especially in schools and colleges”³ Textbook is way for teachers to teaching process, because textbooks can lead teachers to bring where students study that can be such as learning reading, writing, speaking, listening, from that learning skill, a teacher for teach student must be used textbooks, reason because textbooks is very important, without textbooks teaching process never have aim.

فَرَأَ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ {1} خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ {2} اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ {3} الَّذِي عَلَّمَ بِالْقَلَمِ {4} عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ {5}

(Q.s Al-a’alq ayat 1-5)

Meaning: "Read by (mentioning) the name of Allah who created, He created man out of blood, Read, and Allah is the most generous, who teaches (man) with penmanship. He teaches man what is unknown.

²Lodhi., A., M. *Evaluation of English Textbook of Intermediate Class From Students’ Perspectives* Accessed on Saturday, January 22.2019. P.23

³Radic. B., Biljana. B, Topalov. J. Textbooks in The EFL Classroom Defining Assessing and Analyzing. Retrieved from <https://scindeks-clanci.ceon.rs/data/pdf/0354-3293/2016/0354-32931603137R>. Accessed on Wednesday, October 23.2019. P.138

And also textbooks aim at providing learners with necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural backgrounds. Text usually combines traditional culture approaches to language teaching.

According Stern, this approach was complemented with the literature of the country and included studying the great accomplishments of the target community in arts, music, drama, as well as scientific discoveries; that was called Culture with a capital C.⁴

Textbooks are frequently written from the perspective of specific teaching situations, and the publisher must decide how to effects a compromise between what authors, teachers and accountants would like to see⁷ Therefore, many English textbooks are available for teachers as a support for teaching and learning process. In other words, textbook may influence how teaching materials are conveyed and also use of textbooks may help teachers to conduct maximize the learning materials.

The purpose of textbook evaluation is to support the teacher development and help teachers in order to gain good and useful insights into the nature of material⁸ In short, textbooks are learning materials specifically designed for specific educational settings in order to be used throughout the

⁴Bonilla., M., X. Evaluating English Textbooks: A Cultural Matter. *HOW Journal*, 15(170) .P.170

⁷ Sheldon, Leslie, E. "ELT Textbooks and Materials Problem in Evaluation and Development" Modern English Publication: 1987. P.7

⁸Rynanta., C., A., R. Ruslan., S. "Content Analysis on The English Textbook Entitled *English Mind Starter Student Book*". P.2

country. Textbooks are seen beneficial in the teaching and learning process for several reasons. First, they provide a guideline or a map to be followed during the lesson. Second, textbooks provide a statement of belief comprising theories, principles, or approaches as a framework for developing a course. Next, they also provide both input and output of language for the students which will facilitate language acquisition process.

2. Type of Textbooks

There are several types of textbooks in learning process, it's important to know about the categories of textbooks before evaluating textbooks.

a. Core Series Textbooks

This sequence of books, usually beginning through high intermediate or advanced levels sometimes includes a literacy level as well. The four skills (listening, speaking, reading and writing) are integrated, although many series put a stronger emphasis on listening and speaking skills development and have a life skills focus, Many series include different components such as audio-visual elements, teacher materials, web based assistance and assessment options. Most core series try to relate in some way to standardized assessment, national, state and other standards.

b. Integrated Skills Textbooks

These books also provide practice in the four skills, but they are single text instead of being the part of a leveled core series.

c. Grammar Textbooks

Some books are core grammar series and include both presentation and practice for learners. Other reference books not typically used as students, but useful for teacher and learner also.

d. Skill Specific Textbooks

These books focus on particular skills, such as listening, reading, speaking, vocabulary or pronunciation.

e. Literacy Textbooks

Some books and other materials are designed specifically for learners who have limited formal education. Students go through such textbooks as part of their academics. These books are written on some specific curriculum guidelines.

f. Content Based Textbooks

These books are focused on specific subject areas such as civics or citizenship, job related topics or academics preparation. Most likely professional matters and information are discussed in such text volumes.

g. Dictionaries

Picture dictionaries for beginning levels and a range of English only dictionaries from limited, with simple definitions to high advanced for other levels can be useful for learners both in and outside of class. There are

different types of dictionaries i.e. monolingual, bilingual and multilingual dictionaries etc.

3. The Advantages of Textbooks

Hycroft states that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when students use them⁹ Textbooks provide structure and curriculum for an educational program to help standardize instruction and maintain equality. Textbook provide variety of learning resources. Provide effective language models and input. Textbooks are helpful resource for self-directed learning, an effective resource for presentation material; a source of ideas and activities and can train teachers. Textbooks allow the teacher to set the learning process for students according to their experience.

Help to manage the lesson, discussion and provide gradually process to learning and an authentic plan of action to teacher. Textbooks are big source to save time, textbooks provides effective activities and ideas for learning process and language development. The main advantage of textbooks is they are psychological essential for students and we can easily measure the achievement level of students. The main advantage for students of textbooks is that they know how much material has been covered and how much material have to cover.

⁹Ayu., M. Indrawati., R. “*EFL Textbook Evaluation The Analysis of Tasks Presented in English Textbook*. Accessed On July 16, 2019. P.22

Richards, (2001) Textbooks are a major source of providing instructions to the teachers and students, that's why it is stated that textbooks are the backbone of every educational system¹⁰. They help in designing the assessment and evaluation system for the students, shaping the process of classroom teaching and learning.

Textbooks are the big source to familiarize the teacher and students with new changes, new ideas and methods can put easily in textbooks. The selection of traditional language learning process, many textbooks are not up to date and may include language learning activities which are proved ineffective. Not proper helpful for teachers as a guides, some textbooks provides guidance about activities which are not helpful for teachers. Fail to recognize the modern teaching methods according to students due to insufficient of content in textbooks.

Many textbooks are often regarded as the tainted end-product of an author's or publisher desire for quick process, Taking these points in mind and the fact that the selection of textbooks is a major educational decision which has immediate implication for the quality of student learning, it can easily be appreciated.

EFL textbooks cause a number of reactions, which often oscillate between two extremes, representing arguments and counter arguments for textbook usage in the classroom. For Definition textbooks above can we

¹⁰Handayani, S., Suwarno, B., Darmayana, I., W. *Evaluation Of Indonesian English Textbook For The Ninth Graders Of Junior High School "Think Globally Act Locally" From Efl Teachers' Perspectives. JOALL (Journal of Applied Linguistics and Literature, 3(2). P.11*

conclude if linguists and authors such as Sheldon, Cunningsworth and others share the opinion that textbooks are necessary tools for language teaching and learning. textbooks can also serve as a tool to motivate a stimulate language learning, in a learning environment in which learners are motivated and positive about their learning environment the speed of language acquisition can be greatly enhanced, making language learning more effective.

Secondly, textbooks can serve as a reference point for teacher managing their teaching progress and also help to provide a focus for teaching. On the one hand, they help students improve their language skills, learn about the subject content, and become familiarized with the cultures and way of life of people from foreign countries¹¹. On the other hand, textbooks can help teachers as well, serving as a teaching program and a support for less experienced ones to gain confidence, test new methodologies, and become aware of the pedagogical issues.

The majority of teachers feel secure using a textbook as a basis for their lesson plans. They consider it convenient to have a textbook as a teaching aid since the texts and tasks provide a sense of security about what should be taught in class. Textbooks and instructional materials should aim at raising novice teachers' awareness of pedagogical issues. Less experienced teachers can use the textbook as a framework of reference as they slowly become more attentive to individual student needs. With time they can introduce more variety in the materials they use and the techniques they employ. Each

¹¹Cheng Wang., Wen. (2011). Thinking of The Textbook in The ESL/EFL Classroom. 4(2). P.93-94

textbook has its own strengths and weaknesses and, consequently, no textbook designed for general market can be perfectly suitable for a specific group of learners. Teachers' opinion on the same textbook may differ depending on their experience, background, teaching styles and the needs of their students.

4. The Important Role of Textbooks

Textbooks are different from the ordinary books or most of books because textbooks are used as guidance for the teachers and students in teaching and learning process¹². In the principle, textbooks allow negotiation between all related parties which further create a framework for the management of the lesson. Second, textbooks offer a flexible framework in which informed choices can be made by teachers. Third, textbooks lead to the teacher development in the sense that they require teachers to be creative in using textbooks in the classroom practices. Fourth, textbooks are a workable compromise thing in which teachers can easily negotiate with. In general, the roles of textbooks in the classroom can be summarized into two aspects namely negotiate and deficiency.

Negotiate means that teachers could easily compromise with several aspects with regard to their implementation in the classroom. Deficiency, on the other hand, supports the teachers' drawbacks in developing the teaching and learning process. The two aforesaid principles are then primarily aimed at fostering their professional development.

¹²Anshar, Rijal., M. (2014) The Evaluation Of English Electronic Books For Junior High School In Indonesia. *Journal of English and Education*. P.38

Textbook can be referred to as a published book specially designed to help language learners to improve their linguistic and communicative abilities. In addition to being a learning instrument, textbooks are also used as supporting teaching instruments, the student's book usually comes with other materials such as a workbook, a teacher's book or even additional multimodal texts for reference as a textbook package. They are designed to give cohesion to the language teaching and learning process by providing direction. In the teaching-learning process, textbook plays a significant role dealing with the material which will be delivered to the learners. Cunningsworth and Richard mention the roles of materials in the textbook in language teaching. These include the following:

- a. A resource for presentation materials (spoken and written),
- b. A source of activities for learner practice and communicative interaction,
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so on,
- d. A source of stimulation and ideas for classroom activities,
- e. A syllabus (where they reflect learning objectives that have already been determined)
- f. A support for less experienced teachers who have yet to gain in confidence.

5. The Design and Layout Aspects of Textbook

The design of textbooks comprise several factors namely learning objectives, the information on topics, functions, structures/grammar, and skills, vocabulary lists, glossaries, and references¹³ Learning objectives are statements of goals that should be achieved by the students upon completion of the lesson. The information on topics, functions, structures/grammar, and skills must also be given to provide a roadmap for the teaching and learning process. vocabulary lists are set of words given to explain the meanings of those. This is quite similar to glossaries which are usually given in the closing part of textbooks. References are a list of sources e.g. books, journals, articles used to develop textbooks.

With regard to the layout and design of textbooks presented earlier, textbook designers need to take into account these principles. It is because a good textbook provides the students and teachers a comprehensive explanation on each part. In each unit of textbooks, the designer should provide information of the materials being presented. Also, a list of vocabularies can also be offered to strengthen the students' vocabulary mastery. At the end, glossaries will help to reinforce the understanding of words that students have learned previously. To stimulate autonomous learning, the designer can offer a list of supplementary books which will help both the students and teachers in gaining more information and knowledge aside from the materials presented on the book.

¹³Lathif, Masyhudi. "An Evaluation of English Textbooks For The Eight Graders of Junior High School". Thesis Universitas Negeri Yogyakarta: 2015. P.19

6. Cultural Content Textbooks

In the principle, textbooks used on the classroom should promote culturally-relevant content. This means that the materials should include the students' culture. The incorporation of culture in the materials is aimed at maintaining local and national identity¹⁴ Therefore, the balance dissemination of students' culture and native speakers' culture is needed in order to promote teaching learning process. The first aspect is called source culture which is related to the learners' own culture. Target culture, on the other hand, is the culture of English speaking countries. The last aspect, international culture, deals with culture other than source and target culture.

a. Source Culture

Source culture is the learners' own culture i.e. Indonesian culture. This is a very broad term covering what the learners face in their daily life including custom, tradition behavior and so on In addition, source culture is also promoted in order to strengthen their national and local identity. With regard to the Indonesian government's mission of integrating character building in the teaching and learning process, source culture should be maintained. This will strengthen the awareness towards local and national aspect of Indonesia. Besides, local culture should also facilitate the students' multicultural background in the classroom. Due to the fact that textbooks are used throughout the country, the various aspects of local culture must be presented.

¹⁴ Lathif, Masyhudi. *Ibid.*P.30

b. Target Culture

Target culture is the culture of English-speaking countries. Those consist of United Kingdom, United States of America, Australia, New Zealand, and Canada where English becomes the first language. Target cultural exposes the learners with the authentic aspect of language use. The importance of local culture is that it provides a pragmatic aspect of English use to the students. This is because they are expected to also understand not only how to express something correctly but also how to perform certain functions appropriately. This requires them to understand the culture of English speakers. The understanding of such concept will shape them as better English learners since the students have opportunity to understand the culture of English speakers. This is also a means of promoting cross-cultural understanding towards other cultures.

c. International Culture

International culture covers a wide range of culture other than source culture and target culture. This can be presented by using various cultures across the world. As the spread of English use throughout the world, international culture is an important thing to be incorporated in learning materials. This is aimed at introducing learners with realities that they will face in reality. Also, the incorporation of such culture will also strengthen their knowledge of cross cultural understanding towards

other cultures. To do so, international culture should be presented in various ways.

