

Assessing EFL Textbooks for Indonesian High School Students

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ABSTRACT

This study assesses the EFL textbooks used for Indonesian high school students. It is aimed at assessing whether the textbooks meet the criteria of a good EFL textbook. For this purpose, an approach to content or document analysis was employed. The data were collected from an EFL textbook “Pathway to English”. The assessment was based on eight dimensions of textbook criteria including layout and design, subject and content, objective, types of texts, language skills, activities and tasks, grammar and vocabulary, and teachers’ book. The results of the assessment showed that the textbook mostly meets the criteria of a good EFL textbook. However, some items in dimensions one, two, three, four, six, and seven were not fulfilled. Moreover, the teacher’s book was not provided. This implies that the EFL textbook may be used for high school students with some revisions.

Keywords: assessment, EFL textbooks, good EFL textbook, textbooks for high school students

INTRODUCTION

This study attempts to assess the EFL textbooks used for high school students whether the textbook meets the criteria of a good EFL textbook. Assessing the EFL textbooks is significant, particularly for teachers of English to select a good EFL textbook prior to being used for their students in high schools, and generally for textbook writers and publishing companies to apply the criteria of a good EFL textbook before writing and publishing the EFL textbooks for high school students.

Over the past years, a number of studies have been conducted to evaluate the content of EFL textbooks. Gordani (2010) of the Iranian Shiraz University conducted an assessment of the EFL textbooks used at Iranian Guidance Schools to explore different types of learning objectives inherent in Iranian guidance school English textbooks from the viewpoint of Bloom's taxonomy. The primary data in this study were the English textbooks taught in Iranian guidance schools at the present time. The results of this research could serve as a guide to educational decision-makers, syllabus designers, and textbook developers who wish to modify their practice and materials in such a way as to achieve higher levels of learning objectives. Chaisongkram (2011) of the Language Institute, Thammasat University, Thailand, carried out an assessment of an English textbook aimed at finding out whether the textbook was suitable for learners in Mattayom One schools in Thailand. A checklist of textbook assessment criteria by Cunningsworth (1995) and Daoud and Celce-Murcia (1979) was used to analyse the textbook consisting of the general information on the textbook and the textbook analysis' questions, including eight criteria: aims, design and organization, skills, topics, vocabulary and structure, phonology, illustrations and physical make-up. The results showed that MegaGoal

One was compatible with the English education program proposed by the Thai Ministry of Education (2008).

Aftab (2011) of School of English, Drama and American & Canadian Studies College of Arts and Law, University of Birmingham, conducted a multidimensional study comprehensively to explore the English language textbook situation in Pakistan in five stages utilizing mixed methods approach. Two preliminary stages were small scale – a survey of the English language requirements and interviews of the officials involved in sanctioning and publishing textbooks. The main stages were the critical examination of the English curricula and syllabi, the survey of the views of the textbook users, and the detailed coursebook assessment. The assessment criteria checklists and questionnaires employed during these stages were mainly based on the materials development, 'needs analysis' and curriculum design literature. The research highlighted shortcomings in the overall educational arena and these weaknesses are assumed to be indirectly responsible for the poor standard of English prevailing in the country. The curriculum and textbook policies were found to be inadequate. Generally the teachers/administrators lacked critical, in-depth and practical understanding of language learning objectives, teaching techniques, syllabus design, and materials. By and large, the course books overwhelmingly relied on controlled and artificial activities to teach English. In conclusion, suggested improvements in the curriculum development process, teachers and textbook writers training programmes and, importantly, the prescribed coursebooks can in the long run assist in facilitating English language acquisition in the Pakistani learners.

Nguyen (2015) of the Department of English Language and Linguistics, the University of Sheffield assessed the *English 6*, an official textbook used for grade 6 pupils in all secondary schools all over Vietnam, in the teaching and learning context of the Mekong Delta. The research was conducted in two stages, consisting of a theoretical assessment and an empirical assessment. The theoretical assessment was based on the researcher's experience, expertise, and the literature on textbook assessment. The empirical assessment was based on data collected from 22 teachers and 313 pupils at eight different secondary schools in four different provinces in the Mekong Delta in the form of questionnaires, semi-structured interviews, documents and classroom observation. The assessment sought to find out the users' views on the textbook, its impact on users and the users' recommendations for improvement. The results of the assessment show that the textbook suits the teaching and learning context and culture, gives much help to both teachers and pupils, and receives positive responses from teachers and pupils. On the other hand, the textbook needs to be improved in the following ways. For instance, more varied types of activities, especially ones which help pupils practice using the target language communicatively, should be added to the textbook content. Free practice activities should be added after the controlled ones to help pupils practice speaking and writing creatively. The textbook should be supplemented with language material from different resources such as picture stories, comic strips, and the like. The supporting resources need to be more widely available and better, both in terms of physical appearance and quality. The findings also indicate that textbook writers should carry out learner needs analysis before writing new textbooks to make sure that they meet learners' needs.

