

An Evaluation on the Content Completion of English Textbook for the Seventh Graders Entitled “English Way”

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Abstract

Textbook plays an important role in the teaching-learning activity. It functions as guidance for teacher in making the objective of the study and developing the learning activities. However, not all textbooks possess good quality, especially English textbook. In Indonesia for instance, each school may use different English textbook that suits the students' need and capability. In this paper, the writer would like to evaluate the English textbook used by SMP Santo Yosef entitled “English Way”. The writer used the theory developed by Ochsendorf, Chen Deprey, Lopez, Roudebush, Lynch, and Pyke (2003); and Hycroft (1998; Cunningsworth (1995); Richards (2001); Brazil et al. (1980); and Levis (1999) on how to evaluate the textbook and the criteria of a good textbook as the fundamental theory of evaluating the textbook and developing the checklist. The checklist used in this paper was also adapted from several checklists of evaluating textbook developed by Miekley (2005); and Zahan and Begum (2013). The writer then distributed the checklists to three respective English teachers to score the checklist as they used the textbook in their teaching-learning activities. From the checklist scored by them, it is concluded that “English Way” is a good English textbook to be used in SMP Santo Yosef as it contains the four language skills –reading, writing, speaking and listening– and the three language components –grammar, pronunciation and vocabulary. Besides, the topics and materials in this book are more on real-life situation.

Keywords: Evaluation, Checklist, English Textbook, English Way

Introduction

It is generally known that English is very essential nowadays related to emerging ASEAN Economic Community (AEC) in Indonesia. The 10 countries joining AEC have agreed that English will be used as the language for business (Riana, 2015). Thus, English is used as a means of international communication across international boundaries among speakers of other languages. The most important language that is used among countries, institutions and individuals all over the world in this trend of globalization is the English language (Punthumasen, 2007). Thus, English is learned in many countries across the world. Nowadays considering this fact, students are expected to be able to cover all English skills such as reading, writing, speaking and listening. Furthermore, it is found that vocabulary affects all English skills, reading for example. There is a strong link between vocabulary knowledge and reading comprehension (Matsuoka and Hirsh, 2010:56). It shows that vocabulary knowledge is needed in two measures of reading, close tasks and paragraph

comprehension (Koda, 1989 cited in Matsuoka and Hirsh, 2010:56). Thus, vocabularies are usually learned by students from the reading passage in the textbook.

Meanwhile, there are many different kinds of English textbooks that are designed for students of all levels. Throughout the textbooks, students are able to learn various English vocabularies. Moreover, there are a high number of new vocabularies in English textbook that can be learned by the students. Thornbury (2002) sees textbook as sources for words. He even claims that vocabulary is learned through vocabulary activities, integrated text-based activities, grammar explanations and task instructions. In the textbook titled “English Way”, the vocabularies are learned through reading passage, dialogue, grammar activities and the words bank. “English Way” equips students with special part named “Your Words Bank” that contains new vocabularies for each unit.

Grant (1987 cited in Tok, 2010) stated that actually there was no „perfect book“. However, teachers should find out the best possible one that is appropriate and fits the students“ need. The appropriate textbook, however, should not only represent the visible heart of any ELT program, but also offer considerable advantages for both students and the teachers when they are being used in ESL/EFL classrooms (Sheldon, 1988 as cited in Tok, 2010). On the other hand, the students“ need should be also be considered when finding a „Perfect Book“. Thus, textbooks should function as an effective source for presentational material, a source of ideas and activities, and a syllabus where they reflect pre-determined learning objectives (Cunningsworth, 1995 cited in Tok, 2010). By considering the appropriateness of the textbook and also the students“ need, teachers can select a „perfect book“ for their students.

Considering the importance of textbook in learning English and based on the fact and theory above, the writer is interested in evaluating an English textbook for Junior High School entitled “English Way” materials. The writer was curious in evaluating the materials in “English Way” for seventh graders in the extent of meeting the criteria of appropriate materials in an English textbook. In accordance with the objective of study, the writer only concerned on “English Way” materials from unit one to unit eight.

How to Evaluate the Textbook

Before dealing with analyzing the materials, there are four guidelines that can be used to determine whether the textbook is effective or not. As teachers, they must decide which textbooks are effective, appropriate and suitable for the students need. According to Jeremy

Harmer, if the language, content and sequencing of the textbook are appropriate, the teacher will want to go ahead and use it (Harmer 1998: p.111). Thus, teachers need to determine the extent to which textbook focuses on and is associated with the learning goals of language achievement.

Keeping all these ideas in head, a teacher or instructor must try to evaluate the textbook to have the highest effect. To find out whether the textbook can serve its purpose or not, it needs to be evaluated. In evaluating a textbook, reviewers need to look for guidelines on how completely the contents of the textbook align with the curriculum or syllabus of the course; whether the contents presented are really helpful for the learners in applying them in the real life situation; whether the activities and information presented are coherent and accurate. The guidelines are presented in few report sections of American Association for the Advancement of Science (AAAS) 2061 entitled Using the Project 2061 Curriculum Analysis to Rate a Middle School Science Curriculum Unit: ARIES: Exploring Motion and Forces compiled by Ochsendorf, Chen Deprey, Lopez, Roudebush, Lynch and Pyke (2003):

1. Alignment section

In the alignment section, evaluator will examine whether the curriculum material's content matches with the topics and ideas presented in the textbook. There are three level of judgment for this section; excellent, satisfactory and poor. The alignment section is categorized excellent when the content of the textbook suits the curriculum and the development of the ideas presented in the content is also in sequence. However, when the topics and ideas match the curriculum but not with the development of idea presented in the textbook, as per requirement, then it is categorized into satisfactory level. Moreover, if the content does not match the topics and ideas presented, the alignment of the textbook is categorized poor.