7. The Integration of Cultural Content in Textbooks

In recent years, English has gained different position compared to that of the previous years. The emergence of several concepts such as English as an International Language, English as a Lingua Franca, and World English has emphasized the importance of culture to be integrated in the teaching and learning process.¹⁵ In general, source culture, target culture, and international culture should be given a balanced proportion in textbooks. This is because all of them play different roles in supporting the instructional process. To incorporate culture in textbooks, there are several strategies that can be applied. First, the cultural contents are integrated through receptive skills i.e. reading and listening activities. It therefore can be in the form of both spoken and written texts. Second, they can be incorporated through cross cultural activities by comparing different cultures. Besides, the activities leading to the appreciation of source culture is beneficial as well. Next, cultural contents can also be presented in the form of production activities which stimulate their cultural awareness.

¹⁵ Lathif, Masyhudi. *Ibid.*P.32

C. Evaluation

1. The Need of Textbook Evaluation

Textbook selection can give a massive impact on the teaching and learning process as teachers would make references to the textbooks¹⁶, The quality of a textbook might be so important that it can determine the success or failure of an ELT (English Language Teaching) course.

Cunningsworth argues that the judgment process will be based on the views and priorities of any parties conducting it. that the judgment process will be based on the views and priorities of any parties conducting it. Further, from a teacher-own decision process, a centralized process, and a more decentralized approach. In a teacher-own decision process, the teachers will select textbooks based on their individual judgment. It is done by collecting as much as information from textbook writers, publishers as well as their colleagues. In contrast, the decentralized approach to textbook evaluation is done by the government via the Ministry of Education. The government regulates the textbooks used around the country by publishing regulation. Moreover, textbooks are also created by the government to control its quality.

For most teachers, textbooks provide the foundation for the content of lessons, the balance of the skills taught, as well as the kinds of language practice the students engage in during class activities. For the student learners, the textbook becomes the major source of contact they have with

¹⁶ Linda, Rahmawati. "A Content Analysis Of The English Textbook" *Primary English As A Second Language*" Thesis Universitas Islam Negeri Sunan Ampel. Surabaya: 2018. P.10

the language apart from the input provided by the teacher. Prior to selecting a textbook, educators should thoroughly examine the program curriculum. If the goals and curriculum of the program are clear and well defined, the parallels with certain textbooks may become obvious. For example, if one of the goals of the program is to give students an opportunity to interact with authentic texts, then books that use articles written for native English speakers would be appropriate.

2. Some Textbook Evaluation Criteria

In general, textbook evaluation is defined as the process of making judgment about a textbook related to its content, design, lay out, and other important aspects of a textbook. This research used theory of textbook evaluation proposed by ELT experts. Cunningsworth checklist for textbook evaluation consists of eight aspects, they are;

1. Aim and approaches

Cunningsworth (1995) mentions that aim and approaches to the book can be analyzed on the first 3 criteria relating to the aims and objectives of the textbook, they can reflect the contents and communicative needs of students. That is, the aims and objectives of the books are realized through the content of the material. The second criteria, according to the needs of students, the material must be in accordance with the needs of students in three main areas namely items of language, skills, and communicative strategies.

In the third criteria, textbooks must facilitate the learning process of students. Because textbooks promote certain learning styles both explicitly and implicitly, this criterion attempts to answer the question of what the aims and approaches of the book are.

2. Design and organization

The design of textbooks comprise several factors namely learning objectives, the information on topics, functions, structures/grammar, and skills, vocabulary lists, glossaries, and references¹⁷ Learning objectives are statements of goals that should be achieved by the students upon completion of the lesson. The information on topics, functions, structures/grammar, and skills must also be given to provide a roadmap for the teaching and learning process. Vocabulary lists are set of words given to explain the meanings of those. This is quite similar to glossaries which are usually given in the closing part of textbooks. References are a list of sources e.g. books, journals, articles used to develop textbooks. With regard to the layout and design of textbooks presented earlier, textbook designers need to take into account these principles. It is because a good textbook provides the students and teachers a comprehensive explanation on each part. In each unit of textbooks, the designer should provide information of the materials being presented. Also, a list of vocabularies can also

¹⁷ Cunningsworth, A. (1995). Choosing your Coursebook. Uk: Heinemann English Language Teaching. P.28

be offered to strengthen the students' vocabulary mastery. At the end, glossaries will help to reinforce the understanding of words that students have learned previously. To stimulate autonomous learning, the designer can offer a list of supplementary books which will help both the students and teachers in gaining more information and knowledge aside from the materials presented.

3. Language content

Language content is concerned, with the language that is contained in the textbooks. With what is being taught language content can be compared with the student need to learn and expect to learn,¹⁸ Language content textbooks are concerned language in the textbooks or learning of the language itself. In some or all of its aspects Themes, topics, strategies communicative and cultures in the textbooks, this approaches by focusing selectively on aspects of language form and language use.

4. Skills.

How do textbooks deal with the four skills (listening, speaking, reading, writing) which are seen as central language learning. The skill dimension complements the dimension, we need to check it the textbooks.¹⁹ Deal adequately with all four skill taking the level and overall aims into account and if there is a suitable balance between the skills. Skill is an important component of any textbooks that

¹⁸Cunningsworth, A. *Ibid.* P.39

¹⁹Cunningsworth, A. *Ibid.* P.72-85

claims, to equip learners to use language in real situation, as other aspects of materials analysis and evaluation, what you look for will depend on your needs and your learner needs. The most important points in most circumstances are to look for a balance of skills which reflects the aim the textbooks and to check that the textbooks provides material for appropriate integrated skills work.

5. Topic

Textbooks can contribute to this process by including subject matter which, whilst being primarily designed for language teaching, is also informative, challenging, amusing, exciting and occasionally provocative²⁰Topic can provide opportunities for expanding students experience in general, as well as in language learning.

6. Methodology

One of the functions of textbooks is to present the language in such a way that it is learned as effectively and quickly as possible. This implies that the textbooks writer have a view on how language is learned and how it is best taught. Although the textbooks may not seek to impose a rigid methodology on learners and teachers, nevertheless the way it organizes its material and the kind of activities it promotes can have a profound influence on what happens in the classroom²¹

²⁰Cunningsworth, A. *Ibid.* P.94

²¹Cunningsworth, A. *Ibid.* P.105

7. Teachers' books, Practical consideration

Most general EFL course, and some specialized ones provide teachers books as part of the whole materials package²² Teachers books are very important parts of the whole as they exert a considerable influence on how the course is taught, a good teachers books is invaluable in offering, among other things, guidelines on how to make the best use of. Some teachers books provide a very detailed lesson plan for each unit of material, in some cases even going so far as to specify every activity, including the language to be used by the teacher in the class. Further support maybe provided by spelling out just what materials and aids required sometimes, for example showing exactly what flashcards, board drawing, teacher books can give useful advice on the use of correction techniques and also provide keys to exercise for the benefit of teachers, who are not entirely confident of their english, keys can also give suggestion or specimen answers in the of open-ended tasks where there is no "Correct" answer the way guidance is presented in the teachers books is also important.

²² Cunningsworth, A. (1995). Choosing your Coursebook. Uk: Heinemann English Language Teaching. P. 120-122

3. Using Checklists Method By Cunningsworth for Evaluation

This Researcher used the theory evaluation method by cunningsworth, thus according cunningsworth to evaluation the textbooks have 8 aspect They are aim and approaches, design and organization, language content, skills, topic, methodology, teachers' books, and practical consideration²³

The checklist method contrasts system objectivity with impression subjectivity, the checklist has at least four advantages it is systematic which ensures that all elements that are deemed to be important are considered, it is cost effective which permits a good deal of information to be recorded in a relatively short space of time the information is recorded in a convenient format which allows for easy comparison between competing sets of material; and it is explicit, and, provides the categories that are well understood by all involved in the analysis.

4. Review of Previous Related Studies

- a. Sri Handayani, Bambang Suwarno, I Wayan Dharmayana “*Evaluation Of Indonesian English Textbook For The Ninth Graders Of Junior High School “Think Globally Act Locally” From Efl Teachers’ Perspectives*” English Education Postgraduate Study Program Faculty of Teacher Training and Education Bengkulu University, Indonesia. JOALL (Journal of Applied Linguistics and Literature Vol.3 No.2 (Online) Retrieved on January 16th, 2020 from

²³ Cunningsworth, A. (1995). Choosing your Coursebook. Uk: Heinemann English Language Teaching.P.3-4

<https://ejournal.unib.ac.id.pdf> conducted a similar study on the evaluation of English textbooks at Junior high school level which investigated teachers' perspectives on the *Think Globally Act Locally* book by evaluating the textbooks. The results showed that in initiating interactions preferred by teachers Results indicated that in physical and utilitarian attributes, this textbook was perceived as 'Good', in efficient outlay and supplementary materials was perceived as 'Fair', in learning-teaching content was perceived as 'Fair', and in language skills and aspects were perceived as 'Fair'. Overall, this textbook was perceived as 'Fair'. It still needs improvement in several aspects. The illustrations should be more natural.

- b. Sirajul Munir (2013) “*An Evaluation of The Reading Comprehension Textbooks Taught At The English Education Department of Islamic Higher Education In West Sumatera*” Qudus International Journal Of Islamic Studies. Volume 1 No. Retrived January 16 2020 from <https://journal.unnes.ac.id.pdf>. conducted similar research by using an evaluation checklist of textbook books but different from the book The results of this report conclude that every textbook has strong and weak points. Therefore, the results of this analysis can be used as the basis to gain more effective reading textbooks.
- c. Yudhistira, Zulimah, Nury Supriyanti “*An Evaluation on the English Textbook for the Students of Senior High School Grade X: Talk Active Compulsory Program 1 Grade X Senior High School*” Retrived January

17 2020 from <http://journal.student.uny.ac.id.pdf>. Result of analysis, the textbook is classified into a good textbook because it has achieved 82 % fulfillment of the criteria. It means that *Talk Active Compulsory Program 1 Grade X Senior High School* has met most criteria in three aspects namely content, language, and presentation. However, it still has some lacks as some criteria are not fulfilled yet. Also, it has not achieved the relevance to Curriculum 2013 in some ways.

- d. Masyhudi Lathif, *An Evaluation of English Textbooks For The Eighth Graders of Junior High School, Thesis 2015, Yogyakarta State University*” Retrived from [prints.uny.ac.id/27140/1/Skripsi Masyhudi Lathif 11202241044.pdf](prints.uny.ac.id/27140/1/Skripsi%20Masyhudi%20Lathif%2011202241044.pdf). conducted a similar study on the evaluation of English textbooks the results showed that “Let’s Talk: English for Students of Grade VIII (SMP/MTs)” have fulfilled the criteria of a good textbook by achieving the average fulfillment score of 80% with fulfillment score of 83% for relevance of the materials to the curriculum, 86% for material accuracy, 71% for supporting learning materials, 87% for language appropriateness, 100% for presentation technique, 87% for teaching and learning technique, and 60% for presentation coverage. On the other hand, “English on Sky 2 for Junior High School Students Grade VIII” have fulfilled the criteria of a fair textbook by achieving the average fulfillment score of 78% with fulfillment score of 67% for relevance of the materials to the curriculum, 86% for material accuracy, 57% for supporting learning

materials, 87% for language appropriateness, 100% for presentation technique, 87% for teaching and learning technique, and 60% for presentation coverage. It was then recommended that teachers need to modify the tasks and activities on both textbooks which did not fulfill the criteria of good textbooks especially in the area of content, language, and presentation aspects.

- e. Muhammad Arfan Lodhi, Hifza Farman, Ihsan Ullah, Aiza Gul, Fareeha Tahira & Sidra Saleem “*Evaluation of English Textbook of Intermediate Class From Students’ Perspectives*” English Language Teaching; Vol. 12, No. 3; 2019 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education. January 17 2020 from <https://doi.org/10.5539/elt.v12n3p26> conduct similar research using evaluations of textbook books but differ from the perspective of students, the result the evaluation in present study highlighted a varied set of weaknesses which were found in the book Mr. Chips. The book is being taught in private and government, collages for last many years. However, students feel discomfort and face many problems during their academic life at intermediate level. The book under discussion is void of attraction, interest and involvement. A large majority of the students affirm that book fails to provide relevant and effective linguistic skills among learners. Furthermore, findings also divulge that teachers don’t use interest grabbing teaching activities while teaching textbook to learners. On the

whole, it is inevitably needed to make appropriate and cogent modifications in the syllabus and materials being taught at intermediate level. Textbooks play significant role in teaching and learning process. Its importance is increased many times in case of language textbooks as teachers and students lack relevant and authentic material. Based upon the findings of this study and information gathered from other secondary data, it is strongly recommended to integrate innovative, interest grabbing and skill oriented materials in English textbooks.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study is a Descriptive Qualitative Research that focuses on evaluate English textbooks and make strong this research instrument is evaluation used evaluation checklist method by cunningsworth, and documentation and this evaluate which were two English textbooks used In Islamic Banking Program and also the aim of this descriptive qualitative study was therefore evaluation worthiness of English textbooks as shown by their strength.

This study is evaluate English textbooks used for Islamic Banking Program (FEBI) and this evaluation used textbooks two textbooks “English Conversation 3 and Bahasa Inggris” and this research want to analysis those textbooks and to make strong this research also add documentation to strongest the evaluation checklist.

B. Research Objects

This objects this research for Evaluation the textbooks are two textbooks “English Conversation 3 and Bahasa Inggris” and also used documentation this books used in Banking Program or we know FEBI And for the collecting data and to make strong the data the researchers.