The first study was conducted to explore different types of learning objectives from the viewpoint of Bloom's taxonomy. The second study was aimed at assessing the suitability of the EFL textbook for learners, using a checklist of textbook assessment criteria by Cunningsworth and Daoud and Celce-Murcia, including eight criteria: aims, design and organization, skills, topics, vocabulary and structure, phonology, illustrations and physical make-up. The third research was undertaken to assess the relevance of the English textbook for high schools to the EFL textbook assessment criteria, using Jahangard's criteria and a criteria checklist as the

instrument. The forth study was undertaken to assess the English language textbook situation in five stages with a mixed method approach, using assessment criteria checklists and questionnaires as the instruments. The fifth research was to find out the users' views on the textbook, its impact on users and the users' recommendations for improvement, which was conducted in two stages, consisting of a theoretical assessment and an empirical assessment. The theoretical assessment was based on the researcher's experience, expertise, and the literature on textbook assessment. The empirical assessment was based on data collected from teachers and students. The instruments used were in the form of questionnaires, semi-structured interviews, documents and classroom observation.

This present study, however, elaborates more detailed dimensions of holistic criteria of good EFL textbooks including layout and design, subject and content, objective, types of texts, language skills, activities and tasks, grammar and vocabulary, and teachers' book.

THEORETICAL BACKGROUND

EFL Textbook

According to Newmark (1998), a textbook can be defined as an informative function. It involves the external situation, the facts of topics, reality outside the language, and the reported ideas or theories. Nunan (1991) defined textbook as a commercially produced material. It is an important element within a curriculum, and is often the most tangible and visible aspect of the textbook. Tarigan (1986) stated that textbooks are books of lesson in a certain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easily understood by the users in schools and colleges to receive teaching programs. Buckingham (1985) in Tarigan (1993) said that textbook is a book which is usually used by teachers to support the teaching and learning processes in schools and universities. Teaching and learning process is an interaction between teachers and students ended by a process of assessing the learning results. Teaching and learning process is also a process of interaction between students and teachers in the efforts of achieving the learning objectives, which takes place in a certain location and in a certain period of time. Bacon (1935) in Tarigan (1986) also expressed that textbooks are books which are designed to be used in the class accurately compiled and prepared by the experts or experts of the field and compiled with appropriate teaching tools. Finally, Sheldon (1987) stated that a textbook can be referred to as a published book specially designed to help the language learners improve their linguistic and communicative abilities. It is a book which is published with a specific design used to assist people in learning a language with a view to improving their linguistic and communication skills.

A conclusion can be drawn that textbooks are printed materials specifically designed to be used in the class with the objective of facilitating the teaching and learning processes in schools to improve students' language skills.

A Standardized EFL Textbook

The basic characteristics of a standardized textbook for teaching language are suggested by Tomlinson (in Richards, 2002). According to Tomlinson, materials in the textbook should achieve impacts, help learners to feel at ease, help to develop confidence, and should be perceived by learners as relevant and useful and learners must be ready to acquire the points being taught from the materials. Moreover, materials should require and facilitate learners' self-investment; provide the learners with opportunities to use the target language to achieve communicative purposes; take into account that the positive effects of instruction are usually delayed as well as take into account that learners have different learning styles. Furthermore, materials should take into account that learners differ in affective attitudes; permit a silent

period at the beginning of instruction and not rely too much on controlled practice. At last, materials should provide opportunities for outcome feedback.

Based on Crawford's opinion (Richards & Renandya, 2002), materials obviously reflect the writer's view of language and learning, and teachers (and student as well) will give a response in accordance with how well these match their own beliefs and expectations. Crawford proposed several points to be taken into account in providing effective materials. For example, the language should be functional and contextualized. Language development requires learners' engagement in purposeful use of language. The language use should be realistic and authentic. In addition, classroom materials will usually seek to include audio visual and contextual differences. To be specific, the second language learners need to develop the ability to deal with the written and spoken genres. As a result, effective teaching materials may foster learners' autonomy and engage them effectively and cognitively.

In terms of using a course book, Ur (2009) summarized the notes as framework, syllabus, ready-made texts and tasks, economy, convenience, guidance, and autonomy. Related to the framework, a course book should provide a clear framework, in the sense that teachers and learners know where they are going and what is coming next, so as to result in a sense of structure and progress.

In regard to syllabus, in many places a course book serves as a syllabus if it is followed systematically. A careful planned and balanced selection of language content will be covered. With respect to the ready-made texts and tasks, the course book should provide texts and learning tasks which are likely to be appropriate level for most of the class. It certainly saves the times for the teachers who will otherwise have to prepare their own texts and tasks. In relation to the economy, a book should be the cheapest way of providing the learning materials for each learner. Several alternatives, such as kits, sets of photocopied papers or computer software are likely to be more expensive depending on the number of the materials provided. Regarding the convenience, a book is the convenient package. It is bound, so that its components stick and stay in order. It is light and small enough to carry around easily. It is of a shape that is easily packed and stacked. For its use, the book does not depend on the hardware supply of electricity. Relating to the guidance, a course book should have a guide book for teachers who are inexperienced or occasionally unsure of their knowledge of the language. The course book may provide useful guidance and support. Finally, relating to the economy, the learners can use the course book to learn new materials, review, and monitor the progress with a certain degree of autonomy. A learner without a course book is more teacher-dependent.