This section helps the writer to evaluate the consistency of the topics and ideas presented toward the curriculum. The writer evaluates the consistency of the syllabus put in the few first pages and the : (1) skills contained in each unit, (2) the speaking expressions used in each unit, and (3) the grammar discussed in each unit then match it with the curriculum in Indonesia. Through this criterion, the writer can determine whether English Way is appropriate to be used by Indonesian students.

2. Reality based presentation

In this section, the topics and key linguistic ideas are evaluated whether the materials used are practical, reality-based, interesting and understandable or

comprehensible. The reality based presentation is categorized excellent if the material presented suits the language used in the real life which also creates interest among learners. On the other hand, when the topics and ideas based on real life but not presented in an interesting way to motivate students in learning the language it will be categorized into satisfactory level. Unfortunately, when the textbook presents bookish topics which are not interesting for the learners, the textbook is categorized poor.

This section helps the writer to examine whether the vocabularies, speaking expressions, grammar explanations, listening activities and reading passages presented in English Way suits the students' need in dealing with the real-life situation. For example, the expressions and dialogs presented in speaking section are in accordance with the daily conversation which will be used by the students later on.

3. Accuracy of the text

In this section, the evaluator will examine whether the textbook contains any materials that contain errors, misleading statements or any information that can reinforce commonly held misunderstanding. The accuracy level of the book can be called excellent if the content and the idea presented are free from any kind of errors. However, if the text of the textbook contains any printing mistakes which can be corrected easily, it goes to the satisfactory level. Besides, when the content and ideas presented are full of grammatical and conceptual mistakes, the accuracy level of the text will be graded poor.

This section helps the writer to examine the spelling of the new vocabularies, their meanings and any other information dealt with the new vocabularies presented in English Way textbook. If there are some misspelled words, English Way will not suit the students' need.

4. Coherence

This section examines whether the materials presented are coherent with the theme and topics. There should be coherence between the theme and topics and already learned ideas. Besides, coherence should also be maintained between the theme and other related ideas. If all the above mentioned criteria are present in the content of the textbook we can say that the textbook has excellent coherence. But the coherence of the textbook can be satisfactory if only the first two criteria (alignment section and reality-based presentation) are present in it. If only the first

one or none of the criteria is present we can definitely think that the textbook has poor coherence.

If the findings from these sections are positive (excellent or at least satisfactory), the evaluator can go deep into the matter by analyzing the content, such as the specific activities, lessons and exercises that match the students' need in the more real-life situation. Of course using these four guidelines will not be enough to judge the appropriateness of the vocabulary materials in the textbook. Thus, the writer uses checklist for analyzing the vocabulary materials further and uses these guidelines to judge the appropriateness generally.

The Criteria of a Good Textbook

There are several criteria stated by some experts in defining a good textbook. The writer takes Hycroft (1998), Cunningsworth (1995), Richards (2001), Brazil et al. (1980), and Levis (1999) as cited by Tok (2010) in his journal entitled „*EFL Textbook Evaluation: From Teacher's Perspectives*“. They all conveyed the importance of a textbook and what things should be put in a textbook are. The first criterion is a good textbook should provide students with a set of materials for measuring their progress and achievement (Hycroft, 1998). The second criterion is a good textbook should be at the service of teachers and learners, where textbook provides them with the material for teaching and self-improvement for students (Cunningsworth, 1995). The third criterion is a good textbook should provide structure and a syllabus to provide the standards in instructions and evaluation (Richard, 2001). The fourth criterion is a good textbook should engage students into a real-life situation and prepare them to enter the language community of the native speakers (Brazil et al., 1980 and Levis, 1999).

First criterion is taken from Hycroft(1998) in which he stated 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 we use them. Students are taught using a set of materials adjusted to their level, based on several topics or themes. Inside the textbook itself, a set of exercises is also given based on the students' level. Furthermore, the level of difficulty is also increased in each unit. Even, there are some textbooks that provide students with review in each unit. Thus, the teachers can measure the students' progress through the materials provided in the textbook. Looking at Hycroft's opinion, it can be concluded that **a good textbook should provide students with a set of materials for measuring their progress and achievement.**

Second criterion is taken from Cunningsworth (1995) in which he identified a textbook as a resource in presenting the material, a source for learners to practice and do the activities. Therefore, a good textbook should equip students with a reference source on grammar, vocabulary and pronunciation as they become the language components, especially English. Moreover, textbook should serve as a self-study source for learners to practice more and develop their knowledge and skills as well. Considering the importance of textbook defined by Cunningsworth, **a good textbook should be at the service of teachers and learners, where textbook provides them with the material for teaching and self-improvement for students.**

Richard (2001) stated that the use of textbook in a program could guarantee that students in different classes would receive a similar content. That was in line with the definition of textbook in Oxford Dictionary (Tulloch, 1995) in which a textbook is defined as a book used as a standard work for the study of a particular subject. Since it is used as a standard and contained similar content, students' progress can be measured through the textbook in the same way. For example, students on grade 7th learned about Simple Past Tense, they may use several kinds of textbooks. At the end, they are also tested with Simple Past Tense quiz. Thus, the third criterion is **a good textbook should provide structure and a syllabus to provide the standards in instructions and evaluation.**