C. Technique of Data Collection and The Research instruments

The researchers used evaluation Checklist criteria by cunningsworth for textbooks and the data collecting is modified as needed for textbook as the collecting data technique because this research to evaluate English textbooks.

1. Evaluation Checklist for Evaluation

This data collecting used evaluation checklist used theory evaluation method by cunningsworth to evaluation the textbooks, and that checklist has been modified and the Evaluation adapting from the theory and make appropriate with research for textbooks.

TABEL

Content Analysis for Evaluation

<i>NO</i>	<i>Content Evaluation</i>
1	AIM and APPROACHES
2	DESIGN and ORGANIZATION
3	LANGUAGE CONTENT
4	SKILLS
5	TOPIC
6	METHODOLOGY
7	TEACHER'S BOOK
8	PRACTICAL CONSIDERATION

2. Documentation

Document is record of the events that had passed. Documents can be in the form of text, images, or the monumental works of a person. Writing documents such as writing a diary, life histories, criteria, biography regulations, politics. Documents in teh form of images,

such as photos, movies, sketches, and others.¹ Therefore in this research used documents to collecting data to evaluation the textbooks. And documents such as photos, recordings, and also maybe note.

D. Technique of Data Verification

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, classified the validity of data into eight strategies. Those are:

1. Triangulation different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
2. Use member checking English lectures Pebri Prandika to determine the accuracy of the qualitative finding.
3. Use rich, thick description to convey the findings
4. Clarify the results with a description to be concluded
5. Also present negative or discrepant information that runs counter to the themes.

In this research, the researcher uses triangulation technique, Triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purpose of triangulation is to increases the credibility and validity of the findings. Further, Denzin stated that there are four techniques in triangulation. Those are:

¹Fitriani., Anisa., D. "An Analysis of Spoken Discourse Using Teaching Exchange Models in Curriculum Material Development Class" Thesis Institute Agama Islam Negeri IAIN Bengkulu: 2015. P.19

1. Sources triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data

2. Investigator triangulation

Investigator triangulation it means technique that uses more than one researcher in collecting and analysis data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Cohen stated "Methodological triangulation is using the same method on different occasions or different methods on the same object of study". Thus, methodological triangulation is making different method to get validity data.

4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demand to have expert judgment to compare the finding research with the certain theory. From those types of triangulation, the researcher collects the data by using observation checklist guide which is support interview and the researcher also

uses documentation which can give evidence if the participants are people that is proper to be used as subject of research.

E. Trustworthiness of The Data

The trustworthiness of qualitative research generally is often questioned by positivists, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work² here has been considerable debate among qualitative researchers for decades, but a common and unified approach to describing the criteria for quality has not emerged clearly. It may be that there is no one method that can be identified, as the nature of qualitative research makes it difficult to reach agreement on criteria for assessing its quality.

F. Techniques for Data Analysis

Data or content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysis to make inferences about the characteristics and meaning of written and other recorded material³and the all the data were the analyzed by using descriptive method, in analyzing the data,

²Shenton., A, K. “*Strategies for Ensuring Trustworthiness in Qualitative Research Projects*”. Accessed On Sunday, June 30.2019. P.1

³Majhi., S., Chandra., Maharana., B. Content analysis of Journal articles on Wiki in Science Direct Database. *Library Philosophy and Practice (e-journal)*,Univesity of Nebraska – Lincoln. P.2

The researcher used Data analysis *Data Reduction* by Huberman and Saldana, to validate the this evaluation English textbooks used in FEBI whether it is worthiness. the content to be evaluation in this study is analysis textbooks

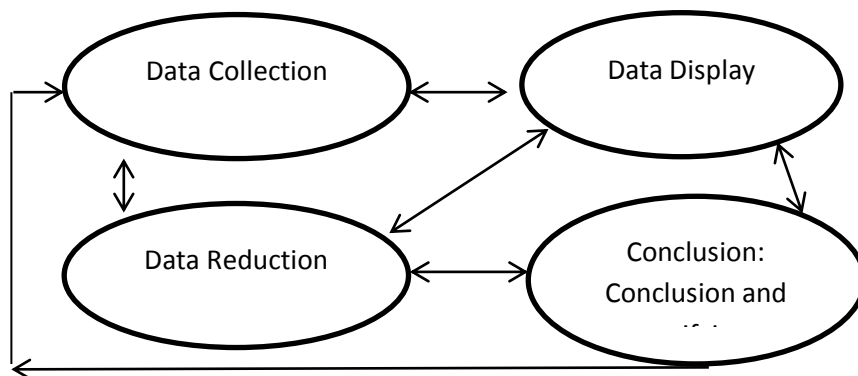


Figure 1:
Interactive Model Miles and Huberman

The Figure 1 above can be described as followings:

1. Data Condensation

Data Condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data that appear in the full body of written-up field notes, interview transcripts, document, and other empirical materials. By condensing, it's making data stronger⁵

As we know. Data condensation occurs continuously throughout the life of any qualitatively oriented project. Even before the data are actually collected, Anticipatory data condensation is occurring as the research question, and the which data collection approaches to choose,

⁵Miles. B, Matthew. Huberman, A, Michael. Saldana, J. "*Qualitative Data Analysis A Method Sources books*" London, Sage Publication: 2014. Third Edition. P.5

As data collection proceeds, further episodes of data condensation occur, writing summaries, coding, developing themes, generating categories, and writing analytic memos. the data condensing or transforming process continuous after the fieldwork is over, until a final report is completed. By data condensation, we do not necessarily mean quantification. Qualitative data can be transformed in many ways through summary or paraphrase, through being subsumed in a larger pattern, and so on, occasionally, it may be helpful to convert the data magnitudes such as the analysis decides that the program being looked at has a high or low degree of effectiveness.

2. Data display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. In the daily life, displays vary from gasoline gauges to newspaper to Facebook status update. Looking at displays helps us understand what is happening and to do something either analyze further or take action based on that understanding, the displays discussed and illustrated in this book include many types of matrices, graphs, charts, and networks⁶All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening

⁶ Miles B, Matthew. Huberman, A Michael. Saldana Johnny. *ibid*.P.5

and either draw justified conclusions or move on the next step to analysis that the displays suggests may be useful.

3. Drawing and Verifying and conclusion

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what thing mean by noting pattern, explanations, casual flows, and propositions. the competent researcher holds these conclusions lightly , maintaining openness and skepticism, but the conclusions are still there, vague at first, the increasingly explicit and grounded Final conclusion may not appear until data collection is over, depending on the size of the body of field notes⁷ Verification may be as brief as a fleeting second thoughts crossing the analyst's mind during writing, with a short excursion back to the field notes or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus or with extensive efforts to replicate a finding in another data set. The meaning emerging from the data have to texted for plausibility, sturdiness, confirm ability that is validity. In this view, qualitative data analysis is continuous interactive enterprise. Issue of data condensation, display, and conclusion drawing and verification come into play successively as analysis episode follow each other.

⁷ Miles B, Matthew. Huberman, A Michael. Saldana Johnny. *ibid*.P.5

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the result of the research that has been conducted are explained in detail, This chapter is explain into two main part: finding and discussion. The data were taken from evaluation checklist for evaluation textbooks. The research focus on evaluation textbook used banking program banking.

A. A Brief Review (The Context of Description Textbooks)

Textbooks is the material teaching learning process used by teacher to teaching, the researcher used two textbooks used for Banking Program, the first books entitled "*English Conversation 3*" Textbooks are books used as English learning materials in the economics and Islamic business and this book is a book compiled from textbooks and this book was made in 2018, this book has 10 content and consists of 28 pages, this textbooks front of cover have pictures also have white with word and Black colors, behind cover white with no word, the Second Textbook is "*Bahasa Inggris*" This book was made in 2017, this book has 12 content and consists of 56 pages. On the front of the book cover is a picture and the cover is white and in black writing.

B. Findings

This the data evaluation checklist that can be (See At Appendix 1 and 2) in evaluation checklist the researcher will descriptive what get from evaluation the textbooks used evaluation checklist and this checklist for evaluation textbooks is have two book will explain as the below

A. The first textbooks entitled “*English Conversation 3*” and the result evaluation from the textbooks will be explained as the below :

a. Aim and Approaches

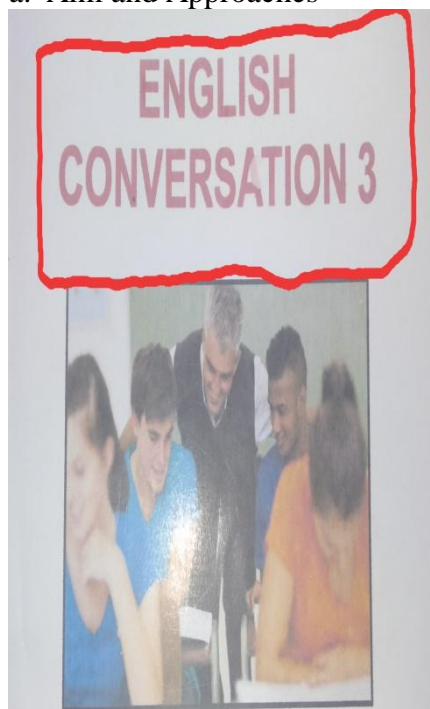


Figure 1. Aim textbooks 1

Tabel 1
Result Evaluation Checklist

	<i>A. Aim and Approaches</i>	YES	NO
1.	The aims of the textbooks closely with the aims of the teaching program.	✓	
2.	Textbook suited to the learning Students situations.	✓	
3.	Aim contents suitable for teaching program	✓	

Aspect Aim and Approaches textbooks, obtained from the evaluation checklist about the aims and approaches of the textbook, the researchers found the aim of this textbook was to improve English Conversation skills and expand students' abilities in learning about conversation. this statement can be proven by, the first evidence can be seen in front of the cover of the textbook, on the front cover of the text book that read "*English Conversation*" these words have the meaning of aiming a textbook in improving English conversation skills and expand students' ability to learn how english conversation, *it can be seen Figure 1*. This textbooks also want to teach students about how to english conversation in social banking and finances.

About the aim of the textbook closely with the objectives of the teaching program, this textbooks generally made for students Program Banking because and all of textbook content discussing about situation learn about banking and Finance, the researcher concludes this textbook suited for studying the English language needs of student situations and teaching content that is suitable for banking programs, because they are obtained from the results above. The researcher also evaluated the textbook aim of all content topics, material in the textbook, it explained to students about banking and finance, all material content made for the banking program, content and topic textbooks all about banking programs like "*Meeting 1*" "*First day at work*" "*Telephoning 1*".

The textbook approach is only done by the teacher, because the textbook is a teaching material used to support the teacher in teaching activities in class, the researcher concludes that there is no approach in the textbook, it can be proven from a small part of the textbook section. such as a front cover textbook, and also from a large area of all content, topics, material in a textbook, researchers do not find an approach in this textbook, textbooks are teaching and learning materials used by lecturers to teach students.

b. Design and Organization

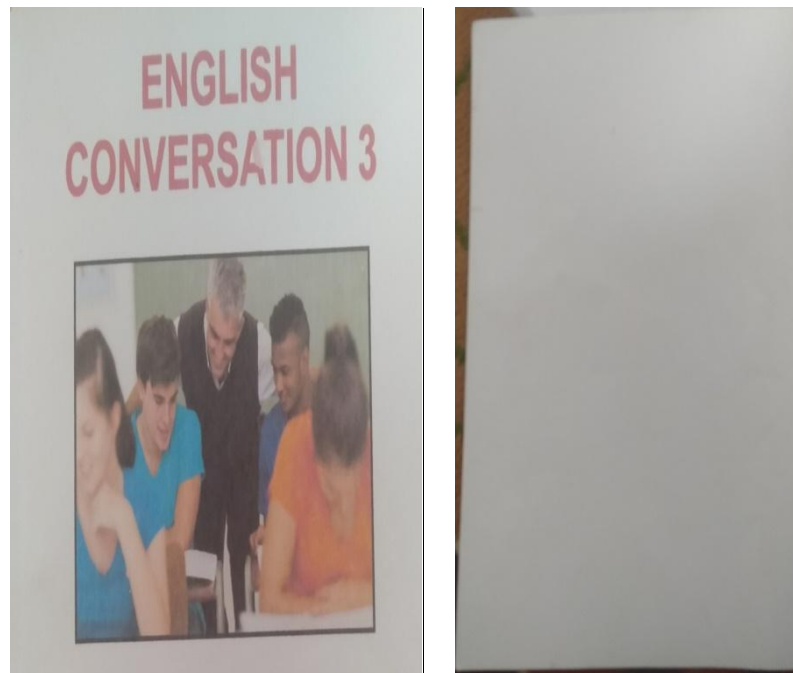


Figure 2.Design front and behind cover textbook 1

Tabel 2

Result Evaluation Checklist

<i>B. Design and Organization</i>	YES	NO
Design the textbooks suited for teaching program.	✓	
The design content sequenced on the basis of complexity, “learn-ability”.	✓	
The textbook flexible, Does it allow different teaching learning styles.		✓

In the aspect of design, the design of this textbook can be seen in *Figure 2*. It is also seen from the cover textbook, starting from the design of a full white cover and with Orange and black words, also behind the cover only full white without words. Design in a textbook about materials, content, topics, simple that can be *seen Figure 4*, all content in this textbook, using black and white images, pictures describing banking and finance. The design and organization of the textbook is quite flexible, the reason is that the textbook has all the images and words in the material content only in black and white, also the size of this textbook has a height of 29 centimeters and a width of 21 centimeters and this textbook has 13 pictures, for there are 29 pages of textbook topics.