Assessing EFL Textbook

When a textbook is published, it should be thoroughly assessed to ensure that the material is suitable for the school setting. Textbook assessment is conducted to analyse the content of the textbook whether it is relevant and meets the criteria of a good textbook (Fredriksson and Olsson, 2006).

A Guidance to Assess EFL Textbooks

According to Tomlinson & Masuhara (2004), assessing materials is an activity which involves measuring the values (or potential values) of a set of learning materials by making judgments about the effects of the materials on the people using them. Assessing materials seeks to gauge, among others, (1) the appeals of the materials to the learners, (2) the validity of the materials, (3) the ability of the materials to interest the learners, (4) the potential learning values of the

materials, (5) the assistance given to the teachers in terms of the preparation, delivery, and assessment, and (6) the flexibility of the materials.

Garinger (2002) provided the teachers with the way to assess a textbook when they open a page in their textbook. They have to decide if they should use the lesson on that page with their class. If the language, content, and sequencing of the textbook are appropriate, the teachers may want to go ahead and use the textbook. However, if something wrong is found with the textbook, the teachers have to decide what to do next.

Subsequently, Garinger suggested four steps in the process of selecting a textbook. They consist of (1) matching the textbook to the program and the course that can be undertaken prior to selecting a textbook, (2) reviewing the skills presented in the textbook with the purpose of improving the learners' language skills, (3) reviewing exercises and activities in the textbook that can be carried out when assessing the quality of the exercises and activities of a textbook, and (4) weighing practical concerns of the textbook.

Deciding a good textbook should be made by teachers. Harmer (2007) suggested four alternatives for teachers to decide if the part of a coursebook or a textbook is not appropriate. First alternative is that teachers might simply decide to omit the lesson from the textbook, or teachers may replace the coursebook lesson with one of the teachers' own. Teachers may also add and adapt what is in the book. This means that if the reading text deals with a boring or uncreative way, an invitation sequence is too predictable or teachers simply want to deal with the materials in their own way, the teachers may adapt the lesson of the textbook. Teachers may adapt the materials by rewriting parts of them, replacing some of the activities, reordering the activities or reducing the number of activities in the sequence. The teachers' activities have led the students on teachers' beliefs, perceptions and understandings about the textbook.

As cited in Richard (2002), Cunningsworth proposed four criteria for assessing a textbook, particularly a course book. According to him, a textbook should (1) correspond to learners' need and match the aims and objectives of the language learning program, (2) reflect the uses (present and future) that the students will make of language and help equip the students the language effectively for their own purposes. (3) take into account students' need as learners and facilitate their learning process, without dogmatically imposing a rigid method, and (4) have a clear role as a support for learning. Like teachers, it should mediate between the target language and the learner. In addition, as cited by Brown (2001), Cunningsworth presented the textbook assessment and selection by the following categories (1) aims and approaches, (2) design and organization, (3) language content, (4) skills, (5) topics, (6) methodology, (7) teachers' books, and (8) practical consideration.

Ur (2008) suggested the criteria for the coursebook assessment from the importance to less importance. According to him, a textbook should have (1) objectives explicitly laid out in an introduction, and implemented in the material; (2) approach educationally and socially acceptable to target community; (3) clear attractive layout, print easy to read; (4) appropriate visual materials available; (5) interesting topics and tasks; (6) varied topics and tasks so as to provide different learner levels, learning styles, interest, etc.; (7) clear instructions; (8) systematic coverage syllabus; (9) contents clearly organized and graded (sequenced by difficulty); (10) periodic review and test sections; (11) plenty of authentic language; (12) good pronunciation explanation and practice; (13) fluency practice in all four skills; (14) encouragement for learners to develop their own strategies and to become independent in their learning; (15) adequate guidance for the teachers, not too heavy preparation load; (16) audio cassettes; and (17) readily-available locally.

Finally, Callow (2013) also suggested several principles for selecting texts and activities in the textbook to be used in the classroom. According to Callow, every literary theme and feature should have the theme (as the central message of a story), plot (as a basic generic narrative structure), characterization or characters whether people, animals or things that populate the created story world, point of view, the narrator of the text, and the setting that is the particular time and place of the story.

Dimensions of an EFL Textbook

Based on the textbook assessment criteria, several features of EFL textbooks should be deemed as important dimensions to be assessed and analyzed in order to know the quality of the textbook. There were eight dimension, including layout and design, subject and content, objectives, types of texts, language skills, activities and tasks, grammar and vocabulary, and teachers' book.