Last, Brazil et al. (1980) and Levis (1999) argued that many scripted textbook language models and dialogues are unnatural and inappropriate for communicative or cooperative language teaching because they do not adequately prepare students for the language structures, grammar, idioms, vocabulary and conversational rules, routines and strategies that they will use in real-world. Moreover, some textbooks provide students with more formal structural language or even emphasize more on grammatical features. Thus, the fourth criterion is **a good textbook should engage students into a real-life situation and prepare them to enter the language community of the native speakers.**

The Materials of *English Way*

English Way is used by SMP Santo Yosef in Surabaya. It is written by Mulyono, S.Pd., M.A. in 2013 by referring to Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006. It provides students with four skills (listening, speaking, reading, and writing) and three language components (grammar, vocabularies, and pronunciation) in each unit. Below is the content mapping of the book.

No	Title	Skills	Expressions	Grammar
1	Hello, Guys!	<p><i>Listening:</i> Responding to the expressions of greeting, parting, introducing oneself and introducing others.</p> <p><i>Speaking:</i> Using the expressions of greeting, parting, introducing oneself and introducing others.</p> <p><i>Reading:</i> Reading dialogs and simple texts on introduction.</p> <p><i>Writing:</i> Arranging jumbled expressions and composing dialog.</p>	<ul style="list-style-type: none"> • Greeting and parting • Getting to know others • Introducing others 	<ul style="list-style-type: none"> • Verb to be (is, am, are) • Simple Present Tense
2	This is My Friend	<p><i>Listening:</i> Responding to the expressions of asking for, giving & denying information, and describing someone.</p> <p><i>Speaking:</i> Using the expressions of asking for, giving & denying information, and describing someone.</p> <p><i>Reading:</i> Reading dialogs on asking for, giving & denying information, texts and announcement.</p> <p><i>Writing:</i> Writing descriptive text about a famous person.</p>	<ul style="list-style-type: none"> • Asking for, giving and denying information • Describing someone 	<ul style="list-style-type: none"> • Pronouns • Possessive adjectives and possessive pronouns
3	My Classroom is Tidy	<p><i>Listening:</i> Responding to the expressions of asking apology and giving instructions.</p> <p><i>Speaking:</i> Using the expressions of asking apology and giving instructions.</p> <p><i>Reading:</i> Reading the models of text on asking for apology & congratulation, school timetable, memo and announcement.</p> <p><i>Writing:</i> Writing a school timetable, memo, short letter and announcement.</p>	<ul style="list-style-type: none"> • Asking apology • Giving instructions 	<ul style="list-style-type: none"> • Countable/ uncountable noun • Plural/singular form • Numbers
4	The Library is Over There	<p><i>Listening:</i> Responding to the expressions of asking for & giving direction, showing gratitude and giving marching drill discussion.</p> <p><i>Speaking:</i> Using the expressions of asking for & giving direction, showing gratitude, and marching drill discussion.</p> <p><i>Reading:</i> Reading a descriptive text about SMP Diponegoro.</p> <p><i>Writing:</i> Writing a descriptive text about school facilities and writing instructions.</p>	<ul style="list-style-type: none"> • Asking and giving direction • Expressing gratitude • Giving marching drill dictation 	<ul style="list-style-type: none"> • Preposition • Imperative
5	Here is My House	<p><i>Listening:</i> Responding to the expressions of asking for facts.</p> <p><i>Speaking:</i> Using the expressions of</p>	<ul style="list-style-type: none"> • Asking for facts 	<ul style="list-style-type: none"> • Noun phrase • Personal pronoun

		asking for facts. <i>Reading:</i> Reading a descriptive text. <i>Writing:</i> Writing sentences about the activities of a family and writing a descriptive text on family members.		<ul style="list-style-type: none"> • Adjectives
6	My Father is a Teacher (Descriptive)	<i>Listening:</i> Responding to the expressions of asking for clarification. <i>Speaking:</i> Using the expressions of asking for clarification. <i>Reading:</i> Reading short descriptive texts and an advertisement on vacancy. <i>Writing:</i> Arranging sentences, completing puzzles and writing a descriptive text.	<ul style="list-style-type: none"> • Asking for clarification 	<ul style="list-style-type: none"> • Simple Past Tense • WH-Questions
7	May I Tell You the Steps, Please? (Procedure)	<i>Listening:</i> Responding to the expressions of asking for and giving opinion, and offering & asking for help. <i>Speaking:</i> Using the expressions of asking for and giving opinion, and offering & asking for help. <i>Reading:</i> Reading a procedure text on making shirt and reading letter to a fashion adviser. <i>Writing:</i> Writing a procedure text.	<ul style="list-style-type: none"> • Asking for opinion • Offering and asking for help 	<ul style="list-style-type: none"> • Infinitive after modal auxiliaries • Infinitive and gerund after certain verbs • Requests with can/could/will/would (modal auxiliaries)
8	I Want to Make My Breakfast	<i>Listening:</i> Responding to the expressions of giving command & prohibition and like & dislike <i>Speaking:</i> Using the expressions of giving command & prohibition and like & dislike <i>Reading:</i> Reading dialogs on like & dislike and shopping list <i>Writing:</i> Writing procedure texts on how to make some food	<ul style="list-style-type: none"> • Giving command and prohibition • Expressing like and dislike 	<ul style="list-style-type: none"> • Units of measurement • Command and prohibition (imperative) • Present Continuous Tense

Table 1. The Syllabus of *English Way*

This book is quite special since it provides students with words bank in each unit, along with the pronunciation and words" meaning in bahasa Indonesia. However, the writer will evaluate all the materials and activities that exist in the textbook, unit one to eight using the checklist suggested by Miekley (2005) and Zahlan and Begum (2013) on the next page.

