Comparing the Tasks of Two English Textbooks

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Abstract

The purpose of this article is to compare two English textbooks on the tenth-grade level. They were official books published by Goverment of Indonesia (GOI) published in 2014 and 2017. Littlejohn'S framework was applied to analyzing the process. The evaluation covers objective description, subjective analysis and subjective inference. Yet, this article focused on objective description and subjective analysis. The result found that there was significant revision in those books. It could be seen on the analysis result. This research analyzed elevent points- place of the learner's material in any wider set of materials, published form of the learner's materials, subdivision of the learner's materials into sections, subdivision of sections into sub-sections, continuity, route, access, aims, principle of selection, pronciple of sequencing and subject matter and focus on subject matter. Based on elevent analyzing point, five of them was revised by the book author. The revision lied on subdivision on learners' materials, a subdivision of section into subsections, and access-publication section. Furthermore, on the design part, the revision lied on the aims and the objectives of books. In addition, the later book has better design than the previous one. The learning objectives are clearly stated on the preface part and it designed through the understandable task instructions.

1 INTRODUCTION

Conducting textbook evaluation is an obligatory for teachers. There are numbers of research discussing about the advantages of textbook evaluation. Most of them emphasize the role of textbook to support teaching and learning process.

In language learning, it provides not only the basic language input but also the language skills taught for learners to take part in (Richards J. C., 2001, p. 1). In addition a textbook helps provide a route map for both teachers and learners, making it possible for them to look ahead to what would be done in a lesson as well as to look back on what has been done (Tomlinson in Demir, 2014, p. 39). Therefore, textbook has an improtant role on teaching and learning process. For, it is used as teaching material in transmitting knowledge and skills of a learning process for learners. Not only does it provide the teaching material for teachers, but also it offers a wide collection of learning materials for learners.

Finding the relevant textbook would be beneficial for them to conduct the teaching and learning process. A good textbook could give significance influence on teaching and learning process (Cunningsworth, 1984). Furthermore, the quality of a textbook used in a teaching process would inlunce the teaching outcome (Tarigan in Wahyudi, Mirizon, & Inderawati, 2018, p. 194). Moreover, there is no a textbook which complitely fit to either to the curriculum or particular group of learners need on a language program (Richards J. C., 2001, p. 4). This situation makes teachers evaluate the books which

would be used to support his/her teaching process. For the books quality would give either positive or negative impact for learners understanding. .

Regarding those problems, Indonesian government has provided books which help those who implemented the newest curriculum. Those books could be used for free by both teachers and learners. Although the textbooks have been provided by the government, the teacher believed that they needed to find out supplementary material outside the textbook. The book has been revised annualy in order to fit the revised curriculum.

Recently, a number of studies have been conducted to analyse and evaluate the textbook. An interesting analysis has been conducted by a British professor on how the textbook scaffold the speaking activities (Timmis, 2019). Timmis found that in most of the books there were three levels of scaffolding to enggage the learners to speak: high scaffolding, medium scaffolding, and low scaffolding. Then, An Indonesia young scholar evaluated a coursebook entitled "*When English Rings The Bell*", published in 2014 by Ministry of Culture and Education of Indonesia in 2014. He found that most teachers responded the coursebook positively and proposed some suggestions for the quality improvement of the coursebook (Karsudianto, 2019). Thus, it is interesting for the researcher to conduct a comparative evaluation the task of English corsebook published by Indonesian goverment on 2014 and 2017. The evaluation process applied Littlejohn framework.

OBJECTIVES

This research's objective is to find out about weather EFL Textbook "Buku Bahasa Inggris Grade X" which published on 2014 and 2017 have fulfilled the good textbook criteria according to Lititlejohn in Tomlinson, (2011, p. 185) framework then it is identified the strengths and weaknesses of the tasks in both of books.

2 LITERATURE REVIEW

2.1 Indonesian Curriculum

A curriculum is all the activities in which learners take parts under the school coordination which includes what and how they learn, how teacher help them learn, what supporting materials, styles, and methods of assessment as well as the facilities they use (Rodgers in Richards, 2001, p. 39). A curriculum in a school context refers to the whole body of knowledge that children acquire in schools (Richards, 2001, p. 39). Therefore, a curriculum is the main part of an educational system. Due to lots of knowledge list which must be acquired by learners, it is used as a teaching guideline for teachers. While in Indonesia education system, the curriculum is a set of plan and arrangement which contains objectives, content, and learning materials as well as the way used as a guideline of the learning activities (Presiden Republik Indonesia, 2003, p. 1). And it needs revision and development based on learners' needs.

