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**A TEXTBOOK EVALUATION ON ENGLISH TEXTBOOK ENTITLED
“GROW WITH ENGLISH” USED BY STUDENTS OF MI NURUL HUDA
BENGKULU CITY**

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Abstract

Based on the perception of the teacher and students in Madrasah Ibtidaiyyah (MI) Nurul Huda Bengkulu City when the researchers conducted an observation, the textbook is suitable for use in the teaching and learning process. Based on those perceptions, this study was intended to evaluate the quality on English textbooks Grow with English published by Erlangga Publisher used by students grade V and IV of MI Nurul Huda Bengkulu city with how much it meets the requirement of good EFL textbook considered four criteria, namely: (1) Subjects and Contents; (2) Skills and Sub-skills; (3) Layout and Physical Make-up; and (4) Practical Consideration viewed by teacher and see students perception about these textbooks. This study used a quantitative research approach. Total population of this study were 114 students and 1 english teacher. Samples of this research were 25% of the population or 29 students which divided into 2 grades. 15 students from 5th grade and 14 students taken from 4th grade. In collecting data, researchers used checklist as the instrument which adapted from Demir and Ertas. Each textbooks was qualified based on the score ranges which divided into very bad (0-20), bad (21-40), fairly good (41-60), good (61-80), very good (81-100). The result of this study was first, Grow with English for grade five was categorized as good toward the four criteria of good EFL textbook requirements. It reached 79,78% of total score while 80,48% by students' perception and 79,08% viewed by teachers's perspective. Second, Grow with English for grade four was categorized as good because the total score toward the four criteria is 77,77%. The total score was gained from 80,9% based on students' perception and 74,65% viewed by teacher's perspective. So based on the result of this study, it can concluded that both of textbooks met the criteria in fulfilling the requirements of good EFL textbook criteria covering availability of materials based on Subjects and Contents, Skills and Sub-skills, Layout and Physical Make-up, and the Practical.

Keywords: English Textbook, Evaluation, Grow With English Textbook

Introduction

There are many resources for students to learn in this globalization era. They can learn from internet, television or even join the English course.¹ One of the most favorite resources to learn is textbook. Everyone can learn by using textbook whenever and wherever they want. The textbook become the main resource in their learning practice, particularly for students. For almost all of the teachers, a textbook is a manual instruction which present in classroom.² It can help students beside the teacher explanation.

⁴ Brown states that the most obvious and most common form or material support for language instruction comes through textbooks.³ Mahmood also states that textbooks can help student understanding the material easily. The explanations can be conclude that the textbook is a manual guidance and a source of learning used in the classroom for almost all teachers, so it can help students beside the teacher's interpretation.⁴

Currently, there are many publishers provides textbook for every subject learning in school. A textbook entitled "Grow with English" published by Erlangga was selected as one of English textbook for Elementary School level. This book is composed of six levels of Elementary school, level 1 - level 6.

Some schools use more than one textbook to support their teaching learning in class but for Elementary Schools which use the 2013 curriculum in

¹Hakim, M. A. R., Aryati, S. N., & Kurniawan, D. (2020). Investigating E-Dictionaries on Speaking Ability among University Students in Malaysia. *Universal Journal of Educational Research*, 8(12), 6536-6551

²Asiyah, A., Syafri, F., & Hakim, M. A. R. (2018). Pengembangan Materi Ajar Animasi Bahasa Inggris Bagi Usia Dini di Kota Bengkulu. *AWLADY: Jurnal Pendidikan Anak*, 4(1), 30-49

³Brown, H.G. (2003). *Teaching by Principles, an Interactive Approach to Language Pedagogy*. England: Longman

⁴ Mahmood, K. (2011). Conformity to quality characteristics of textbooks: The illusion of textbook evaluation in Pakistan. *Journal of research and Reflections in Education*, 5(2), 170-190

Bengkulu city especially in MI Nurul Huda Bengkulu City use “Grow with English” as their only textbook used in teaching learning process.