The Checklist

The writer also used a checklist as guidance in evaluating the vocabulary materials. The checklist is developed by Miekley (2005) and Zahan and Begum (2013) in which they made a checklist to evaluate ESL Textbook. Miekley used the checklist for evaluating reading materials appeared in the textbook used in ESL/EFL classrooms whereas; Zahan and Begum used the checklist in evaluating all the materials of EFL/ESL Textbook in Bangladesh. Then the writer made some changes to be adjusted with the objective of the study and the criteria of a good textbook. However, as presented in other checklist, a rating scale is the dominant form employed to score the checklist (e.g., Skierso, 1991 and Mukundan et al, 2011).

The writer evaluates four language skills (reading, speaking, writing and listening) and three language components (vocabulary, grammar and pronunciation). There are nine questions formed for each language skill, and there are five questions for each language component except for pronunciation. Thus, the total questions are 45 numbers. The questions formed are used to assess the effectiveness of the materials toward the students' understanding and achievements. Below is the checklist provided by the writer.

CHECKLIST FOR ENGLISH WAY

Scoring system:

4 – Excellent

3 – Good

2 – Adequate

1 – Poor

ASPECTS	UNIT							
	1	2	3	4	5	6	7	8
Language Skills								
A Reading								
1 The reading passages match the topic of the unit								
2 The reading passages are practical and reality-based								
3 The reading passages are interesting and useful for students								
4 The reading passages are understandable or comprehensible								
5 The reading passages contain errors								
6 The reading passages are coherent with the key idea and topic								
7 There is a set of questions for measuring students' understanding or comprehension								
8 There is a guidance or suggestion for teacher to conduct the reading activities								
9 There is an exercise for students to improve their critical-thinking								
B Speaking								
1 The speaking expression and dialogue match the topic of the unit								
2 The speaking expression and dialogue are practical and reality-based								
3 The speaking expression and dialogue are interesting and useful for students								
4 The speaking expression and dialogue are understandable or comprehensible								
5 The dialogue is coherent with the speaking expression								

6	There is a set of exercises for students to practice by themselves				
7	There is a guidance or suggestion for teacher to conduct the speaking activities				
8	There is an explanation of situation of when and where the students can apply the speaking expression				
C Writing					
1	The writing exercises match the topic of the unit				
2	The writing exercises are practical and reality based				
3	The writing exercises are interesting and useful for students				
4	The writing exercises are understandable or comprehensible				
5	The writing exercises is related to the speaking, reading and/or listening activity				
6	There is a picture of words bank to equip students in composing their writing				
7	There is a guidance or suggestion for teacher to conduct the writing activities				
8	There is an explanation of situation of when and where the students can compose such writing				
D Listening					
1	The listening activities match the topic of the unit				
2	The listening activities are reality-based				
3	The listening activities are interesting and useful for students				
4	There is a set of methods of doing the listening activities (fill in the blanks, comprehension questions, etc)				
5	There is a guidance or suggestion for teacher to conduct the listening activities				
Language Components					
E Vocabulary					
1	The new words in each unit match the topic of the unit				
2	The new words are practical and reality-based				
3	The load (number of new words in each unit) is appropriate to the level				
4	There is a good distribution (simple to complex) of vocabulary load				
5	Words are efficiently repeated and recycled through reading, speaking, writing and/or listening activity				
6	There is a words bank at the end of the unit				
F Grammar					
1	The grammar introduced in each unit match the syllabus				
2	The grammar is practical and reality-based				
3	The spread of grammar is achievable				
4	The examples from the grammar explanation are interesting				
5	Grammar is introduced explicitly in each unit				
G Pronunciation					
1	It is contextual				
2	It is available with the phonetic symbol				

Figure 1. The Checklist Used by the Writer

Each question formed is scored with the range 1 to 4, from poor to excellent. The scoring was done by the three English teachers of SMP Santo Yosef Surabaya as they were the ones who use the textbook “*English Way*” as a means of English teaching-learning guidance. They were given three weeks, from 24 October 2015 to 14 November 2015, to do the evaluation and scoring. They assessed the textbook from unit 1 to 8 using the checklist given by the writer. Below is the checklist scoring result of three respective English teachers.