Layout and Design

Layout and organization of textbooks has a great influence on learning of the basic information in the texts. Teaching materials with clear layout and structure have a noticeable effect on leaning. Learners' curiosity and attention are attracted when the material is visually attractive and well organized. Besides, learners feel more comfort with materials with lots of white space and attractive colours. Sheldon (1988) pointed that "textbooks are physical artefacts, and the author needs to recognize that layout, format, typography and graphics are also essential for a successful coursebook". Cunningsworth (1984) claimed that "what we should look for is a good balance between visual material and written text, so that each supports the other". Nunan (1991) showed that, "The way materials are organized and presented, as well as the types of content and activities, will help to shape the learner's view of language."

Sheldon (1988) argued that the book should have an optimum density and mix of text and graphical material on each page. Needless to say, the pictures must be attractive, catchy and thought provoking, but on the other hand, the pictures cannot be offensive for the students. Furthermore, the pictures should be clear enough and they should serve their aims. In general, the layout of the book must help both the teacher and the students to use the texts and visual materials in an efficient way. McDonough and Shaw (2003) suggested that "some textbook are very well researched and written but are so cluttered with information on every page that teachers/learners find them practically unusable'. Hartley (1985) suggested that illustrations may accomplish one or more of the following roles in instructional text; an affective role-enhancing interest and motivation; an attention role-attracting and directing attention; a didactic role- facilitating learning by showing rather than telling and by providing additional information; a supportive role-enhancing the learning of less able readers and a retention role-facilitating long term recall.

In addition, "there has been a tendency to use glossy prints in some materials to try and make the book appear more attractive" (McDonough and Shaw, 2003). Illustrations must be an integral part of the textbook, and must complement the text and make a real contribution to learning outcomes. There are two basic types of illustration. Firstly, line drawings - which can either be in colour or simply in black only. Secondly, photographs - which again can be in black and white or in full colour.

Based on the above description, the layout and design to be assessed include (1) the quality of paper and binding of the textbook which is durable, (2) the size of the textbook which is convenient for students to handle, (3) the cover of the textbook which is appealing, (4) the main headings and sub-headings which are well-organized, (5) the units which are well-organized

and offering easy progression, (6) enough pictures, diagrams, tables etc. which help the students understand the printed texts, (7) illustrations, tables, figures, graphs, etc. which are relevant and functional, (8) an adequate vocabulary list or glossary included, (9) the instructions written in a simple and clear language, (10) the material containing adequate indices and appendices, and (11) necessary audio-visual aids which help students learn the four skills in an integrated way.

Subject and Content

Textbooks have to be authentic, inspiring and catching the students' interest. If textbooks fail to convey these aspects, neither teachers nor students will have enough strength or energy to work with these textbooks.

Cunningsworth (1995) claimed that textbooks should correspond to learners' needs; help to equip learners to use language effectively for their own purposes; facilitate students' learning process and have a clear role in mediating the target language and the learner. Celce-Murcia (2001) argued that textbooks are for students. To meet their needs, the textbooks must have not just the English language or communication skills content demanded by the curriculum, but they must also fit the needs of students as learners of English. Cunningsworth (1995) explained that by engaging students' interests and challenging their intellect, coursebooks can provide much of the stimulation which will motivate them to become more independent in their learning and in their use of English. He maintained that this could be done by including interesting and stimulating topics and encouraging learners to think for themselves around these topics and to discuss them with others. Sheldon (1988) argued that flexibility should be one of the features of a good foreign language textbook. The materials should be easy to modify or adapt to the practical constraints with which the teacher has to deal in different teaching situations. Language textbooks should have clarity. There should be a linkage of materials, which means that the textbook should be organized in such a way that the units and exercises connect in terms of theme, situation, topic, pattern of skills development, or progression in grammar and lexis.

The materials should be organized in such a way that it is easy for both the teacher and the students to find a relevant piece of information in the textbook. Besides, there should be clear and conspicuous section headings, indexes, vocabulary lists, etc.

Textbooks should depict authentic, interesting, absorbing, entertaining and modern topics. It is important that the textbook covers different proficiency levels since the textbook will be used in many different classes and programs at the school which is also the most economic solution. Though no single subject will be interesting to all students, the content of English textbooks is required to be meaningful and interesting for students.

The aspects of subject and content to be assessed include (1) an appropriate table of contents, (2) the content not conflicting with students' social beliefs, (3) the content not conflicting with students' background, (4) most language skills, (5) the subject matter presented either topically or functionally in a logical, organized manner, (6) sufficient variety in the subject and content of the textbook, (7) the content promoting students' autonomy, (8) the content containing real-life issues that challenge the readers to think critically about his/her worldview, (9) the topics familiar to the learners, (10) the content of the material which is interesting and motivating, (11) the content which promotes students' involvement, (12) The content which is appropriate for the learners' level, (13) the materials which encourage a positive attitude towards gender (e.g. stereotyping occupation or use of gender bias words like

chairman instead of chairperson), (14) the materials which encourage a positive attitude towards environmental issues, and (15) the self-check progress report.