The results of evaluation checklist about textbook design, this textbook is suitable for teaching programs, it can be proven from the design, all content textbooks, and the content of this textbook design are sorted by complexity, "learning ability", flexible textbooks from the cover and all topics content, but textbooks does allow different teaching and learning styles, the reason being that textbooks are just ordinary textbooks only material for teaching English conversation.

c. Language Content

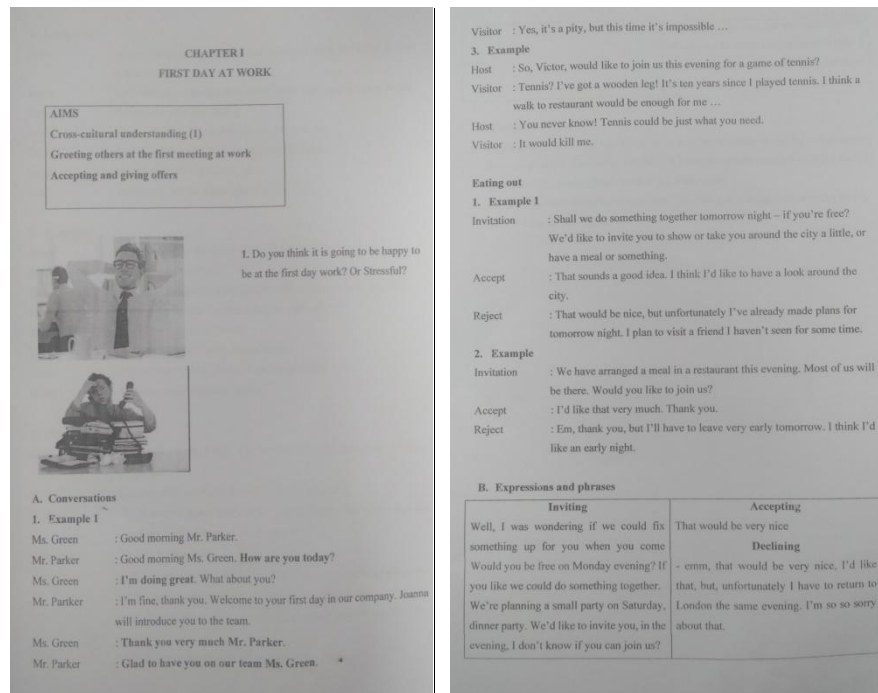


Figure 3. Language content textbook 1

Tabel 4.3

Result Evaluation Checklist

<i>C. Language Content</i>	YES	NO
The language content appropriate, (interesting, challenging, topical, varied)	✓	
The topic help expand student awareness and enrich their experience	✓	
Language relate to the social and cultural acceptable presented in		✓

textbooks		
-----------	--	--

Aspect Language content in textbooks, can be seen in Figure 3, researchers evaluation the language content in this textbook there are some topics that don't explain the subject matter in this textbooks just presented about all example how to conversation is difficult to understand, for students to understand the topic, Grammar in language content is good because this textbooks made by teachers experiences, This textbook language content is normal just like other textbooks also has topical variations that can be seen in *Figure 5*, textbook content has 10 varied content, all content textbooks have characteristics challenging students with all varied how to conversation at every condition in situation need student banking program. For example at Chapter 1 *"Accepting, Giving offers"* Chapter 2 *"Inviting, Accepting, Decline"* Chapter 3 *"Receiving Calls, Taking and leaving messages"* Chapter 4 *"Making arrangements, Ending a call"* Chapter 5 *"Problem Solving on the phone, Complaints"* Chapter 6 *"How to good meeting, Chairing a Meeting, Establishing the purpose of a meeting"* Chapter 7 *"Stating and asking for opinion, Interrupting and handling interruptions"* Chapter 8 *"Asking for Giving clarification, Delaying decisions"* Chapter 9 *"Ending the meeting"* Chapter 10 *"Dealing with conflict, Rejecting, Ending the Negotiation"*

The language content in this textbook discusses all about conversation English banking program, from evaluation checklist data, researchers found this textbooks can enrich and expand the experience student about conversation ability and also speaking and reading and writing.

All language content in this textbook is neatly arranged in each topic content, researchers evaluate this textbook in language content, each topic can increase or expand their awareness and experience in learning English conversation, also evaluation checklist about languages related to social and acceptable culture presented in textbooks, in language this textbook is not related to social and cultural students because this textbook is not made from the source culture of "*Indonesia*", but all language content textbooks are made of *international culture*, that means textbooks Language content not related to students' social and culture is presented in textbooks, because the language content in this textbook is only related to student majors in learning about English banking and finance.

d. Skills

B. Conversation

1. Example

Skill Reading and Speaking

Media : Hello, Media Publishing, good morning.
 Gerda Hoense : Oh hello. My name's Gerda Hoense, from Frankfurt. I'd like to speak to Mr Stefan Pavlov please.
 Media : Oh I'm sorry- Mr Pavlov is not here at the moment. Could I have your name again, please?
 Gerda : Yes, Gerda Hoense, that's G...E...R...A - Gerda and Hoense, spell H...O...E...N...E...S...S.
 Media : Yes, Ms Hoense, from Frankfurt?
 Gerda : That's right. Could you ask him to call me when he's got a moment?
 Media : Yes, I'll ask him to do that. Does he have your numbers?
 Gerda : Yes, I think so, but in any case it's 085277320968
 Media : I'll repeat that 085277320968.
 Gerda : Correct.
 Media : Okay, thanks for calling. Mr Pavlov will call you later today.
 Gerda : Oh, That's very good. Many thanks.

2. Example

Assistant : Hello, Jack & Rose, how can I help you?
 Zacharia : Hi, Zacharia White here from Toyota in Miami. Is Mary Steele there?
 Assistant : I beg your pardon? Who would you like to speak to?
 Zacharia : Mary Steele. Is she there?
 Assistant : Who's calling, please?
 Zacharia : Zacharia white.
 Assistant : I'm sorry, Mrs Steele has already left the office today. Shall I ask her to call you tomorrow?
 Zacharia : No, it's okay. I'll send her an email.
 Assistant : Oh, okay. That'll be fine. Do you have her address?

C. Practice

Skill Writing

- Ami wants to invite Jonny and Tony to have dinner together as she has just graduated from a university. This party will be in a fancy restaurant together with her family. Unfortunately, Jonny cannot make it but Jonny does.
- Please, create one dialogue of your own. The dialogue is suggested covering all of the sub-topic of this chapter.

Figure 4.Skills textbooks 1

Tabel 4.4

Result Evaluation Checklist

<i>D. Skills</i>	YES	NO
Materials related to other skills.		✓
Textbook a focus on developing skills in learning English.	✓	
Textbook used to introduce new language items to improve skills	✓	

The researcher evaluation about the skills in this textbooks, All material in the textbooks can increase students skills about writing correctly from practice made conversation dialogue, also it's can expand students ability learn writing, vocabulary, reading, speaking the reason the researchers discussed it, because when student made practice conversation dialogue, student will reading the example, and also speaking and next students will writing how made conversation, and that can expand students ability about that skill.

This textbooks generally made for increases conversation or speaking students, but the research evaluation and get from evaluation checklist all material in this textbooks not relate to other skills, such as listening, also generally in Textbook only focus on developing skills in learning English conversation speaking. But if evaluated in detail this textbooks not only focus on developing speaking skills but can also reading and writing skills, and in this textbooks also introduce new language such as Slang word such as “*gotta*” “*it's a pity*” “*I've got a wooden leg*” that can see at chapter 1 and 2.

e. Topic

Contents		Topic
1	First day at work	1
2	Hanging out with workmates	4
3	Telephoning 1	7
4	Telephoning 2	10
5	Telephoning 3	14
6	Meeting 1	17
7	Meeting 2	20
8	Meeting 3	23
9	Meeting 4	26
10	Negotiation	28

Figure 5.Topic textbook 1

Tabel 4.5

Result Evaluation Checklist

<i>E. Topic</i>	YES	NO
There many diverse topics in the book	✓	
The topic help expand students' awareness and enrich their experience	✓	
The topic to social and culture.		✓

Topic textbooks have 10 topics:

1) First day at work

In this topic, it explains how Greeting others at the first meeting at work, Accepting and giving offers.

2) Hanging out with workmates

In this topic, it explains how Inviting, accepting or declining and eating out with workmates.

3) Telephoning 1

In this topic, it explains Preparing to make a telephone call, receiving calls, taking and leaving messages, asking for giving repetition

4) Telephoning 2

In this topic, it explains about Making arrangements, changing arrangements, ending a call.

5) Telephoning 3

In this topic, it explains about Problem solving on the telephone, complaints.

6) Meeting 1

In this topic, it explains about what makes a good meeting, chairing a meeting, establishing the purpose of a meeting

7) Meeting 2

In this topic, it explains about Stating and asking for opinion, interrupting and handling interrupting.

8) Meeting 3

In this topic, it explains asking for giving clarification, delaying decisions.

9) Meeting 4

In this topic, it explains about Ending the meeting.

10) Negotiation

In this topic, it explains how dealing with conflict, rejecting, ending the negotiation.

Description of the evaluation checklist data there are many diverse topics in this textbook, can be seen *in Figure 5*, also can see above about various textbook topics, the textbooks have 10 topic and the topic is related to learning English for banking student programs. But in the textbook the researcher concludes that all content topics are viewed from all topic training materials, for example for conversation, for students every chapter have aim and in this textbooks there are examples of conversation about the topic for students to understand what the topic means.

All topics expand and enrich students' skills about English conversation banking finance and each topic in this textbook is related to the social banking program, but the culture of this textbook is unrelated because, in this textbook culture is a dominant international culture such as the United States.

f. Methodology

Tabel 4.6
Result Evaluation Checklist

<i>F. Methodology</i>	YES	NO
Textbooks have methodology in the content textbooks.		✓
Textbooks used practice many skills.	✓	
The textbooks have a methodology different from other books		✓

Methodology aspects in this textbook using evaluation checklist, the researcher did not find out about the methodology, the reason is because the methodology is only done by the teacher to explain the contents of the material in this textbook, this textbook only provides lecture teaching material or the teacher to teach students, and also in textbooks this has no methodology, the methodology only does the teacher into teaching.

This textbook uses a lot of practical skills. In this textbook has a lot of skills, researchers find practice skills in textbooks are writing and speaking, reading, generally this textbook only trains students to learn how to improve the ability of english conversation, and in this

textbook there is no the methodology is different from other books, the methodology in a textbook depends only on the teacher how to use the textbook, and what methodology the teacher or lecture will use, the textbook is only a material in the learning process.

g. Teacher's books

Tabel 4.7
Result Evaluation Checklist

	<i>G. Teacher's Books</i>	YES	NO
1.	Adequate guidelines for the teacher in the textbooks that the supporting material		✓
2.	Supporting materials that can help the teacher in explaining the material		✓
3.	Textbooks enough language items, examples of questions for teachers	✓	

The aspects of the teacher's book explain the supporting material that the teacher uses to teach, for example tapes, videos, recordings,

pictures, audiovisuals, research evaluations in the textbook "*English Conversation 3*" no found supporting material or something like support CDs, videos, tapes, recordings, these text books are just ordinary text books.

Supporting materials that can help the teacher in explaining the material for teaching, researchers do not find in every topic material content of this textbook almost all content such as assignments, exercises, do not have supporting materials for students to learn themselves about the content, even the material to help teachers explaining this textbook material also does not exist. Textbooks enough language items, examples of questions, in this textbooks about language items simply enough for English banking program that can see at Figure language content, and about examples of questions in this textbooks have, all have examples of questions such example conversation.

h. Practical Consideration

Tabel 4.8

Result Evaluation Checklist

<i>H. Practical Considerations</i>	YES	NO
The content textbooks attract interest to learn.		✓

The textbook attractive in appearance		✓
Textbooks easy to get.		✓

The researcher evaluates practical considerations, this textbooks have simple cover, all content in textbooks is quite interesting for students to learn, but from all content in this textbook there are many contents that do not have example to practice made conversation dialogue because in every chapter there are practice dialogue, also textbooks have pictures in each topic content that can make students interested and make students understand what the topics conversation means they see from the pictures.

Also textbooks from the appearance starting from the front cover and back cover of the textbook are quite interesting with a white color, about the pages of paper this text book is just plain paper on each page and for the number of pages of this book is placed on the middle bottom of this paper, also this book The textbooks easy to get because this textbooks can we copy, but this textbooks is not for sale, this textbook cannot be found in the library, but this textbooks can copy.