Textbook evaluation is the way to choose which textbook is suitable to the need of teaching learning process. Based on Cunningsworth, the purpose of textbook evaluation is to help the teacher to decide the learning resource with the best material in order to gain good learning (Jusuf, 2018).⁵

The focus of this research is to evaluate Grow with English for fourth and fifth grade students. Thus, understanding the efficacy of this book by doing an evaluation was therefore important. The researchers also wants to know if the book is valid and complete the successful textbook requirements or not. This can therefore be told that the evaluated textbook is appropriate for use in the classroom or not.

Textbook used as a main source in class in teaching learning activity. Both student and teacher use textbook as manual instruction. Mahmood states that textbooks can help student understanding the material easily.⁶ Textbook contain written material which has arranged systematically that can help student to understand material beside teacher’s explanation in class.⁷ In this case, textbook is not only as a course book but also as set of teaching learning guideline. Hakim and Saputra also states, textbook means a lesson book teacher and students have, and it is followed systematically as the basis of language course. In this book contain some parts of material, such as grammar, vocabulary, reading text, writing

⁵Jusuf, H. (2018). The models of checklist method in evaluating ELT textbooks. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 3(2), 17-35

⁶ Mahmood, K. (2011). Conformity to quality characteristics of textbooks: The illusion of textbook evaluation in Pakistan. *Journal of research and Reflections in Education*, 5(2), 170-190

⁷Hakim, M. A. R., & Abidin, M. J. Z. (2018, June). Developing public speaking materials based on communicative language teaching for EFL learners in Indonesia. In *ELT in Asia in the Digital Era: Global Citizenship and Identity: Proceedings of the 15th Asia TEFL and 64th TEFLIN International Conference on English Language Teaching, July 13-15, 2017, Yogyakarta, Indonesia* (p. 129). Routledge

material, and exercises.⁸ It also has many pictures and other illustrations to attract the readers when using it.⁹ Nowadays, many textbooks published. Teacher should analyze the book before choose it as the source of teaching material in class.

Textbook plays important role in educational field. It can be very useful to be used in teaching learning process, especially in developing country.¹⁰ Textbook also provides security to teachers and inexperienced teachers to make decisions what to teach also how to do lesson planning. Moreover, textbook are big source to save time, they provides effective activities and ideas for learning process and language development. It is psychological essential for students and teacher can easily measures the achievement level of students.¹¹

Demir and Ertas proposed four criteria to evaluate a textbook. A good textbook should fulfill these four requirements. The category of indicators divided to Subjects & Contents, Skills & Sub skills, Layout & Physical make up, and Practical Consideration which already served by the checklist items of textbook evaluation checklist developed by Demir and Ertas. In conclusion, they stated that the most important things when deciding a good textbook for use, it is should acceptable, understandable, practicable and also communicative. Good textbook will support a good learning especially for students.¹²

⁸Hakim, M. A. R., & Saputra, A. (2018). How A Learner Learns and Acquires English as A Foreign Language: A Case Study. *Journal of Asia TEFL*, 15(3), 838-845

⁹ Sarem, S. N., Hamidi, H., & Mahmoudie, R. (2013). A critical look at textbook evaluation: A case study of evaluating an ESP course-book: English for international tourism. *International Research Journal of Applied and Basic Sciences*, 4(2), 372-380

¹⁰ Mahmood, K. (2011). Conformity to quality characteristics of textbooks: The illusion of textbook evaluation in Pakistan. *Journal of research and Reflections in Education*, 5(2), 170-190

¹¹Lodhi, M. A., Farman, H., Ullah, I., Gul, A., Tahira, F., & Saleem, S. (2019). Evaluation of English Textbook of Intermediate Class from Students' Perspectives. *English Language Teaching*, 12(3), 26-36