Objectives

In assessing textbooks, the most important dimension to be treated is to check the presence of objectives in the textbooks and to examine their quality and appropriate to the students' level. Hyland (2007) stated that objectives are important to ensure that appropriate learning is achieved. Just as syllabus objectives specify the knowledge and skills students will acquire at the end of a course, lesson and unit objectives describe the observable behaviours learners will display at the end of the unit. Teaching materials need to address clearly stated objectives. When students know why and what they are learning, it makes the activities and tasks more purposeful and meaningful. Cunningsworth (1995) suggested that "the aims and objectives of a learning/teaching program should determine which course materials are used, and not vice versa, reflecting the principle that coursebooks are better servants than masters". Well-written textbooks should help learners attain the determined objectives.

To be a good EFL textbook, the textbook should have objectives. The objectives of the textbook should be (1) clear and precise for the learners, (2) gradual in difficulty, (3) realistic, (4) corresponding to the needs of the learners, (5) demonstrating various levels of Bloom's taxonomy, (6) recognizing individual differences, (7) suitable with the level of the learners, and (8) able to be covered within the time allocated. These aspects will be analyzed to know whether the textbook meets the criteria of a good English textbook in terms of the objectives.

Types of Texts

The types of texts are a significant thing to be mastered by students as they will be the students' references to what kind of message to be conveyed to the audience (in both speech and writing). Anderson & Anderson (2002) divided the types of text into literary and factual. Literary texts correlate to human emotions and imagination (for instance fairy tales, plays, novels, songs, lyrics, mimes, and soap opera). On the other hand, factual texts present information or ideas and aim to show, tell or persuade the audience (for example advertisements, announcements, internet websites, current affairs shows, debates, recipes, reports, and instructions). Gerot & Wignell (1995), Anderson & Anderson (2003), Derewianka (2004), Butt *et al.* (2006), Thai (2009), Droga & Humphrey (2011), and Humphrey *at al.* (2012) categorized the types of texts. The categories of the types of texts suggested to the students include description (factual and literary), information report, procedure, procedural, factual recount, literary recount, discussion, explanation, analytical and hortatory exposition, narrative, and response.

Integrated Language Skills

Language is integrated and consists of different skills such as listening, speaking, reading and writing. Appropriate textbooks should look for a balance of skills. In many cases, the learning situation requires the use of many different skills at the same time. McDonough and Shaw (2003) suggested that materials should enable the learners to see how the four skills (listening, speaking, reading and writing) can be used effectively in appropriate contexts. They added that as integrated skills materials are likely to involve learners in authentic and realistic tasks, their motivation level will increase as they perceive a clear rationale behind what they are being asked to do. According to Brown (1994), Oxford (1991) and Suherdi (2012), an integrated language skill in a textbook is sometimes organized by listening, speaking, reading and writing. These skills are intended to find out the differences and interrelationship among these four primary modes of language skill performance.

Oxford (1991) also suggested to apply direct and indirect strategies in the four integrated language skills (listening, speaking, reading and writing). The assumption is based on the importance of the four language skills and these skills deserve a special attention and actions. In addition, learning strategies help students develop each of the skills. In terms of the direct strategy, it involves memory, cognitive, and compensation strategies, while the indirect strategy relates to metacognitive, affective and social strategies. These strategies of the integrated language skills include listening, speaking, reading and writing, as well as vocabulary and grammar.

Activities and Tasks

Good textbooks should be supplied with various activities and tasks that engage learners in the use of skills and processes related to specific language teaching objectives. The textbooks should also include a variety of exercises that provide students with opportunities to practice and extend their language skills.

Tomlinson (1998) related tasks with learners' self-confidence. He adds that learners develop confidence through variety of activities which try to push learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating and problematic but achievable too. Similarly, Richards (2001) elaborated that the tasks in the textbooks should be flexible and appeal to different styles and strategies, and should not favor one type of learner over another. In addition, good textbooks should have variety of exercises and tasks that enhance cooperative learning.

Related to the the activities and tasks to be assessed, the textbook should have (1) a variety of activities, (2) sufficient instructions in the material, (3) clear instructions in the material, (4) instructions to explain how the exercise should be done, (5) sufficient number of activities, (6) interactive activities that require students to use new vocabulary to communicate, (7) activities which facilitate the students to use grammatical rules by creating situations in which these rules are needed, (8) communicative exercises which enable learners to carry out their communicative tasks in real-life situations, (9) a balance between the activities for language and activities for skills, and (10) an adequate set of assessment quizzes or testing suggestions.