B. And the Second textbook entitled “Bahasa Inggris” and evaluation below:

a. Aim and Approaches

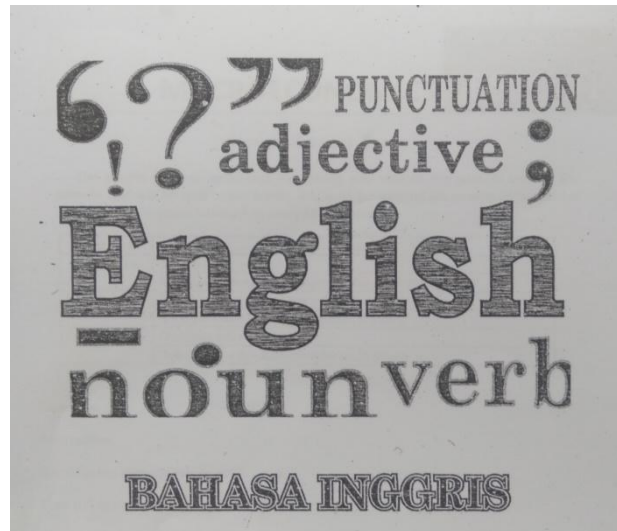


Figure 7. Aim textbook 2

Tabel 5.1

Result Evaluation Checklist

<i>A. Aim and Approaches</i>	YES	NO
The aims of the textbooks closely with the aims of the teaching program.	✓	
Textbook suited to the learning Students situations.	✓	
Aim contents suitable for teaching program	✓	

The aspect aim and approaches from the evaluation checklist the. from this textbooks, aim textbooks can be *seen in figure 7* above, the aim this textbooks is to teach grammar to students because according in this textbooks, when the researcher evaluates all topic or unit textbooks whose contents have all topics, all about English grammar,

The aims of the textbooks closely with the aims of the teaching program and are textbooks suitable for the learning needs of student situations. The reason is that when researchers evaluate this textbook starting from the aspect content this textbooks for example “*Microeconomics, Economic, Trade barriers*” the researcher concluded that this textbook is suitable for students' situations because this textbook is generally made specifically for the students Banking program learning grammar banking and finances. From the aspect of content and topics, researchers try to study, understand and read textbooks, all content and topic textbooks on banking and finance, each unit of content has an aim at what students will get their learning experience or knowledge about grammar. The topics in this textbook are explained in detail grammar formula such as “*Sample present tense, Simple present continuous tense, Simple past, Past continuous, Simple Future, Future continuous, Present perfect, Present perfect continuous*” and the researcher concludes that the purpose of the contents of the textbook is suitable for the teaching program.

b. Design and Organization

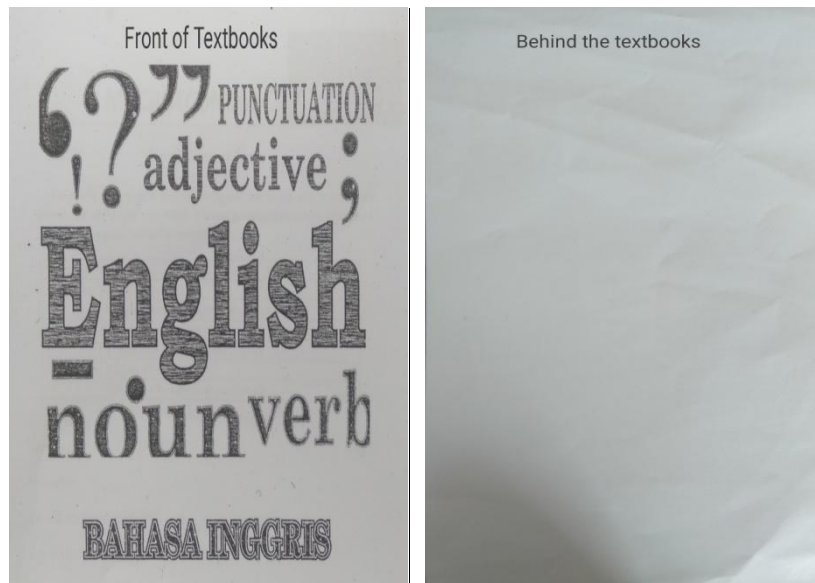


Figure 8.Design Textbook 2

Tabel 5.2

Result Evaluation Checklist

<i>B. Design and Organization</i>	YES	NO
Design the textbooks suited for teaching program.	✓	
The design content sequenced on the basis of complexity, “learn-ability”.	✓	
The textbook flexible, Does it allow different teaching learning styles.	✓	

The design aspect of the evaluation checklist about design, the answer is that this textbook is very different from the first textbook, the design of the textbook cover has a difference, because in front of the cover the textbook has pictures that are presented in grammar books because that can looking from the pictures have words are "*English Adjective, Punctuation, Noun Verb* ", but the textbook is suitable for teaching the program textbook, that can see evidence from all content lesson in this textbooks all material theme is banking and financial textbooks for banking programs, evaluation about design cover this textbooks have cover white color and pictures with words "*English adjective, punctuation, noun verb*" colorfull and "*Bahasa Inggris* " with orange color, bottom this textbooks have word "Institute agama islam negeri bengkulu 2017" with black word also behind the cover is white without word or pictures.

This textbooks is flexible, from the evaluation checklist does it allow different styles of teaching and learning. Because this textbooks in generally for grammar and in this textbooks no found about different style just ordinary textbooks, The aspects design of this textbook if the research analysis are not attractive because that can be seen cover also pictures in this textbooks and, in this textbook has 10 lesson (Topic) contents and the textbook has a design *height of 28 centimeters* and a *width of 20 centimeters*.

c. Language Content

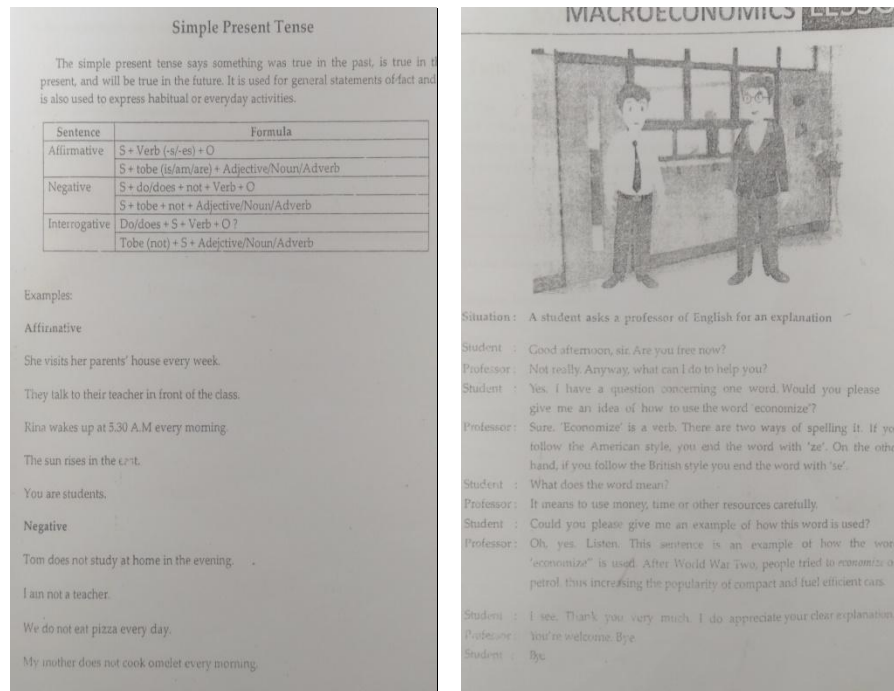


Figure 9. Language contents textbook 2

Tabel 5.3

Result Evaluation Checklist

<i>C. Language Content</i>	YES	NO
The language content appropriate, (interesting, challenging, topical, varied)	✓	
The topic help expand student awareness and enrich their experience	✓	
Language relate to the social and cultural acceptable presented in		✓

textbooks		
-----------	--	--

The research analysis about the language content of this textbook, the topical language content of this textbook is varied, challenging, because the language content in this textbook when we open this textbooks at every page we presented with some kind conversation for example, after that we will see about grammar formula that explain example about *Affirmative, Negative, Interrogative sentences* after there are practice for students, if look from the textbooks all language content fills in English grammar with tittle about Banking and finance, every each topic in this textbook helps awareness about English Grammar for students such as writing, reading, grammar and also this can be *seen in figure 10 topics* ,also the language content in this textbook can enriches students' ability about grammar formula, all language content in this textbook languages not related to banking programs social and cultural contexts because in this textbook the researcher not found there are discuss units about social Islamic banking and source culture. The textbooks just related for major banking program.

d. Skills

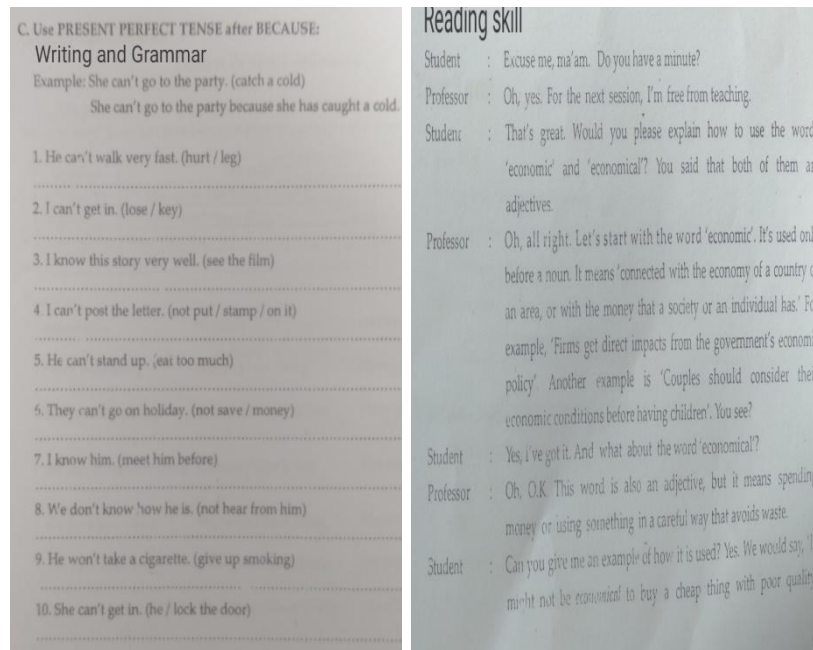


Figure 10. Skills textbook 2

Tabel 5.4

Result Evaluation Checklist

	<i>D. Skills</i>	YES	NO
1.	Materials related to other skills.		✓
2.	Textbook a focus on developing skills in learning English.	✓	
3.	Textbook used to introduce new language items to improve skills		✓

About skill English we know have speaking, reading, writing, listening, and vocabulary, grammar in this textbook, when analysis about the skill, the researcher just find writing, reading, speaking and dominant skill in this textbook is writing and grammar.

About the evaluation checklist material related to other skills, in this textbook, researchers analysis not found textbook is not related to other skills such as listening and vocabulary, because when the researcher analysis this textbooks generally develops skills such as "*Speaking*" "*Writing*" "*Reading*" "*Grammar*" "*Vocabulary*" all skills in this textbook have a focus on developing students' skills for banking and finance about english grammar. Each topic in this textbook don't introduce new language items such as new words or Slang words, in this textbook only uses general English.

e. Topic

Tabel 5.5

Result Evaluation Checklist

	<i>E. Topic</i>	YES	NO
1.	There many diverse topics in the textbook	✓	
2.	The topic help expand students' awareness and enrich their experience	✓	

3.	The topic to social and culture.		✓
----	----------------------------------	--	---

Topic in this textbooks there are 12 topic lesson.

- 1) Lesson 1 (Macroeconomics)
- 2) Lesson 2 (Economics)
- 3) Lesson 3 (Trade Barriers)
- 4) Lesson 4 (An Appointment)
- 5) Lesson 5 (Entertainment Business)
- 6) Lesson 6 (Advice and Future)
- 7) Lesson 7 (International Trade)
- 8) Lesson 8 (Macroeconomic Variables : GDP & GNP)
- 9) Lesson 9 (Opportunity Cost)
- 10) Lesson 10 (Decision)
- 11) Lesson 11(Planning)
- 12) Lesson 12 (Job Application)

According analysis the textbooks about topic, this topic have 12 Content lesson, and every title used words about banking and finances, but in this textbooks the researchers analysis found if the tittle topic not related with topic content, for example the topic tittle Macroeconomic, and the topic content in this textbooks have conversation, and the conversation discussed about how to used word economize, after that in content just about formula Grammar simple present tense, example about Affirmative, Negative, Interrogative and

follow with example, the last is practice for students. And not just one topic but all topic in this textbooks same like topic macroeconomics, it mean title topic and content topic not sync.