CHECKLIST FOR ENGLISH WAY *Grade 7*

Scoring system:

4 = Excellent 3 = Good 2 = Adequate 1 = Poor

RESPONDENT 1

ASPECTS		UNIT							
		1	2	3	4	5	6	7	8
Language Skills									
A Reading									
1	The reading passages match the topic of the unit	3	3	3	3	3	3	3	3
2	The reading passages are practical and reality-based	3	3	3	3	3	3	3	3
3	The reading passages are interesting and useful for students	3	3	3	3	3	3	3	3
4	The reading passages are understandable or comprehensible	3	3	3	3	3	3	3	3
5	The reading passages contain errors	3	3	3	3	3	3	3	3
6	The reading passages are coherent with the key idea and topic	3	3	3	3	3	3	3	3
7	There is a set of questions for measuring students' understanding or comprehension	3	3	3	3	3	3	3	3
8	There is a guidance or suggestion for teacher to conduct the reading activities	3	3	3	3	3	3	3	3
9	There is an exercise for students to improve their critical-thinking	3	3	3	3	3	3	3	3
B Speaking									
1	The speaking expression and dialogue match the topic of the unit	4	4	4	4	4	4	4	4
2	The speaking expression and dialogue are practical and reality-based	4	4	4	4	4	4	4	4
3	The speaking expression and dialogue are interesting and useful for students	4	4	4	4	4	4	4	4
4	The speaking expression and dialogue are understandable or comprehensible	4	4	4	4	4	4	4	4
5	The dialogue is coherent with the speaking expression	4	4	4	4	4	4	4	4
6	There is a set of exercises for students to practice by themselves	3	3	3	3	3	3	3	3
7	There is a guidance or suggestion for teacher to conduct the speaking activities	3	3	3	3	3	3	3	3
8	There is an explanation of situation of when and where the students can apply the speaking expression	3	3	3	3	3	3	3	3
C Writing									
1	The writing exercises match the topic of the unit	3	3	3	3	3	3	3	3
2	The writing exercises are practical and reality-based	3	3	3	3	3	3	3	3
3	The writing exercises are interesting and useful for students	3	3	3	3	3	3	3	3
4	The writing exercises are understandable or comprehensible	3	3	3	3	3	3	3	3
5	The writing exercises is related to the speaking, reading and/or listening activity	3	3	3	3	3	3	3	3
6	There is a picture of words bank to equip students in composing their writing	3	3	3	3	3	3	3	3
7	There is a guidance or suggestion for teacher to conduct the writing activities	3	3	3	3	3	3	3	3
8	There is an explanation of situation of when and where the students can compose such writing	3	3	3	3	3	3	3	3
D Listening									
1	The listening activities match the topic of the unit	3	3	3	3	3	3	3	3
2	The listening activities are reality-based	3	3	3	3	3	3	3	3
3	The listening activities are interesting and useful for students	3	3	3	3	3	3	3	3
4	There is a set of methods of doing the listening activities (fill in the blanks, comprehension questions, etc)	3	3	3	3	3	3	3	3
5	There is a guidance or suggestion for teacher to conduct the listening activities	3	3	3	3	3	3	3	3
Language Components									
E Vocabulary									
1	The new words in each unit match the topic of the unit	3	3	3	3	3	3	3	3
2	The new words are practical and reality-based	3	3	3	3	3	3	3	3
3	The load (number of new words in each unit) is appropriate to the level	3	3	3	3	3	3	3	3
4	There is a good distribution (simple to complex) of vocabulary load	3	3	3	3	3	3	3	3
5	Words are efficiently repeated and recycled through reading, speaking, writing and/or listening activity	3	3	3	3	3	3	3	3
6	There is a words bank at the end of the unit	3	3	3	3	3	3	3	3
F Grammar									
1	The grammar introduced in each unit match the syllabus	3	3	3	3	3	3	3	3
2	The grammar is practical and reality-based	3	3	3	3	3	3	3	3
3	The spread of grammar is achievable	3	3	3	3	3	3	3	3
4	The examples from the grammar explanation are interesting	3	3	3	3	3	3	3	3
5	Grammar is introduced explicitly in each unit	3	3	3	3	3	3	3	3
G Pronunciation									
1	It is contextual	2	2	2	2	2	2	2	2
2	It is available with the phonetic symbol	2	2	2	2	2	2	2	2

Figure 2. Checklist Result from Respondent 1

CHECKLIST FOR ENGLISH WAY

Scoring system:

4 = Excellent

3 = Good

2 = Adequate

1 = Poor

RESPONDENT 2

ASPECTS		UNIT							
		1	2	3	4	5	6	7	8
Language Skills									
A Reading									
1	The reading passages match the topic of the unit	4	4	4	4	4	4	4	4
2	The reading passages are practical and reality-based	3	3	3	3	3	3	3	3
3	The reading passages are interesting and useful for students	3	3	3	4	3	3	3	3
4	The reading passages are understandable or comprehensible	3	3	3	3	3	3	3	3
5	The reading passages contain errors	3	3	3	3	3	3	3	3
6	The reading passages are coherent with the key idea and topic	4	4	4	4	4	4	4	4
7	There is a set of questions for measuring students' understanding or comprehension	4	4	4	4	4	4	4	4
8	There is a guidance or suggestion for teacher to conduct the reading activities	3	3	3	3	3	3	3	3
9	There is an exercise for students to improve their critical-thinking	2	2	2	2	2	2	2	2
B Speaking									
1	The speaking expression and dialogue match the topic of the unit	4	4	4	4	4	4	4	4
2	The speaking expression and dialogue are practical and reality-based	3	3	3	3	3	3	3	3
3	The speaking expression and dialogue are interesting and useful for students	3	3	3	3	3	3	3	3
4	The speaking expression and dialogue are understandable or comprehensible	3	3	3	3	3	3	3	3
5	The dialogue is coherent with the speaking expression	4	4	4	4	4	4	4	4
6	There is a set of exercises for students to practice by themselves	4	4	4	4	4	4	4	4
7	There is a guidance or suggestion for teacher to conduct the speaking activities	2	2	2	2	2	2	2	2
8	There is an explanation of situation of when and where the students can apply the speaking expression	4	4	4	4	4	4	4	4
C Writing									
1	The writing exercises match the topic of the unit	4	4	4	4	4	4	4	4
2	The writing exercises are practical and reality-based	3	3	3	3	3	3	3	3
3	The writing exercises are interesting and useful for students	3	3	3	3	3	3	3	3
4	The writing exercises are understandable or comprehensible	3	3	3	3	3	3	3	3
5	The writing exercises is related to the speaking, reading and/or listening activity	4	4	4	4	4	4	4	4
6	There is a picture of words bank to equip students in composing their writing	3	3	3	3	3	3	3	3
7	There is a guidance or suggestion for teacher to conduct the writing activities	2	2	2	2	2	2	2	2
8	There is an explanation of situation of when and where the students can compose such writing	4	4	4	4	4	4	4	4
D Listening									
1	The listening activities match the topic of the unit	4	4	4	4	4	4	4	4
2	The listening activities are reality-based	3	3	3	3	3	3	3	3
3	The listening activities are interesting and useful for students	3	3	3	3	3	3	3	3
4	There is a set of methods of doing the listening activities (fill in the blanks, comprehension questions, etc)	4	4	4	4	4	4	4	4
5	There is a guidance or suggestion for teacher to conduct the listening activities	3	3	3	3	3	3	3	3
Language Components									
E Vocabulary									
1	The new words in each unit match the topic of the unit	4	4	4	4	4	4	4	4
2	The new words are practical and reality-based	3	3	3	3	3	3	3	3
3	The load (number of new words in each unit) is appropriate to the level	3	3	3	3	3	3	3	3
4	There is a good distribution (simple to complex) of vocabulary load	2	2	2	2	2	2	2	2
5	Words are efficiently repeated and recycled through reading, speaking, writing and/or listening activity	4	4	4	4	4	4	4	4
6	There is a words bank at the end of the unit	4	4	4	4	4	4	4	4
F Grammar									
1	The grammar introduced in each unit match the syllabus	4	4	4	4	4	4	4	4
2	The grammar is practical and reality-based	3	3	3	3	3	3	3	3
3	The spread of grammar is achievable	3	3	3	3	3	3	3	3
4	The examples from the grammar explanation are interesting	2	2	2	2	2	2	2	2
5	Grammar is introduced explicitly in each unit	3	3	3	3	3	3	3	3
G Pronunciation									
1	It is contextual	3	3	3	3	3	3	3	3
2	It is available with the phonetic symbol	3	3	3	3	3	3	3	3

Figure 3. Checklist Result from Respondent 2

CHECKLIST FOR ENGLISH WAY

Scoring system:

4 = Excellent 3 = Good 2 = Adequate 1 = Poor

RESPONDENT 3

ASPECTS		UNIT							
		1	2	3	4	5	6	7	8
Language Skills									
A Reading									
1	The reading passages match the topic of the unit	3	3	3	3	3	3	3	3
2	The reading passages are practical and reality-based	2	3	3	3	3	3	3	3
3	The reading passages are interesting and useful for students	3	3	3	3	3	3	3	3
4	The reading passages are understandable or comprehensible	3	3	3	3	2	3	3	3
5	The reading passages contain errors,	3	3	3	3	3	3	3	3
6	The reading passages are coherent with the key idea and topic	3	3	3	3	3	3	3	3
7	There is a set of questions for measuring students' understanding or comprehension	3	3	3	3	3	3	3	3
8	There is a guidance or suggestion for teacher to conduct the reading activities	1	3	3	3	3	2	3	3
9	There is an exercise for students to improve their critical-thinking	1	3	2	3	3	3	3	3
B Speaking									
1	The speaking expression and dialogue match the topic of the unit	3	3	3	3	2	3	3	3
2	The speaking expression and dialogue are practical and reality-based	3	2	3	3	2	3	3	3
3	The speaking expression and dialogue are interesting and useful for students	3	4	3	3	3	4	3	3
4	The speaking expression and dialogue are understandable or comprehensible	3	4	2	3	3	3	3	3
5	The dialogue is coherent with the speaking expression	3	3	3	3	3	3	3	3
6	There is a set of exercises for students to practice by themselves	3	3	3	3	3	3	3	3
7	There is a guidance or suggestion for teacher to conduct the speaking activities	3	3	3	4	3	3	3	3
8	There is an explanation of situation of when and where the students can apply the speaking expression	3	3	3	3	3	3	3	3
C Writing									
1	The writing exercises match the topic of the unit	3	3	3	3	3	3	3	3
2	The writing exercises are practical and reality-based	3	3	3	3	3	3	3	3
3	The writing exercises are interesting and useful for students	3	3	3	3	3	3	3	3
4	The writing exercises are understandable or comprehensible	3	3	3	3	3	3	3	3
5	The writing exercises is related to the speaking, reading and/or listening activity	3	3	3	3	3	3	3	3
6	There is a picture of words bank to equip students in composing their writing	3	3	3	2	3	3	3	3
7	There is a guidance or suggestion for teacher to conduct the writing activities	3	3	3	3	3	3	3	3
8	There is an explanation of situation of when and where the students can compose such writing	3	3	3	3	3	3	3	4
D Listening									
1	The listening activities match the topic of the unit	3	3	3	3	3	3	3	3
2	The listening activities are reality-based	3	3	3	3	3	3	3	3
3	The listening activities are interesting and useful for students	3	3	3	3	3	3	3	3
4	There is a set of methods of doing the listening activities (fill in the blanks, comprehension questions, etc)	3	3	3	3	3	3	3	3
5	There is a guidance or suggestion for teacher to conduct the listening activities	3	3	3	3	3	2	3	3
Language Components									
E Vocabulary									
1	The new words in each unit match the topic of the unit	2	3	3	3	3	3	3	3
2	The new words are practical and reality-based	3	3	3	3	3	3	3	3
3	The load (number of new words in each unit) is appropriate to the level	3	3	3	3	3	3	3	3
4	There is a good distribution (simple to complex) of vocabulary load	3	3	3	3	3	3	3	3
5	Words are efficiently repeated and recycled through reading, speaking, writing and/or listening activity	3	3	3	3	3	3	3	3
6	There is a words bank at the end of the unit	3	3	3	3	3	3	3	3
F Grammar									
1	The grammar introduced in each unit match the syllabus	3	3	3	3	3	3	3	3
2	The grammar is practical and reality-based	3	3	3	3	3	3	3	3
3	The spread of grammar is achievable	3	3	3	3	3	3	3	3
4	The examples from the grammar explanation are interesting	3	3	3	3	3	3	3	3
5	Grammar is introduced explicitly in each unit	3	3	3	3	3	3	3	3
G Pronunciation									
1	It is contextual	2	2	2	2	2	2	2	2
2	It is available with the phonetic symbol	2	2	2	2	2	2	2	2