Grammar and Vocabulary

Good textbooks should have a good grammar and vocabulary which plays an important part of the textbooks. There are several aspects to be analysed relating to the grammar and vocabulary. A good textbook should provide grammatical rules which are presented in a logical way and in an increasing order of difficulty. New grammar or structure should be integrated in a variety of contexts and situations. Further, the textbook should have grammatical points presented in short and easy examples and explanations and repeated in subsequent lessons for reinforcement. In regards to vocabulary, the load of vocabulary of the textbook should be reasonable for the learners' level. The vocabulary should be functional, thematic, authentic and practical. The progression of the vocabulary should be appropriate. In addition, a good textbook should be provided with sufficient practice of grammatical concepts that lead to communicative use of the language.

The grammar and vocabulary to be assessed are related to (1) grammatical rules presented in a logical manner and in increasing order of difficulty, (2) new structure integrated in varying contexts and situations, (3) grammatical points presented in brief and easy examples and explanations, (4) vocabulary load reasonable for the level of the learners, (5) sufficient written practice of the grammatical concepts that lead to communicative use of the language, (6) progression of vocabulary items which is appropriate, (7) new structure repeated in

subsequent lessons for reinforcement, and (8) vocabulary which is functional, thematic, authentic, and practical.

Teacher's Book

According to Brown (2001), Arnold, and Rixon in Tomlinson (2008) and Masuhara in Tomlinson (1998), the crucial pair of student's book is a teacher's book. Teacher's book, which is also called as a teacher's guide, teacher's support, teacher's edition, teacher's manual, etc., is a means of consulting and using as many as of its suggestion as teachers feel appropriate. This book has to cover with methodological guidance; alternative and supplementary exercises, suitability for non-native speaking teachers; and answer key. Based on the result of the questionnaire and need analysis proposed by Arnold and Rixon in Tomlinson (2008) in Masuhara in Tomlinson (1998), the respondents of teachers demonstrate that the teacher's book is very important to produce. For the inexperienced teachers, teacher's book is supposed to provide detailed instructions and suggestions on the teaching methods. While for the experienced teachers, teacher's book is preferred to supply a lot of different optional activities or interesting raw materials to be exploited. To a great extent, Watson *et al* (2003) explained that teacher's book is intended to provide supplementary activities which can easily be slotted into the school syllabus and can be adapted very simple for the use of other topics and structures, as well as with a broad range of age and ability levels

RESEARCH METHOD

Source of the Data

The data of this research were the content of the EFL textbook entitled "*Pathway to English*" used for high School students". The textbook was selected as the source of the data as it has been developed under the 2013 Curriculum and widely used by high school students in Indonesia. In addition, this textbook has been stated suitable by the Government through the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 148/P/2016, dated 1 July 2016 regarding the "Stipulation on the Title of Textbook for High School/Islamic High School".

Data Collection and Analysis

Procedures for collecting data were undertaken by several steps, including thoroughly reading the content of the EFL textbook; carefully identifying the textbook's dimensions in accordance with the criteria of a good EFL textbook; appropriately categorizing the textbook's dimensions suitable with the criteria of a good EFL textbook; carefully assessing by summarizing, sorting and selecting, and categorizing the data obtained; carefully judging the textbook's dimensions suitable with the criteria of a good EFL textbook; and carefully drawing a conclusion.

RESULTS AND DISCUSSION

Eight dimensions were assessed based on the criteria of a good EFL textbook, consisting of layout and design, subject and content, objectives, types of texts, language skills, activities and tasks, grammar and vocabulary, and teachers' book. Based on the assessment results, the EFL textbook "*Pathway to English 3*", mostly meets the criteria of a good EFL textbook as described in the following table:

Table 1: Fulfilment of the EFL textbook criteria

No	Dimensions	Meet the Criteria	Do not meet the Criteria
1.	Layout and Design		
	1.1 durable quality of paper and binding	√	
	1.2 a convenient size for students to handle	√	
	1.3 an appealing cover	√	
	1.4 well-organized main headings and subheadings	√	
	1.5 well-organized units which offer easy progression	√	
	1.6 enough pictures, diagrams, tables to help the students understand the printed texts	√	
	1.7 relevant and functional illustrations, tables, figures, graphs	√	
	1.8 an adequate vocabulary list or glossary		√
	1.9 instructions written in a simple and clear language	√	
	1.10 adequate indices and appendices		√
	1.11 necessary audio-visual aids which help students learn the four skills in an integrated way		√
2	Subject and Content		
	2.1 containing an appropriate table of content	√	
	2.2 not conflicting with students' social beliefs and background	√	
	2.3 covering most language skills	√	
	2.4 presented either topically or functionally in a logical, organized manner	√	
	2.5 containing sufficient variety	√	
	2.6 promoting students' autonomy	√	
	2.7 containing real-life issues that challenge the reader to think critically about his/her worldview	√	
	2.8 containing topics which are familiar to the learners	√	
	2.9 interesting and motivating, and promoting students' involvement	√	
	2.10 appropriate for the learners' level	√	
	2.11 encouraging a positive attitude towards gender		√
	2.12 encouraging a positive attitude towards environmental issues		√
	2.13 containing self-check progress report	√	
3	Objectives	√	
	3.1 clear and precise for the learners	√	
	3.2 gradual in difficulty	√	
	3.3 realistic	√	
	3.4 corresponding to the needs of the learners	√	
	3.5 demonstrating various levels of bloom's taxonomy	√	
	3.6 recognizing individual differences		√
	3.7 suitable with the level of the learners	√	
	3.8 able to be covered within the time allocated	√	
4.	Types of Text		
	4.1 Description (<i>factual and literary</i>)	√	
	4.2 Information report	√	
	4.3 Procedure	√	
	4.4 Recount (<i>procedural, factual, and literary</i>)	√	
	4.5 Discussion	√	
	4.6 Explanation	√	