According the researchers analysis above and conclude if the this topic textbooks can help expand and enrich knowledge student just about english grammar, also this topic in this textbooks can increases ability students just writing. And about topic related with social and culture, if analysis the textbooks, this textbook not related about culture because in this textbooks no found sources culture for Indonesian students, and also about social, in this textbook not presented about social Indonesian social for banking and program, and this topic just presented topic majors for banking and program.

f. Methodology

Tabel 5.6
Result Evaluation Checklist

<i>F. Methodology</i>	YES	NO
Textbooks have methodology in the content textbooks.		✓
Textbooks used practice many skills	✓	

The textbooks have a methodology different from other books		✓
---	--	---

In this textbooks don't have methodology because methodology only just lectures or teacher doing methodology, that mean this textbooks no have methodology, and in this textbooks just presented and practice many skills such as *reading, writing, and grammar*. And this textbooks don't have different methodology from the other books all the textbooks just ordinary book and also this textbooks don't do methodology.

g. Teachers books

Tabel 5.7

Result Evaluation Checklist

<i>G. Teacher's Books</i>	YES	NO
Adequate guidelines for the teacher in the textbooks that the supporting material		✓
Supporting materials that can help the teacher in explaining the material		✓

Textbooks enough language items, examples of questions for teachers	✓	
---	---	--

When the researcher evaluation this textbooks, this textbooks not have textbook support material for lecture teaching students, in this textbook no have supporting material for lecture, such as CDs, cassette, recording etc. in this textbooks not have audio script, Answer key and also this textbooks not have answer key, And the lectures or teachers just explaining example in this textbook to student, in this textbook explains that in each of these topics the textbook teaches students about english grammar such as “*Sample present tense, Simple present continuous tense, Simple past, Past continuous, Simple Future, Future continuous, Present perfect, Present perfect continuous present simple*”, and also in every content the topic in this textbook is presented in English Grammar.

h. Practical Considerations

Tabel 5.8
Result Evaluation Checklist

<i>H. Practical Considerations</i>	YES	NO
The content textbooks attract interest to learn.	✓	
The textbook attractive in appearance	✓	
Textbooks easy to get.	✓	

In this textbook each content topic is quite interesting and can made students interest to learn because in this textbooks make students learns about English grammar, and evaluation about appearance this textbooks is quite attractive from cover textbooks even the topic not sync with title textbooks. And this textbooks easy to get because this textbooks can get from lectures and provide lectures for student. But the lack of this textbook is that this textbook is not sold in stores or markets, and this textbook is not found in the library.

C.Result

Here the researcher presents the results evaluation two textbooks using evaluation checklist, and the result conclude based from finding that description about evaluation two textbooks, as the research is Descriptive qualitative and this result sources using theory evaluation cunningsworth, and to collecting data the researcher using checklist adapting from theory for textbooks and the result evaluation checklist two textbooks that can see at (*appendices 1 and 2*) and to look the documentation see at *appendices* this evaluation description concludes about the result below:

A. The first textbooks is entitled “*English Conversation 3*” the researcher found, from the:

1. Aim and approaches aspect

Based data finding above about the Aim and approaches textbooks, based evaluation and used evaluation checklist, the researchers found the aim of this textbook was to improve abilities students learning about English Conversation skills. Aim from this textbooks can be seen in figure 1 and can be analysis from to cover that have words “*English Conversation*” these words have the meaning of aiming a textbook in improving English conversation skills and also aim in textbooks not just teach students about conversation, but this textbooks increases students' ability reading. Based the result evaluation and conclude from finding data, this textbooks generally made for students Program Banking because and all of textbook content discussing about situation learn

about banking and Finance, even in this textbooks only teach students about English conversation, but this textbooks still take situation majors about banking and finance and the researcher concludes this textbook suited for studying the English language needs of student situations and content that is suitable for banking programs.

2. Design and Organization aspect

Evaluation of the design of this textbooks when viewed based on the results of the evaluation checklist and finding above in the external aspects of the textbooks design, the results of the analysis starting from the front cover of the textbooks are quite simple in white, on the upper side of the textbooks there is an orange word that reads "English Conversation 3" and on middle side there is a picture in the study room, and this book also contains the name of the lecturer who compiled and there is the name of the faculty intended to use with the year on the bottom, and at the back of the textbook just a plain white cover without words or images, also the size of this textbook has a height of 29 centimeters and a width of 21 centimeters and this textbook has 13 pictures, for there are 29 pages of textbook topics.

On the internal aspect on the first page there is no table of contents, information when it was made and printed, and only the contents of the textbooks and on the next sheet there is a chapter of the content, and in all the contents of this textbooks have aim at the top of the textbooks, then there are examples of conversations and then there

are examples of how to conversation, the last assignment for students, and in each chapter there are 1 or 2 pictures that represent the title and the last page is not there.

3. *Language content aspect*

Based aspect language content this textbooks based the result evaluation from the findings data, researchers evaluation the language content in this textbook there were some topics that don't explain the subject matter in this textbooks just presented about all example how to conversation is difficult to understand for students about topic, Grammar in language content is good because this textbooks made by teachers experiences, introduce new language such as Slang word such as " gotta " "it's a pity" "I've got a wooden leg" that can see at chapter 1 and 2. This textbook language content is normal just like other textbooks also has topical variations that can be seen in. For example at Chapter 1 "*Accepting, Giving offers*" Chapter 2 "*Inviting, Accepting, Decline*" Chapter 3 "*Receiving Calls, Taking and leaving messages*" Chapter 4 "*Making arrangements, Ending a call*" Chapter 5 "*Problem Solving on the phone, Complaints*" Chapter 6 "*How to good meeting, Chairing a Meeting, Establishing the purpose of a meeting*" Chapter 7 "*Stating and asking for opinion, Interrupting and handling interruptions*" Chapter 8 "*Asking for Giving clarification, Delaying decisions*" Chapter 9 "*Ending the meeting*" Chapter 10 "*Dealing with conflict, Rejecting, Ending the Negotiation*"

All language content in this textbook is neatly arranged in each topic content, researchers evaluate this textbook in language content, each topic can increase or expand their awareness and experience in learning English conversation, also evaluation checklist about languages related to social and acceptable culture presented in textbooks, in language this textbook is not related to social and cultural students because this textbook is not made from the source culture of "Indonesia", but all language content textbooks are made of *international culture*, that means textbooks Language content not related to students' social and culture is presented in textbooks, because the language content in this textbook is only related to student majors in learning about English banking and finance.

4. Skill aspect

Based the result evaluation about skill, The researcher evaluation skill in the textbooks can increase students skills about writing correctly from practice made conversation dialogue, also it's can expand students ability learn writing, vocabulary, reading, speaking the reason the researchers discussed it, because when student made practice conversation dialogue, student will reading the example, and also speaking and next students will writing how made conversation, and that can expand students ability about that skill. This textbooks generally made for increases conversation or speaking students, but the research evaluation and get from evaluation checklist all material about

skill in this textbooks not relate to other skills, such as listening, Because this textbooks not have recording or CD for listening and this textbook generally only focus on developing skills in learning English conversation speaking. But if evaluated in detail this textbooks not only focus on developing speaking skills but can also reading and writing skills.

5. *Topic aspect*

Description of the evaluation checklist data there are many diverse topics in this textbook, can be seen *in Figure 5*, also can see above about various textbook topics, the textbooks have 10 topic and the topic is related to learning English for banking student programs. But in the textbook the researcher concludes that all content topics are viewed from all topic training materials, for example for conversation, for students every chapter have aim and in this textbooks there are examples of conversation about the topic for students to understand what the topic means.

All topics expand and enrich students' skills about English conversation banking finance and each topic in this textbook is related to the social banking program, but the culture of this textbook is unrelated because, in this textbook culture is a dominant international culture such as the United States.

6. Methodology aspect

The result methodology aspects in this textbook using evaluation checklist, the researcher did not find out about the methodology, the reason is because the methodology is only done by the teacher to explain the contents of the material in this textbook, this textbook only provides lecture teaching material or the teacher to teach students, and also in textbooks this has no methodology, the methodology only does the teacher into teaching. This textbook uses a lot of practical skills. In this textbook has a lot of skills, researchers find practice skills in textbooks are writing and speaking, reading, generally this textbook only trains students to learn how to improve the ability of english conversation, and in this textbook there is no the methodology is different from other books, the methodology in a textbook depends only on the teacher how to use the textbook, and what methodology the teacher or lecture will use, the textbook is only a material in the learning process.

7. Teachers books' aspect

The aspects of the teacher's book explain the supporting material that the teacher uses to teach, for example tapes, videos, recordings, pictures, audiovisuals, research evaluations in the textbook "*English Conversation 3*" no found supporting material or something like support CDs, videos, tapes, recordings, these text books are just ordinary text books. Supporting materials that can help the teacher in

explaining the material for teaching, researchers do not find in every topic material content of this textbook almost all content such as assignments, exercises, do not have supporting materials for students to learn themselves about the content, even the material to help teachers explaining this textbook material also does not exist.

8. *Practical consideration aspect*

The researcher evaluates practical considerations, this textbooks have simple cover, all content in textbooks is quite interesting for students to learn, but from all content in this textbook there are many contents that do not have example to practice made conversation dialogue because in every chapter there are practice dialogue, also textbooks have pictures in each topic content that can make students interested and make students understand what the topics conversation means they see from the pictures. Also textbooks from the appearance starting from the front cover and back cover of the textbook are quite interesting with a white color, about the pages of paper this text book is just plain paper on each page and for the number of pages of this book is placed on the middle bottom of this paper, also this book The textbooks easy to get because this textbooks can we copy, but this textbooks is not for sale, this textbook cannot be found in the library, but this textbooks can copy.

B. The Second textbooks is entitled "*Bahasa Inggris*" the researcher found, from the:

1. *Aim and approaches aspect*

Based the result evaluation checklist di finding, aspect aim from this textbooks, the aim this textbooks is to teach grammar to students because according in this textbooks, when the researcher evaluates all topic textbooks, every content teach about English grammar, The reason is that when researchers evaluate this textbook starting from the aspect content this textbooks for example "*Microeconomics, Economic, Trade barriers*" the researcher concluded that this textbook is generally made specifically for the students Banking program learning grammar banking and finances. From the aspect of content and topics, researchers try to study, understand and read textbooks, all content and topic textbooks on banking and finance, each unit of content has an aim at what students will get their learning experience or knowledge about grammar. The topics in this textbook are explained in detail grammar formula such as "*Sample present tense, Simple present continuous tense, Simple past, Past continuous, Simple Future, Future continuous, Present perfect, Present perfect continuous*".

2. *Design and organization aspect*

The design aspect of the evaluation checklist about design, the answer is that this textbook is very different from the first textbook, the design of the textbook cover has a difference, because in front of the

cover the textbook has pictures that are presented in grammar books because that can looking from the pictures have words are "*English Adjective, Punctuation, Noun Verb* ",

The aspects design of this textbook if the research analysis are not attractive because that can be seen cover also pictures in this textbooks and, in this textbook has 10 lesson (Topic) contents and the textbook has a design *height of 28 centimeters* and a *width of 20 centimeters*. But the textbook is suitable for teaching the program textbook, that can see evidence from all content lesson in this textbooks all material theme is banking and financial textbooks for banking programs, evaluation about design cover this textbooks have cover white color and pictures with words "*English adjective, punctuation, noun verb*" colorfull and "*Bahasa Inggris* " with orange color, bottom this textbooks have word "*Institute agama islam negeri bengkulu 2017*" with black word also behind the cover is white without word or pictures.

3. Language content aspect

The research analysis about the language content of this textbook, the topical language content of this textbook is varied, challenging, because the language content in this textbook when we open this textbooks at every page we presented with some kind conversation for example, after that we will see about grammar formula that explain example about *Affirmative, Negative, Interrogative sentences* after there are practice for students, if look from the textbooks all language content

fills in English grammar with title about Banking and finance, every each topic in this textbook helps awareness about English Grammar for students such as writing, reading, grammar also the language content in this textbook can enriches students' ability about grammar formula, all language content in this textbook languages not related to banking programs social and cultural contexts because in this textbook the researcher not found there are discuss units about social Islamic banking and source culture. The textbooks just related for major banking program.

4. *Skill aspect*

About skill English we know have speaking, reading, writing, listening, and vocabulary, grammar in this textbook, when analysis about the skill, the researcher just find writing, reading, speaking and dominant skill in this textbook is writing and grammar. About the evaluation checklist material related to other skills, in this textbook, researchers analysis not found textbook is not related to other skills such as listening and vocabulary, because when the researcher analysis this textbooks generally develops skills such as "*Speaking*" "*Writing*" "*Reading*" "*Grammar*" "*Vocabulary*" all skills in this textbook have a focus on developing students' skills for banking and finance about english grammar. Each topic in this textbook don't introduce new language items such as new words or Slang words, in this textbook only uses general English.

5. *Topic aspect*

According analysis the textbooks about topic, this topic have 12 Content lesson, and every title used words about banking and finances, but in this textbooks the researchers analysis found if the title topic not related with topic content, for example the topic title Macroeconomic, and the topic content in this textbooks have conversation, and the conversation discussed about how to used word economize, after that in content just about formula Grammar simple present tense, example about Affirmative, Negative, Interrogative and follow with example, the last is practice for students. And not just one topic but all topic in this textbooks same like topic macroeconomics, it mean title topic and content topic not sync.

According the researchers analysis above and conclude if the this topic textbooks can help expand and enrich knowledge student just about english grammar, also this topic in this textbooks can increases ability students just writing. And about topic related with social and culture, if analysis the textbooks, this textbook not related about culture because in this textbooks no found sources culture for Indonesian students, and also about social, in this textbook not presented about social Indonesian social for banking and program, and this topic just presented topic majors for banking and program

6. Methodology aspect

In this textbooks don't have methodology because methodology only just lectures or teacher doing methodology, that mean this textbooks no have methodology, and in this textbooks just presented and practice many skills such as *reading, writing, and grammar*. And this textbooks don't have different methodology from the other books all the textbooks just ordinary book and also this textbooks don't do methodology.