Figure 4. Checklist Result from Respondent 3

Then the writer calculated the total score for each unit. The total score is the accumulation score of the 43 questions. Below is the example of the checklist and the way of scoring it.

CHECKLIST FOR ENGLISH WAY *Grade 7*

Scoring system:

4 = Excellent

3 = Good

2 = Adequate

1 = Poor

RESPONDENT 1

ASPECTS		UNIT							
		1	2	3	4	5	6	7	8
Language Skills									
A Reading									
1	The reading passages match the topic of the unit	3	3	3	3	3	3	3	3
2	The reading passages are practical and reality-based	3	3	3	3	3	3	3	3
3	The reading passages are interesting and useful for students	3	3	3	3	3	3	3	3
4	The reading passages are understandable or comprehensible	3	3	3	3	3	3	3	3
5	The reading passages contain errors	4	3	3	3	3	3	3	3
6	The reading passages are coherent with the key idea and topic	3	3	3	3	3	3	3	3
7	There is a set of questions for measuring students' understanding or comprehension	3	3	3	3	3	3	3	3
8	There is a guidance or suggestion for teacher to conduct the reading activities	3	3	3	3	3	3	3	3
9	There is an exercise for students to improve their critical-thinking	3	3	3	3	3	3	3	3
B Speaking									
1	The speaking expression and dialogue match the topic of the unit	4	4	4	4	4	4	4	4
2	The speaking expression and dialogue are practical and reality-based	4	4	4	4	4	4	4	4
3	The speaking expression and dialogue are interesting and useful for students	4	4	4	4	4	4	4	4
4	The speaking expression and dialogue are understandable or comprehensible	4	4	4	4	4	4	4	4
5	The dialogue is coherent with the speaking expression	4	4	4	4	4	4	4	4
6	There is a set of exercises for students to practice by themselves	3	3	3	3	3	3	3	3
7	There is a guidance or suggestion for teacher to conduct the speaking activities	3	3	3	3	3	3	3	3
8	There is an explanation of situation of when and where the students can apply the speaking expression	3	3	3	3	3	3	3	3
C Writing									
1	The writing exercises match the topic of the unit	3	3	3	3	3	3	3	3
2	The writing exercises are practical and reality-based	3	3	3	3	3	3	3	3
3	The writing exercises are interesting and useful for students	3	3	3	3	3	3	3	3
4	The writing exercises are understandable or comprehensible	3	3	3	3	3	3	3	3
5	The writing exercises is related to the speaking, reading and/or listening activity	3	3	3	3	3	3	3	3
6	There is a picture of words bank to equip students in composing their writing	3	3	3	3	3	3	3	3
7	There is a guidance or suggestion for teacher to conduct the writing activities	3	3	3	3	3	3	3	3
8	There is an explanation of situation of when and where the students can compose such writing	3	3	3	3	3	3	3	3
D Listening									
1	The listening activities match the topic of the unit	3	3	3	3	3	3	3	3
2	The listening activities are reality-based	3	3	3	3	3	3	3	3
3	The listening activities are interesting and useful for students	3	3	3	3	3	3	3	3
4	There is a set of methods of doing the listening activities (fill in the blanks, comprehension questions, etc)	3	3	3	3	3	3	3	3
5	There is a guidance or suggestion for teacher to conduct the listening activities	3	3	3	3	3	3	3	3
Language Components									
E Vocabulary									
1	The new words in each unit match the topic of the unit	3	3	3	3	3	3	3	3
2	The new words are practical and reality-based	3	3	3	3	3	3	3	3
3	The load (number of new words in each unit) is appropriate to the level	3	3	3	3	3	3	3	3
4	There is a good distribution (simple to complex) of vocabulary load	3	3	3	3	3	3	3	3
5	Words are efficiently repeated and recycled through reading, speaking, writing and/or listening activity	3	3	3	3	3	3	3	3
6	There is a words bank at the end of the unit	3	3	3	3	3	3	3	3
F Grammar									
1	The grammar introduced in each unit match the syllabus	3	3	3	3	3	3	3	3
2	The grammar is practical and reality-based	3	3	3	3	3	3	3	3
3	The spread of grammar is achievable	3	3	3	3	3	3	3	3
4	The examples from the grammar explanation are interesting	3	3	3	3	3	3	3	3
5	Grammar is introduced explicitly in each unit	3	3	3	3	3	3	3	3
G Pronunciation									
1	It is contextual	2	2	2	2	2	2	2	2
2	It is available with the phonetic symbol	2	2	2	2	2	2	2	2

