

THE USE OF TEXTBOOK ENTITLED “LET’S LEARN ENGLISH”: TEACHER’S OVERVIEW

Muktamir

MAN 2 TUBAN

email: muktamir.pascasarjana2012@gmail.com

Abstract: *Although there are some research revealing the evaluation of textbook used by the teacher, but a study investigating the use of textbook entitled “Let’s Learn English” as an instructional material viewed from teachers point of view were rare in number. The current study aimed at investigating the the use of textbook entitled “Let’s Learn English” as instructional material viewed from teacher’s perspective as the user. This study used the qualitative case study. The case study was intended to analyze the use of textbook entitled “Let’s Learn English”. The participants of this study was the teacher as the user. Text book analysis used was adapted from Mukundan & Nimehchisalem (2010). The results revealed that textbook entitled “Let’s Learn English” is applicable as an instructional material. Further research in evaluating the effectiveness of textbook entitled “Let’s Learn English” should be taken into account by the related parties.*

Keywords: *textbook evaluation, Textbook entitled “Let’s Learn English”*

Abstrak: *Meskipun terdapat beberapa penelitian mengkaji tentang evaluasi buku teks yang digunakan oleh guru, namun sebuah penelitian yang bertujuan menginvestigasi penggunaan buku teks berjudul “Let’s Leran English” sebagai sumber pembelajaran dilihat dari sudut pandang guru belum pernah dilaksanakan. Penelitian ini bertujuan untuk menginvestigasi penggunaan buku teks berjudul “Let’s Learn English” sebagai sumber bahan ajar dilihat dari sudut pandang pendapat guru sebagai pengguna. Penelitian ini menggunakan metode kualitatif studi kasus. Penelitian studi kasus bertujuan untuk menganalisis penggunaan buku teks berjudul Let’s Learn English”. Partisipan dalam penelitian ini adalah guru sebagai pengguna. Dalam analisis buku teks ini menggunakan analisis buku teks nya (Mukundan & Nimehchisalem, 2010). Hasil dari penelitian ini menunjukkan bahwa buku teks berjudul Let’s Leran English dapat digunakan sebagai sumber bahan ajar. Penelitian lanjutan tentang efektifitas dari buku teks berjudul “”Let’s Leran English” dapat menjadi perhatian khusus bagi semua kalangan.*

Kata kunci: *evaluasi buku teks, Let’s Learn English*

INTRODUCTION

In teaching English as a foreign language, The teachers use textbooks provided by the ministry or government. However, the learning materials which are meet the students’ needs are rare in number. The situation must be considered as a challenge for the the teachers to create an instructional material that fit to the objective(s) of the teaching. The objectives of the teaching are familiar with the needs of the students. Therefore, the main

responsibility of the teacher in selecting the right instruction makes teaching and learning a meaningful activity and creates a classroom situation efficient, effective and joyful.

Materials of the course books may play a pivotal role in innovation, as it was stated by Hutchinson and Torres (1994: 315). They inferred that course books can support teachers through disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change

gradually, and create scaffolding upon which teachers can create creative methodology in the teaching. The consideration was because course books are considered as central to teaching and learning, as their quality is a determining factor in increasing or diminishing the quality of a language teaching.

Furthermore, Cunningsworth (1995: 7) states that material development (course books) have multiple roles in ELT and can serve as: (1) a resource for presentation materials; (2) a resource for activities of learners' practice and communicative interaction; (3) a reference source for learners on grammar, vocabulary and pronunciation; (4) a resource of stimulation and ideas for classroom language activities; (5) a syllabus (where they reflect learning objectives which have already been determined; (6) a source for self-directed learning or self-access work; and (7) a support for less experienced teachers who have yet to gain in confidence

Additionally, Richards (2001) points out that course books are the key component of language teaching serving as the basis for much of the language input learners receive when learning a language. The course book is a media to help students not only understanding with the linguistic aspects of the language but also social and cultural aspects of the language. One of the basic goals of course books is to make the containing knowledge available for the students in a selected, easy and organized way. Furthermore, Hutchinson and Torres (1994) argue that any textbook has a very important and positive part to play in the teaching and learning of English. They state that course books provide necessary input into classroom lessons through different activities, readings, and explanations. Besides, the use of a textbook can guarantee that students in different classes will receive a similar content and therefore, can be

evaluated in the same way. In other words, textbook provide the standards in instruction.

The textbook are mainly focused on teaching students of how understand English grammar. Because of the importance of its implementation, the use of textbook materials which cover some topics contained will give many contributions in improving students' English development. Besides, the textbook materials can be used wherever and whenever, even without any teachers. It means that the students can learn the materials independently in order to improve their English skills as far as the materials are available. Therefore, this research focused to investigates the use of textbook entitled "Let's Learn English" as an instructional material for the academic writing course that used by the students.