7. Teachers books' aspect

When the researcher evaluation this textbooks, this textbooks not have textbook support material for lecture teaching students, in this textbook no have supporting material for lecture, such as CDs, cassette, recording etc. in this textbooks not have audio script, Answer key and also this textbooks not have answer key, And the lectures or teachers just explaining example in this textbook to student, in this textbook explains that in each of these topics the textbook teaches students about english grammar such as "*Sample present tense, Simple present continuous tense, Simple past, Past continuous, Simple Future, Future continuous, Present perfect, Present perfect continuous present simple*", and also in every content the topic in this textbook is presented in English Grammar.

8. *Practical consideration aspect*

In this textbook each content topic is quite interesting and can made students interest to learn because in this textbooks make students learns about English grammar, and evaluation about appearance this textbooks is quite attractive from cover textbooks even the topic not sync with title textbooks. And this textbooks easy to get because this textbooks can get from lectures and provide lectures for student. But the lack of this textbook is that this textbook is not sold in stores or markets, and this textbook is not found in the library

D. Discussion

The following discussion, Researchers describe the results found in finding. The results of the two textbooks of all aspects found in the finding and from the data obtained, that both textbooks have deficiencies in the aspect of explanation on the topic content where there is no explanation purpose of the topic what and on each topic directly in the example without any explanation of what topic will be discussed, this can cause difficulties for students who read these textbooks in understanding the purpose of the topic on the textbooks, and also this can cause students to be lazy and not interested in studying the book considering they are not generally English majors but majors in the banking program.

The results of finding the two textbooks on advantages all aspects, these two books together have the same goal or purpose in improving students'

ability to learn English conversation and grammar. Not only that this textbooks has similarities in aspects in a simple and quite interesting design, on aspects of all language content and skills in this book are made with the situation of banking program majors. Which of the two textbooks has a purpose in developing skills and expanding the ability of skills to students who learn these two textbooks, skills in both textbooks, Writing, Reading, Speaking, Grammar, Vocabulary. The topic aspects of these two textbooks have a variety and varied topics created with the banking program majors situation, the topics in these two textbooks, have their respective goals. All the textbook contents from these two textbooks are made to challenge and have varied topical made, in accordance with the title of the textbooks themselves.

Also from these two textbooks have drawbacks such as lack of bibliography on the first pages there is only content, this can cause a lack of quality of the textbooks what if there is nothing that has become a condition of our textbook and in the second textbook there is a mismatch between topic titles with the topic content which is, the topic of the topic about the banking program but the content of the topic contained is grammar, this can cause students to not understand the content in the textbooks, and difficulty in identifying the purpose of the content, and in the skill aspects of the two textbooks, there are no development listening skills, because the two textbooks have the same skills, but they don't have the same listening skills.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher described the conclusion and suggestion based on the finding presented in the previous chapter.

A. Conclusion

From the evaluation using the evaluation checklist and also concluded in the previous chapter, the researcher concludes from all the data results. From the results obtained and concluded from all related aspects of the two books studied and evaluated, to answer the research question How are textbooks used in the economic and Islamic business faculty, researchers find that every aspect of the book has disadvantages and there are advantages, and the results based on the previous chapter concluded, the results of the two books "English Conversation 3 and" Bahasa Inggris "in each of these two books have different aims in the first book have the aim of teaching students about English conversation, speaking, and the book the second teaches students about English Grammar with a grammar formula and all of these goals are packaged in banking program majors. From the design aspects of these two books from the evaluation results, the two books are quite interesting, because at the front of this book there is one picture each describing in the classroom and also describing the Grammar of this book in simple design for both books, in the book design first this has a height of 29cm and a width of about 21cm. And the second book is 28cm high and 20cm wide. And in the language content in both

books, all language content used in the language content of this textbook is varied, challenging, because every language content in both textbooks helps awareness about English Grammar and English conversation which increases abilities for students such as writing, reading, grammar, speaking. And in the aspect of skills in these two books, the skills found in the two textbooks are in common, from the first book skills from the evaluation results there are skills "writing, vocabulary, reading, speaking" while for the second book there are skills. Such as "Speaking" "Writing" "Reading" "Grammar" and on the topic topics in these two books from the results, for the first book based to the textbooks about topic, this topic has 12 content lessons, and every title used words about banking and finances, and in the second book description of the evaluation data there are many diverse topics in this textbook, can be seen in, the textbooks have 10 topics and all the topics are related to learning English for majors banking student programs, and for methodology aspects in both textbooks there is no methodology because the researcher did not find out about the methodology, the reason is because the methodology is only done by the teacher to explain the contents of the material in this textbook, this textbook only provides lecture teaching material or the teacher to teach students, for the teacher aspects of the book from the evaluation results of both textbooks, all texts textbook does not have supporting material for teachers to teach these two books, in this book it does not there are answer keys, audio scripts, CDs, Recording, in helping the teacher explain the material. And on the practical aspects of consideration in both textbooks, both textbooks have simple covers,

all content in textbooks is quite interesting for students to learn, also textbooks have pictures in each topic content that can make students interested and students understand what the topics conversation means they see from the pictures. Also textbooks from the appearance starting from the front cover and back cover of the textbook are quite interesting with a white color, and this textbooks easy to get because this textbooks can get from lectures and provide lectures for students. But the lack of textbooks is not found in the library.

To answer the second question, “Are English textbooks suitable for students of the economic and Islamic business faculty” looking at the results of the evaluation and the results of the data found, and all the results are described in the results and summarized again in this chapter, the researchers conclude English textbooks suitable for students economic and Islamic faculty, the reason because all the objectives of the book and the objectives of all aspects of the two books are packaged into the banking program majors and also all the contents of the book are made for the banking program majors in learning English.

B. Suggestion

Furthermore, based on the results and conclusions regarding the two textbooks, there are a few suggestions for both textbooks, based on the findings and evaluation results, this book still has shortcomings, the drawback is that there is no more detailed explanation on each content topic as a reference for students to understand what the content means and also in the two books there is no bibliography, and for books even though the compilation should be given a speech and in the conversation book should be added supporting material such as listening because this book is good if the conversation is made listening. Suggestions for teachers or lectures that this research can change the perspective of textbooks, so that textbooks become better and more developed, more diverse, more interactive and fun so that textbooks can facilitate learning in the future. Suggestions for textbook writers, this book is very helpful for students in English but it would be nice if the textbooks were added elements related to Islamic social and culture, considering that the environment is an Islamic environment. And suggestions for researchers, this research is research conducted by humans, so everything made by humans is not perfect so, if there is an error in this thesis please forgive and hopefully this thesis can help for further researchers.

REFERENCES

- Agustina., T. (2014) English For Specific Purposes (ESP) An Approach of English Teaching For Non English Department Students. 7(1). Retrieved From <https://jurnalbeta.ac.id>. P.38.
- Aghazadeh., Z. An Evaluation of High School English Textbooks in Iranian EFL Context Teachers' versus Learners Perceptions. Retrieved From <http://www.academypublication.com/ojs/index.php/jltr/article/view/jltr060511151124/378> .P.1.
- Ahour, T., Towhidiyan, B., & Saeidi, M. (2014) The Evaluation of English Textbooks 2 Taught in Iranian High Schools From Teachers' Perspectives. *Journal English language teaching*, (3), P.151
- Anshar, Rijal., M. (2014) The Evaluation Of English Electronic Books For Junior High School In Indonesia. *Journal of English and Education*. P.38
- Ayu., M. Indrawati., R. "EFL Textbook Evaluation The Analysis of Tasks Presented in English Textbook. Accessed On July 16, 2019. P.22
- Ariebowo., Teguh. "The Evaluation of The Seventh-Grade English Textbooks When English Rings The Bell: A Survey Research" Thesis Universitas Sanata Dharma. Yogyakarta: 2017. P.11
- Bonilla., M., X. Evaluating English Textbooks: A Cultural Matter. *HOW Journal*, 15(170) .P.170
- Cunningsworth A. (1995). *Choosing your Coursebook*. Uk: Heinemann English Language Teaching. P.3-4
- Cheng Wang., Wen. (2011). Thinking of The Textbook in The ESL/EFL Classroom. 4(2). P.93-94
- Fitriani., Anisa., D. "An Analysis of Spoken Discourse Using Teaching Exchange Models in Curriculum Material Development Class" Thesis Institute Agama Islam Negeri IAIN Bengkulu: 2015. P.19
- Handayani, S., Suwarno, B., Darmayana, I., W. Evaluation of Indonesian English Textbooks for The Ninth Graders of Junior High School 'Think Globally Act Locally' From EFL Teachers Perspectives. *Ejournal unib*, 3(2). P.12.

- Handayani, S., Suwarno, B., Darmayana, I., W. *Evaluation Of Indonesian English Textbook For The Ninth Graders Of Junior High School "Think Globally Act Locally" From Efl Teachers' Perspectives. JOALL (Journal of Applied Linguistics and Literature, 3(2). P.11*
- Lodhi., A., M. *Evaluation of English Textbook of Intermediate Class From Students' Perspectives* Accessed on Saturday, January 22.2019. P.23
- Linda, Rahmawati. "A Content Analysis Of The English Textbook" "Primary English As A Second Language" Thesis Universitas Islam Negeri Sunan Ampel. Surabaya: 2018. P.10
- Majhi., S., Chandra., Maharana., B. Content analysis of Journal articles on Wiki in Science Direct Database. *Library Philosophy and Practice (e-journal), Univesity of Nebraska – Lincoln. P.2*
- Miles. B, Matthew. Huberman, A, Michael. Saldana, J. "Qualitative Data Analysis A Method Sources books" London, Sage Publication: 2014. Third Edition. P.5
- Lathif, Masyhudi. "An Evaluation of English Textbooks For The Eight Graders of Junior High School". Thesis Universitas Negeri Yogyakarta: 2015. P.19
- Radic. B., Biljana. B, Topalov. J. Textbooks in The EFL Classroom Defining Assessing and Analyzing. Retrieved from <https://scindeks-clanci.ceon.rs/data/pdf/0354-3293/2016/0354-32931603137R>. Accessed on Wednesday, October 23.2019. P.138
- Radic. B., Biljana. B, Topalov. J. Textbooks in The EFL Classroom Defining Assessing and Analyzing. Retrieved from <https://scindeks-clanci.ceon.rs/data/pdf/0354-3293/2016/0354-32931603137R>. Accessed on Wednesday, October 23.2019. P.139
- Rynanta., C., A., R. Ruslan., S. "Content Analysis on The English Textbook Entitled English Mind Starter Student Book". P.2
- Rynanta., C., A., R. Ruslan., S. "Content Analysis on The English Textbook Entitled English Mind Starter Student Book". P.5
- Sheldon, Leslie, E. "ELT Textbooks and Materials Problem in Evaluation and Development" Modern English Publication: 1987. P.7
- Shenton., A, K. "Strategies for Ensuring Trustworthiness in Qualitative Research Projects". Accessed On Sunday, June 30.2019. P.1

Zulimah, Y., Nury, S. "*An Evaluation on the English Textbook for the Students of Senior High School Grade X Talk Active Compulsory Program 1 Grade X Senior High School.*". Accessed On July, Thursday, 17.2019. P.48-49

A

P

P

E

N

D

I

C

E

Table 1

Result Observation Checklist for English Textbook.