¹²Demir, Y.,&A. Ertas.(2014). A Suggested Electric Checklist for ELT Coursebook Evaluation. *The Reading Matrix Journal*, 14(2)

Methods

This research is a descriptive quantitative research. As Creswell¹³ said, in quantitative research, the researcher decides what to study, type of educational research which ask specific, narrow questions, collect quantifiable data from participants, analyzes numbers using statistic and conducts the inquiry in an unbiased, objective manner while Richards and Schmidh¹⁴ state that descriptive research is an investigation that attempts to describe accurately and factually a phenomenon, subject or area. Based on the theory mentioned, this study try in order to evaluate the quality of English textbook entitled “Grow with English” for fifth and fourth grade.

Population of this research are students and an English teacher, which is the only one English teacher in this school and students of fifth and fourth grade of MI Nurul Huda Bengkulu City as the users of the textbook in order to enrich the result of data. The students of fifth and fourth grade from 2019/2020 academic year and consist of 114 students and 1 English teacher. The researcher chooses these subjects in this school because MI Nurul Huda Bengkulu City use K-13 as the school curriculum and it has “A” accreditation. Another reason is they are the users of the textbook that will be evaluated. In this research the object of respondents consist of 29 students and 1 English teacher. Arikunto (2006) proposes if the population is less than 100, it is better to take all the populations as the sample, while the population was more than 100, the researcher should take 10-15% or 20-25% of the populations as the sample of all populations. From the theory, the researcher decided to take 25% from all population. It meant the researcher take 29 students and divide into fourth grade (14 students) and fifth grade (15 students) randomly as the subjects to fill the English Textbook Evaluation Checklist.

¹³ Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (2nd ed.). California: Sage Publications Inc.

¹⁴ Richards, J. C., & Schmidh, R. (2002). *Dictionary of Language Teaching & Applied Linguistic*. New York: Longman Inc.

The instrument of this research is an adapted of evaluation checklist developed by Demir and Ertas in their journal “A Suggested Eclectic Checklist for ELT Coursebook Evaluation”. They states that, checklist is may be **the most widely adopted way of judging coursebooks and there are plenty of ELT coursebook evaluation checklists available designed for making material selection and evaluation process easier and systematic.**¹⁵ In general, checklist is list of questions which describes the things which relevant with current phenomenon being checked. The researcher chooses this checklist because it is the latest developed checklist and it the most appropriate instrument to evaluate a textbook. Then it also has been adapted into K-13 curriculum. This checklist is using Guttman scale with “Yes” or “No” agreement. The category of indicators of the checklist items were Subjects & Contents, Skills & Sub skills (reading, listening, speaking, writing, vocabulary, grammar, pronunciation), Layout & Physical make up, and Practical Consideration.

Table 1. Form of the ELT Suggested Textbook **Evaluation Checklist**¹³

ELT TEXTBOOK EVALUATION	
CHECKLIST	
	YES NO
Subjects and contents	
Reading	
Listening	
Skills and Speaking	
Sub skills Writing	
Vocabulary	
Grammar	
Pronunciation	
Layout and	

¹⁵ Demir, Y.,&A. Ertas.(2014). A Suggested Electric Checklist for ELT Coursebook Evaluation. *The Reading Matrix Journal*, 14(2)

Physical

Make-up

Practical

Considerat

ion

The primary data of this research was from all the contents of English textbook entitled “Grow with English” from fourth and fifth grade student. To calculate the result of the instrument, the researcher was use score 1 and 0. Then it will be analyzed by using percentage formula below :

$$P = \frac{F}{N} \times 100$$

P : Percentage of textbook fulfillment

F : Total of Yes answers

N : Total of checklist items

The researcher also used criteria to count how far the quality of textbook. It is criterion Referenced Evaluation proposed by Nurgiyantoro, as presented below:

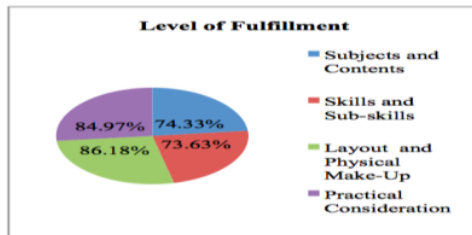
Table 2. Criterion Referenced Evaluation (Nurgiyantoro, 2001)

No	Interval Percentage	Description
1	81%-100%	Very Good
2	61%-80%	Good
3	41%-60%	Fairly Good
4	21%-40%	Bad
5	0%-20%	Very Bad

Result and Discussion

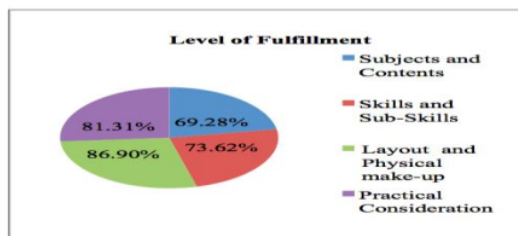
This subsection shows the final result from all the perspectives. Based on the evaluation checklists that the researcher has been adapted from A Suggested Eclectic Checklist for ELT Coursebook Evaluation by Demir and Ertas, after all the data was gathered, then the researcher calculated the final result of evaluation checklist. It divided into two parts. First is the result of Grow with English textbook for grade five, and second is for grade four. It can be seen on the diagram below:¹⁶

Diagram 1. General Result of Grow with English for Fifth grade



In conclusions, from overall the result of textbook evaluation, Grow with English textbook for fifth grade has gained 79,78% of the requirements of good textbook. It means the quality of this textbook was categorized as good. This textbook can be used as teacher and students' guidance in teaching learning activity in classroom.

Diagram 2. General Result of Grow with English for Fourth grade



¹⁶ Ibid

In conclusion, Grow with English textbook for fourth grade gained 77,77% for good textbook requirements. It means that this textbook has a good quality. The book is perfect and it is recommended to use in classroom as teachers and students guidance.

Based on the result, Grow with English textbook for fifth and fourth grade are appropriate with the ¹⁸ criteria of good textbook proposed by Demir and Ertas.¹⁷ It means that these textbook suitable to be used in MI Nurul Huda Bengkulu City and also in all of the schools which implemented the 2013 curriculum. Grow with English textbook for fifth grade and fourth grade got positive perception from students. It means that these textbooks also have good quality by students' perception.

Conclusion and Suggestion

¹⁰ Based on the result and discussion in the chapter four several conclusions can be found. The English textbooks entitled Grow with English for fifth grade was categorized as good with total score 79,78%. It viewed by students perception with the final result of calculated data is 80,48% and good viewed by teacher's perspective with 79,08%. Next, the textbook for fourth grade was good viewed by teacher's perspective with the final result was 74,65% and also good viewed by students with the final result of calculated data is 80,9% with the total score toward the four criteria is 77,77%. It means that, both textbooks met the criteria in fulfilling the requirements of good EFL textbook criteria covering the availability of materials based on Subjects and Contents, Skills and ⁵ Sub-skills, Layout and Physical Make-up, and the Practical consideration proposed by Demir and Ertas.¹⁸

There are some suggestions that might be useful for the teachers, further researchers and also for the writer or publisher of the textbooks; The researcher suggests for English teachers, this book can be used as resource in teaching

¹⁷ Ibid

¹⁸ Ibid

activity. Maybe some materials in the textbook are difficult for students to understand, so teacher should more explain clearly about the material which they didn't understand. Teacher should be able to give some examples from the material that they have learned.

For the researcher herself, this study can be used by her if one day the researcher is becoming a teacher. The guideline of textbook evaluation can help the researcher in deciding the good textbook. ⁴ The researcher also hopes this study can be a reference for further researcher who will take a research in the same field.

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