	4.7 Exposition (<i>analytical and hortatory</i>)	√	
	4.8 Narrative	√	
	4.9 Response		√
5	Language Skills	√	
	5.1 Listening	√	
	5.2 Speaking	√	
	5.3 Reading	√	
	5.4 Writing	√	
6	Activities and Tasks	√	
	6.1 a variety of activities	√	
	6.2 sufficient instructions in the material	√	
	6.3 clear instructions in the material	√	
	6.4 instructions to explain how exercises should be done	√	
	6.5 sufficient number of activities	√	
	6.6 interactive activities that require students to use new vocabulary to communicate	√	
	6.7 activities which facilitate the students to use grammatical rules by creating situations in which these rules are needed	√	
	6.8 communicative exercises which enable learners to carry out their communicative tasks in real-life situations	√	
	6.9 a balance between the activities for language and activities for skills	√	
	6.10 an adequate set of assessment quizzes or testing suggestions		√
7.	Grammar and Vocabulary		
	7.1 The grammatical rules are presented in a logical manner and in increasing order of difficulty,	√	
	7.2 The new structure is integrated in varying contexts and situations	√	
	7.3 The grammatical points are presented in brief and easy examples and explanations	√	
	7.4 The vocabulary load seems to be reasonable for the level of the learners	√	
	7.5 There is sufficient written practice of the grammatical concepts that lead to communicative use of the language,	√	
	7.6 The progression of vocabulary items is appropriate.	√	
	7.7 The new structure is repeated in subsequent lessons for reinforcement		√
	7.8 The vocabulary is functional, thematic, authentic, and practical	√	
8	Teachers' Book		√

Layout and Design

The assessment of the textbook (table 1) shows that the layout and design mostly meets the criteria of a good EFL textbook. However, a list of vocabularies or glossaries was not available in each chapter of the textbook. Appendices were not found. Audio-visual aids which helped students learn the four skills in an integrated way were not available.

Layout and design of a textbook is a significant dimension which has a great influence on learning of the basic information in the texts. Based on the criteria adapted from Sheldon

(1988), Cunningsworth (1984), Nunan (1991), Sheldon (1998), McDonough and Shaw (2003), and Hartley (1985), a good textbook should have a layout and design. According to them, the layout and design should have (1) a durable quality of paper and binding, (2) a convenient size for students to handle, (3) an appealing cover, (4) well-organized main headings and sub-headings, (5) well-organized units which offer easy progression, (6) enough pictures, diagrams, and tables to help the students understand the printed texts, (7) relevant and functional illustrations, tables, figures, graphs, (8) an adequate vocabulary list or glossary, (9) instructions written in a simple and clear language, (10) adequate indices and appendices, and (11) necessary audio-visual aids which help students learn the four skills in an integrated way.

Subject and Content

Based on the results of the assessment of the textbook (table 1), the subject and content mostly meets the criteria of a good EFL textbook. However, it does not fully encourage a positive attitude towards gender and environmental issues.

Subject and content of the textbook is the second important dimension. Based on the criteria suggested by Cunningsworth (1995), Celce-Murcia (2001), Sheldon (1988), and Cunningsworth (1995), a good textbook should have subject and content. According to them, the subject and content should be (1) containing an appropriate table of content, (2) not conflicting with students' social beliefs, (3) not conflicting with students' background, (4) covering most language skills, (5) presented either topically or functionally in a logical, organized manner, (6) containing sufficient variety, (7) promoting students' autonomy, (8) containing real-life issues that challenge the learners to think critically about their worldview, (9) containing topics which are familiar to the learners, (10) interesting and motivating, (11) promoting students' involvement, (12) appropriate for the learners' level, (13) encouraging a positive attitude towards gender, (14) encouraging a positive attitude towards environmental issues, and (15) containing self-check progress report.

Objectives

Table 1 shows that the objectives mostly meet the criteria of a good EFL textbook. However, they do not recognize individual differences in each chapter of the textbook.

Objectives are the most important dimension that should be present in a textbook. Based on the criteria adapted and modified from Cunningsworth (1995), Ur (1996), Tomlinson (1998), Richards (2001), Tekir and Arikan (2007), and Abraha (2008), a good textbook should have objectives. According to them, the objectives should be (1) clear and precise for the learners, (2) gradual in difficulty, (3) realistic, (4) corresponding to the needs of the learners, (5) demonstrating various levels of bloom's taxonomy, (6) recognizing individual differences, (7) suitable with the level of the learners, and (8) able to be covered within the time allocated.