N O	<p>Title Textbooks : English Conversation 3</p> <p>Used For : Banking Program (FEBI)</p> <p>Year's : 2018</p>			
	A. Aim and Approaches		YES	NO
	1.	The aims of the textbooks closely with the aims of the teaching program.	✓	
	2.	Textbook suited to the learning Students situations.	✓	
	3.	Aim contents suitable for teaching program	✓	
	B. Design and Organization			
	1.	Design the textbooks suited for teaching program.	✓	
	2.	The design content sequenced on the basis of complexity, "learn-ability".	✓	
	3.	The textbook flexible, Does it allow different teaching learning styles.		✓
	C. Language Content			
1.	The language content appropriate, (interesting, challenging, topical, varied)	✓		
2.	The topic help expand student awareness and enrich their experience	✓		
3.	Language relate to the social and cultural acceptable presented in textbooks		✓	
D. Skills				

1.	Materials related to other skills.		✓
2.	Textbook a focus on developing skills in learning English.	✓	
3.	Textbook used to introduce new language items to improve skills	✓	
<i>I. Topic</i>			
1.	There many diverse topics in the book	✓	
2.	The topic help expand students' awareness and enrich their experience	✓	
3.	The topic to social and culture.		✓
<i>J. Methodology</i>			
1.	Textbooks have methodology in the content textbooks.		✓
2.	Textbooks used practice many skills	✓	
3.	The textbooks have a methodology different from other books		✓
<i>K. Teacher's Books</i>			
1.	Adequate guidelines for the teacher in the textbooks that the supporting material		✓
2.	Supporting materials that can help the teacher in explaining the material		✓
3.	Textbooks enough teaching techniques, language items, examples of questions for teachers	✓	
<i>L. Practical Considerations</i>			
1.	The content textbooks attract interest to learn.		✓
2.	The textbook they attractive in appearance		✓
3.	Textbooks easy to get.		✓

Table 2

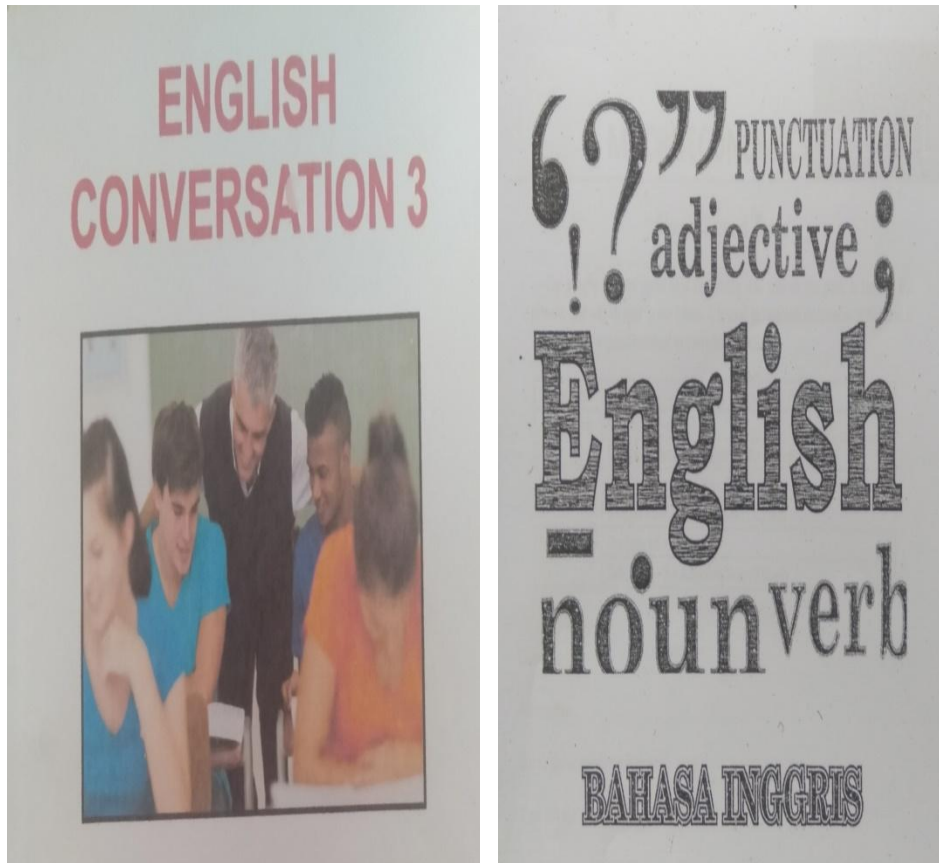
Result Observation Checklist for English Textbook

N O	<p><i>Title Textbooks: Bahasa Inggris</i></p> <p><i>Used For :Banking Program (FEBI)</i></p> <p><i>Year's :2017</i></p>			
	<i>A. Aim and Approaches</i>		YES	NO
	1.	The aims of the textbooks closely with the aims of the teaching program.	✓	
	2.	Textbook suited to the learning Students situations.	✓	
	3.	Aim contents suitable for teaching program	✓	
	<i>I. Design and Organization</i>			
	1.	Design the textbooks suited for teaching program.	✓	
	2.	The design content sequenced on the basis of complexity, “learn-ability”.	✓	
	3.	The textbook flexible, Does it allow different teaching learning styles.	✓	
	<i>J. Language Content</i>			
1.	The language content appropriate, (interesting, challenging, topical, varied)	✓		
2.	The topic help expand student awareness and enrich their experience	✓		
3.	Language relate to the social and cultural acceptable presented in textbooks		✓	
<i>K. Skills</i>				

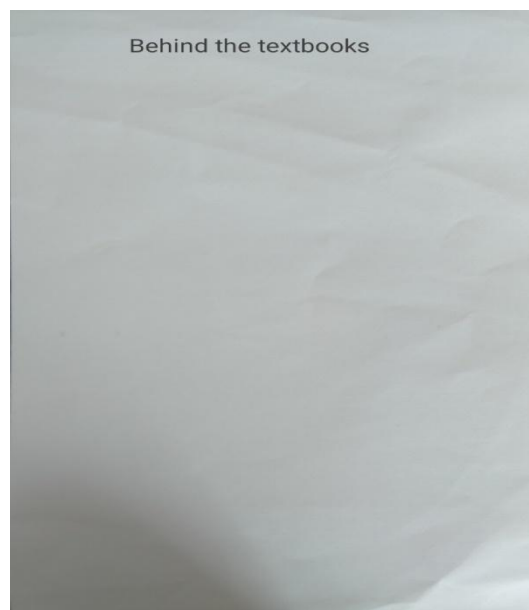
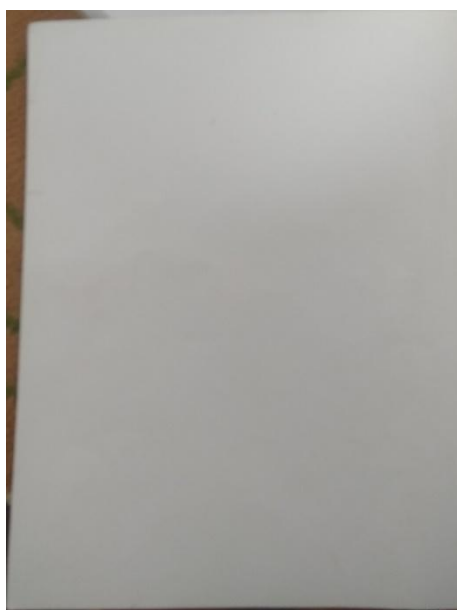
1.	Materials related to other skills.		✓
2.	Textbook a focus on developing skills in learning English.	✓	
3.	Textbook used to introduce new language items to improve skills		✓
<i>L. Topic</i>			
1.	There many diverse topics in the book	✓	
2.	The topic help expand students' awareness and enrich their experience	✓	
3.	The topic to social and culture.		✓
<i>M. Methodology</i>			
1.	Textbooks have methodology in the content textbooks.		✓
2.	Textbooks used practice many skills	✓	
3.	The textbooks have a methodology different from other books		✓
<i>N. Teacher's Books</i>			
1.	Adequate guidelines for the teacher in the textbooks that the supporting material		✓
2.	Supporting materials that can help the teacher in explaining the material		✓
3.	Textbooks enough teaching techniques, language items, examples of questions for teachers	✓	
<i>O. Practical Considerations</i>			
1.	The content textbooks attract interest to learn.	✓	
2.	The textbook they attractive in appearance	✓	
3.	Textbooks easy to get.	✓	

Documentation

1. Figure Textbooks 1 and 2



Behind textbooks 1 and 2



2. Figure Content Topic and Skill Textbooks 1 and 2

Contents Topic	
1 First day at work	1
2 Hanging out with workmates	4
3 Telephoning 1	7
4 Telephoning 2	10
5 Telephoning 3	14
6 Meeting 1	17
7 Meeting 2	20
8 Meeting 3	23
9 Meeting 4	26
10 Negotiation	28

Skill Reading and Speaking	
B. Conversation	
1. Example	
Media	: Hello, Media Publishing, good morning.
Gerda Hoeness	: Oh hello. My name's Gerda Hoeness, from Frankfurt. I'd like to speak to Mr Stefan Pavlov please.
Media	: Oh I'm sorry- Mr Pavlov is not here at the moment. Could I have your name again, please?
Gerda	: Yes, Gerda Hoeness, that's G...E...R...A - Gerda and Hoeness, spelt H...O...E...N...E...S...S.
Media	: Yes, Ms Hoeness, from Frankfurt?
Gerda	: That's right. Could you ask him to call me when he's got a moment?
Media	: Yes, I'll ask him to do that. Does he have your numbers?
Gerda	: Yes, I think so, but in any case it's 085277320968
Media	: I'll repeat that 085277320968.
Gerda	: Correct.
Media	: Okay, thanks for calling. Mr Pavlov will call you later today.
Gerda	: Oh, That's very good. Many thanks.
2. Example	
Assistant	: Hello, Jack & Rose, how can I help you?
Zacharia	: Hi, Zacharia White here from Toyota in Miami. Is Mary Steele there?
Assistant	: I beg your pardon? Who would you like to speak to?
Zacharia	: Mary Steele. Is she there?
Assistant	: Who's calling, please?
Zacharia	: Zacharia white.
Assistant	: I'm sorry, Mrs Steele has already left the office today. Shall I ask her to call you tomorrow?
Zacharia	: No, it's okay. I'll send her an email.
Assistant	: Oh, okay. That'll be fine. Do you have her address?

Skill Writing	
C. Practice	
<ul style="list-style-type: none"> • Ami wants to invite Jonny and Tony to have dinner together as she has just graduated from a university. This party will be in a fancy restaurant together with her family. Unfortunately, Jonny cannot make it but Jonny does. • Please, create one dialogue of your own. The dialogue is suggested covering all of the sub-topic of this chapter. 	

C. Use PRESENT PERFECT TENSE after BECAUSE:
Writing and Grammar
 Example: She can't go to the party. (catch a cold)
 She can't go to the party because she has caught a cold.

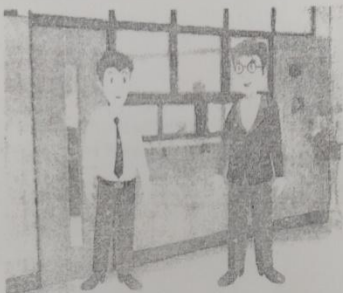
1. He can't walk very fast. (hurt / leg)
2. I can't get in. (lose / key)
3. I know this story very well. (see the film)
4. I can't post the letter. (not put / stamp / on it)
5. He can't stand up. (eat too much)
6. They can't go on holiday. (not save / money)
7. I know him. (meet him before)
8. We don't know how he is. (not hear from him)
9. He won't take a cigarette. (give up smoking)
10. She can't get in. (he / lock the door)

Reading skill

- Student : Excuse me, ma'am. Do you have a minute?
 Professor : Oh, yes. For the next session, I'm free from teaching.
 Student : That's great. Would you please explain how to use the words 'economic' and 'economical'? You said that both of them are adjectives.
 Professor : Oh, all right. Let's start with the word 'economic'. It's used only before a noun. It means 'connected with the economy of a country or an area, or with the money that a society or an individual has.' For example, 'Firms get direct impacts from the government's economic policy'. Another example is 'Couples should consider their economic conditions before having children'. You see?
 Student : Yes, I've got it. And what about the word 'economical'?
 Professor : Oh, O.K. This word is also an adjective, but it means spending money or using something in a careful way that avoids waste.
 Student : Can you give me an example of how it is used? Yes. We would say, 'It might not be economical to buy a cheap thing with poor quality.'

3. Language Content textbooks 1 and 2

MACROECONOMICS



Situation : A student asks a professor of English for an explanation

Student : Good afternoon, sir. Are you free now?
 Professor : Not really. Anyway, what can I do to help you?
 Student : Yes. I have a question concerning one word. Would you please give me an idea of how to use the word 'economize'?
 Professor : Sure. 'Economize' is a verb. There are two ways of spelling it. If you follow the American style, you end the word with 'ze'. On the other hand, if you follow the British style you end the word with 'se'.
 Student : What does the word mean?
 Professor : It means to use money, time or other resources carefully.
 Student : Could you please give me an example of how this word is used?
 Professor : Oh, yes. Listen. This sentence is an example of how the word 'economize' is used. After World War Two, people tried to *economize* on petrol, thus increasing the popularity of compact and fuel efficient cars.
 Student : I see. Thank you very much. I do appreciate your clear explanation.
 Professor : You're welcome. Bye.
 Student : Bye.

Visitor : Yes, it's a pity, but this time it's impossible ...

3. Example

- Host : So, Victor, would like to join us this evening for a game of tennis?
 Visitor : Tennis? I've got a wooden leg! It's ten years since I played tennis. I think a walk to restaurant would be enough for me ...
 Host : You never know! Tennis could be just what you need.
 Visitor : It would kill me.

Eating out

1. Example 1

- Invitation : Shall we do something together tomorrow night – if you're free? We'd like to invite you to show or take you around the city a little, or have a meal or something.
 Accept : That sounds a good idea. I think I'd like to have a look around the city.
 Reject : That would be nice, but unfortunately I've already made plans for tomorrow night. I plan to visit a friend I haven't seen for some time.

2. Example

- Invitation : We have arranged a meal in a restaurant this evening. Most of us will be there. Would you like to join us?
 Accept : I'd like that very much. Thank you.
 Reject : Em, thank you, but I'll have to leave very early tomorrow. I think I'd like an early night.

B. Expressions and phrases

Inviting	Accepting
Well, I was wondering if we could fix something up for you when you come. Would you be free on Monday evening? If you like we could do something together.	That would be very nice
We're planning a small party on Saturday, dinner party. We'd like to invite you, in the evening, I don't know if you can join us?	Declining - emm, that would be very nice, I'd like that, but, unfortunately I have to return to London the same evening. I'm so so sorry about that.