METHOD

The current study used qualitative case study. The participant was the teacher as an observer (participant observer). The data collection technique was document review. Reviewing the text book by using text book evaluation checklist developed by (Mukundan & Nimehchisalem, 2010) was done to gain the data of the information of the content contained in the course book and its application in the teaching process.

FIDINDINGS AND DISCUSSION

Findings

The following is the result of critically evaluated based on two major points, namely general attributes of the course book and the learning-teaching content of the course book. The general attributes of the course book cover the book in relation to syllabus and curriculum, the methodology, the book's suitability to learners, physical and utilitarian attributes, and efficient outlay of supplementary materials; and the learning-teaching content of the course book covers general elements

(move of the tasks, tasks' objectives, etc.) vocabulary, grammar, and exercises. The questionnaires developed to evaluate the textbook adapted from textbook evaluation checklist developed by Mukundan and Nimehchisalem (2010).

The checklist grouped into three categories, i.e. *Highly Satisfactory*, *Satisfactory* and *Unsatisfactory*. The results are presented in table 1:

Table 1. The result of textbook evaluation

Criteria	Highly satisfactory	Satisfactory	Unsatisfactory
General Attributes			
The book in relation to syllabus and curriculum			
It matches with the specifications of the syllabus	√		
Methodology			
The activities can be exploited fully and can embrace the various methodologies in ELT		√	
Activities can work well with methodologies in ELT	√		
Suitability to learners			
It is compatible with background knowledge and level of students		√	
It is culturally accessible to the learners	√		
It is compatible with the needs of the learners	√		
It is compatible with the interests of the learners		√	
Physical and utilitarian attributes			
Its layout is attractive		√	
It indicates efficient use of text and visuals		√	
Efficient outlay of supplementary materials			
There is a teacher's guide to aid the teacher	√		
Learning-teaching content			
General			
Most of the tasks in the book are interesting	√		
Tasks move from simple to complex	√		
Task objectives are achievable	√		

Criteria	Highly satisfactory	Satisfactory	Unsatisfactory
Cultural sensitivities have been considered			√
The language in the book is natural and real		√	
The material is up-to-date	√		
It covers a variety of topics in ELT			
The book contain materials taken from ELT research findings			√
The book covers various materials	√		
Vocabulary			
The load (number of new words in each lesson) is appropriate to the level		√	
There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book		√	
Words are efficiently repeated and recycled across the book		√	
Grammar			
The spread of grammar is achievable	√		
The grammar is contextualized	√		
Examples are interesting		√	
Grammar are introduced explicitly	√		
Exercises			
They have clear instructions	√		
They are adequate	√		
They help students who are under/over-achievers		√	

Based on the result of the questionnaire distributed, it can be inferred that After analyzing the course book by using evaluation checklist developed by Mukundan and Nimehchisalem (2010), it is concluded that the teacher really satisfied with the book since it represent the students' needs and curriculum. The materials provided were specified to research paper writing. However, the textbook is very good on some points

such as the methodology, physical and utilitarian attributes, outlay of the book, general elements. Besides, if it is used for teaching and learning of English is relevant to the students' needs and curriculum.

Investigating the application of the book to be used was needed to guarantee its necessity. Sheldon (1988) points out that textbook evaluation is done for two reasons.

First, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weaknesses and strengths. This will enable teachers to make appropriate adaptations to the material in their future instruction. In this line, Cunningsworth (1995) and Ellis (1997) propose that textbook evaluation can be of three types, namely “pre-use”, “in-use”, and “post-use” evaluations. Evaluation of textbooks for pre-use or predictive purposes help the teachers in selecting the most appropriate textbook for a given language classroom by considering its prospective performance. The second type of evaluation aids the teacher to explore the weaknesses or strengths of the textbook while it is being used. Finally, post-use or retrospective evaluation help the teacher reflect on the quality of the textbook after it has been used in a particular learning-teaching situation

CONCLUSION

From the documents analysis, it was revealed that the textbook entitled *Let's Learn English* is applicable to be used as an instructional material in ELT. It was viewed from the relevant of the content of the book and also the quality of the book. The teacher needs to explore learning resources optimally to the success of learning. The learning materials were used of the textbook guarantee could cope the students' needs, and even the materials are relevant enough to the curriculum of of senior high

school. The findings implied that the need to conduct further research to measure the effectiveness of the textbook to be used as an instructional material for worldwide used.

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