Types of Texts

Table 1 indicates that the types of texts mostly meet the criteria of a good EFL textbook. However, one chapter contains no type of text.

In addition to objectives, types of texts are also a significant dimension that should be there in a textbook. Under the criteria proposed by Anderson & Anderson (2002), Gerot & Wignell (1995), Anderson & Anderson (2003), Derewianka (2004), Butt *et al* (2006), Thai (2009), Droga & Humphrey (2011), and Humphrey *at al* (2012), a good EFL textbook should contain types of texts. According to them, the types of texts are categorized into description (factual and literary), information report, procedure, procedural, factual recount, literary recount, discussion, explanation, analytical and hortatory exposition, narrative, and response.

Language Skills

Table 1 describes that the language skills (listening, speaking, reading, and writing) meet the criteria of a good EFL textbook.

Language skills are also a crucial dimension that should be present in an EFL textbook. McDonough and Shaw (2003) suggested that materials should enable the learners to see how the four skills (listening, speaking, reading and writing) can be used effectively in appropriate contexts. According to Brown (1994), Oxford (1991) and Suherdi (2012), an integrated language skill in a textbook is sometimes organized by listening, speaking, reading and writing. In addition.

Activities and Tasks

Table 1 presents that dimension six—the activities and tasks—mostly meet the criteria of a good EFL textbook. However, an adequate set of assessment quizzes or testing suggestions was not included in the activities and tasks.

Activities and tasks are the other significant dimension of a good EFL textbook with which students can develop their confidence. Based on the criteria suggested by Tomlinson (1998) and Richards (2001), the activities and task should have (1) a variety, (2) sufficient and clear instructions to explain how to do the exercises, (3) suitable and interactive activities that require students to use new vocabulary to communicate, (4) activities which facilitate students to use grammatical rules, (5) communicative exercises enabling learners to carry out their communicative tasks in real-life situations, (6) a balance between the activities for language and activities for skills, and (7) an adequate set of assessment quizzes or testing suggestions.

Grammar and Vocabulary

Table 1 presents that the availability of the grammar and vocabulary parts meets the criteria of a good EFL textbook. However, the new structure was not repeated in subsequent lessons for reinforcement.

Grammar and vocabulary is the other important dimension of the EFL textbooks. Based on the criteria adapted from Brown (1994), Nunan (1991), Gerot (1998), Droga and Humphrey (2011), Biemiller in Hiebert & Kamil (2005), Hunt and Beglar in Richards & Renandya (2002), Nation in Richards & Renandya (2002), Richards (2002), Bauer (1998), Thornbury (2005), Richards & Renandya (2002), the grammar and vocabulary should have (1) grammatical rules presented in a logical manner and in an increasing order of difficulty, (2) new structure integrated in varying contexts and situations, (3) grammatical points presented in brief and easy examples and explanations, (4) vocabulary load reasonable for the level of the learners, (5) sufficient written practice of the grammatical concepts that lead to communicative use of the language, (6) appropriate progression of vocabulary items, (7) new structure repeated in subsequent lessons for reinforcement, and (8) vocabulary which is functional, thematic, authentic, and practical.

Teachers' Book

Based on the result of the assessment of the textbook, the teachers' book was not sufficiently provided. Teachers' book is also an important dimension that a good EFL textbook should have. Brown (2001), Arnold and Rixon in Tomlinson (2008) and Masuhara in Tomlinson (1998) said that teachers' book is the crucial pair of student's book. It is also called as a teacher's guide, teacher's support, teacher's edition, and teacher's manual. Teachers' book is a means of consulting and using as many as of its suggestion as teachers feel appropriate.

According to them, teachers' book has to cover with methodological guidance, alternative and supplementary exercises, and suitability for non-native speaking teachers, and answer key.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of assessment on the eight dimensions, consisting of layout and design, subject and content, objectives, types of texts, language skills, activities and tasks, and grammar and vocabulary, and teachers' book, the textbook mostly meets the criteria of a good EFL textbook. However, weaknesses were found including an adequate vocabulary list or glossary was not provided and audio-visual aids and video were not available. In addition, several chapters did not encourage a positive attitude towards gender and environmental issues. Moreover, one chapter contained no types of texts. New structure was not repeated in subsequent lessons for reinforcement. Finally, the textbook was not accompanied by a teacher's book.

Suggestions

Based on the conclusion mentioned above, it is strongly suggested that textbook writers include all dimensions with their accompanying items to provide a good textbook for the EFL students. Second, due to the limited time frame, this study was focused only on eight dimensions and one EFL textbook. Other aspects, such as language types, students' needs, teachers' needs, students' perceptions, teachers' perceptions, and other related requirements of EFL textbooks are suggested to be included and examined in the future studies to complete this research.

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