The writer scored all the numbers in one column. Then, all the three checklists' total score are combined, later on to be divided, to find its mean. Finally, the writer classified the total scores, whether the textbook is excellent, good, adequate or poor.

Discussion

The total scores of the questions per each unit were ranging from 43 to 172. With the classification range: 43-65 as poor; 66-108 as adequate; 109-151 as good and 152-172 as excellent. This ranging score is taken from Skierso (1991) and Mukundan et al (2011). They scored the checklist based on the effectiveness of the materials. The total score was shown as follow.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Respondent 1	132	132	132	132	132	132	132	132
Respondent 2	140	140	140	140	140	140	140	140
Respondent 3	132	128	125	127	126	127	127	128
Average Score	134.7	133.3	132.3	133	132.7	133	133	133.3

The first respondent scored all units, unit 1 to 8, with the total of 132. On the other hand, the second respondent scored each unit differently. The second respondent scored the units with the total of 140. At last, the third respondent scored all units with the range of 125 to 132. Overall, the writer added each score from each unit and got the average score around 132.7 to 134.7. The total score that ranges between 132.7 to 134.7 classifies "English Ways" as a good textbook, on relevance to the items of the used checklist.

Since the writer is doing an evaluation on English textbook for Junior High School grade 7 entitled "English Ways", the writer would like to share his experience on using the book for his Teaching Practice activity. The writer conducted his Teaching Practice activity at SMP Santo Yosef Surabaya, and at that time the writer was asked to teach grade 7 by the English teacher there. Therefore, the writer had to use the book "English Way" as a main book for teaching students. In this section, the writer would like to share his experience starting from reading materials to the pronunciation materials of the textbook which were used in the classroom.

The reading materials were interesting since there were some reading passages that were quite easy to understand for the young 7th graders. They also had vocabularies that were easy enough to comprehend. However, since the reading skills of the students were not on

similar level, there were also some students that had difficulty in understanding the idea of the passage.

The speaking activities were appropriate for the students as there were lots of dialogue in the textbook that helped students practice more with their friends. The dialogues provided were on daily basis practice, and there were some exercises on situational dialogues for students to compose their own. The author provided expression corner as the guidance to compose the dialogue based on the situation given.

The writing activities were appropriate for the students as there were lots of examples to make students understand the structure of the procedure text, invitation text, and short functional text. After that the students could make the text by themselves. Unfortunately, there was no specific explanation on the functional text discussed, thus the teacher should provide the explanation by him/herself.

The recording of the listening activities was not put in a CD. Instead, the teacher would read the tape script then the students were asked to fill in the blanks. This was not good as students were not listened to the native English speaker as other books do. As for the writer's experience, sometimes the teacher made unclear pronunciation or intonation while reading the tape script out loud.

Next, the writer would like to share about first language component which was grammar. This book had an appropriate explanation on the grammar parts. The grammar section was provided with a brief and clear explanation to make students easily understand the grammar explanation. Since the students sometimes were afraid of the grammar exercises and also confused on the certain names such as Simple Present, Present Continuous, Imperatives and etc; this book was really recommended for the beginner and the young learner of English to get use to the grammar exercises and their names.

Second was about the vocabularies. This book provided a box of difficult words at the end of the unit which is called "Words Banks". However, not all the difficult words provided meet the students' need. Sometimes students did not understand other words from the unit, which were not listed, and then they asked their teacher directly. Although, this book had provided the words bank it did not really cover all the difficult words of each unit. Teacher as facilitator should prepare his/herself to answer students' question on difficult words.

The last is the pronunciation materials. This book is provided with how to pronounce each word along with the words bank. For example: accept /ə'ksept/: menerima. However, students were not familiar with the phonetic symbols provided by the book. Thus, the teacher should pronounce the word first to make students understand the pronunciation of it.

Overall this book is really a good judging from its contents, exercises and also the packaging. The packaging here means that the unit arrangements are structured well, and there were many pictures inserted to help building the students' understanding. Besides, the students of SMP Santo Yosef Surabaya grade 7 seem to enjoy on studying English using this book.

Conclusion

Looking at the total score of the three checklists, the writer concluded that "English Way" was considered as a good English textbook. It provides interesting reading materials, real-life basis of speaking activities, appropriate writing activities and adequate explanations on vocabulary, grammar and pronunciation. It might lack on the listening activities as it got no special recording from native speaker, however it did not cause significant effect on the scoring of the textbook. Thus, "English Way" could be used as a guidance for teaching English for Junior High School students, especially SMP Santo Yosef Surabaya.

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