The goal of curriculum development processes is to produce relevant, effective, and efficient teaching programs. (Richards, 2007, p. 4). In addition, in the curriculum development process, it needs to include six guidelines. They are informed of the target language, about the learners, delivery system, a learning theory, teaching theory, assessment and evaluation procedures (Richards, 2007, p. 5). From those of six, the most important part is the delivery system. It provides information on the institutions, administrators, teachers, classrooms, texts, tests resources. The delivery system would show the involving factors of implementation. And resources refers to teaching material.

2.2 English Textbook

Teaching material is a key component in most language program either the use of a textbook, prepared materials, or instructional material which are proposed to improve learner's language input (Richards, 2001, p. 251). It could be printed, nonprinted and combination. Indonesia education ministry provides the combination teaching material. The textbook areas are available both on printed and nonprinted materials. It also uses and downloaded freely by teachers and learners. The availability of the teaching material which is relevant to the curriculum would help teachers to convey the materials and assist learners to reach basic competent stated in the curriculum.

The textbook is used in different ways in language program (Richards, 2001, p. 254). It provides lots language skills activities which could be by teachers as language input for their learners. The provided materials such as asreading text, writing exercise, grammar explanations, speaking text, listening exercise completed by audiocassette (Richards, 2001, p. 254). Those are the advantages of the textbook. The use of textbooks is preferred over than the authentic material. It is easier for teachers to prepare teaching material. In addition, textbook is designed based on the implemented curriculum.

According to Richards (2001, p. 254), the textbook which designed based on the implemented curriculum would give more advantages. Not only does it provide the language materials but also provide structure and syllabus for a program, helping on standardizing instruction, maintaining quality, providing a variety of learning resource, efficient, providing effective language model and input, providing visual appealing.

Besides provides lots of advantages, teachers need to aware of the disadvantages. They may content inauthentic materials, distort content, may not provide learners' needs, deskill teachers, and expensive Richards (2001, p. 255). Thus teachers need to evaluate the materials presented on a textbook which would be used in their language class. The evaluation is used to minimize the disadvantages of the textbook itself. For instance, inauthentic materials may present on reading text or dialogues presented on the textbook. Inauthentic means that the reading text or the written dialogue incorporate to the teaching point. In short, textbook evaluation is needed to do by language teacher.

2.3 English Textbook Evaluation

There are two types of textbook evaluation could be done by a language teacher. They are an evaluation for selecting and implementing a textbook (Celce, 2001, p. 415). In addition, the evaluation result could be used as a decision whether on how to maximize the use of the textbook for their learners and for themselves or looking for the other textbooks (Celce, 2001, p. 415). On the evaluation for selecting process, it focuses on the fit between materials and the curriculum, the learners and the teachers (Celce, 2001, p. 416). Meanwhile, the evaluation of the implementation process involves content, explanations, examples, and exercises or tasks (Celce, 2001, p. 418). Therefore, the evaluation is necessary done by teachers before conducting the teaching and learning process.

The focus of this research is only on the implementation process- materials. There are many aspects which one could examine in a set of materials such as layout, size, typeface, and etc. (Tomlinson, 2011, p. 182). In addition, there are three levels of language teaching material evaluation. They are the objective description, subjective analysis and subjective inference (Ltitlejohn 1998 cited in Tomlinson, 2011, p. 185). Objective description evaluates the physical appearance and also the presented materials. In contrast, subjective analysis consists of teachers judgment. Those judgments would be used to make subjective inference whether the book is appropriate for their learners or not (Ltitlejohn 1998 cited in Tomlinson, 2011, p. 185) But this paper focuses on the objective description analysis.

2.4 Objective Description and Subjective Analysis

The framework of objective description analysis consists of two main section – publication and design (Lititlejohn in Tomlinson, 2011, p. 185) The publication relates to how the materials presented. Whether it is presented on paper-based or electronically based. Furthermore, it also how the materials are divided into sections and

subsections. Meanwhile, framework design is related to the presented language skills- the task, language, and content (Lititlejohn in Tomlinson, 2011, p. 184). Here are the details aspects of an analysis of language teaching materials (Lititlejohn in Tomlinson, 2011, p. 183).

The aspects of an analysis
A Publication
1 Place of the learner's material in any wider set of materials
2. Published form of the learner's materials
3. Subdivision of the learner's materials into sections
4. Subdivision of sections into sub-sections
5. Continuity
6. Route
7. Access
B Design
1. Aims
2. Principle of selection
3. Principle of sequencing
4. Subject matter and focus on subject matter.

Table 1 Aspects of an analysis of language teaching materials

Those aspects mentioned in table 1 would be used as a guideline. This research would evaluate 2 English textbooks for tenth-grade learners. It is published by Indonesian ministry education. The first book is the first version before revising the curriculum. It consists of two books for odd and even semester. Meanwhile, the second book is the newest version. It is published after curriculum revising process. It is interesting to compare those evaluation results. Because the first version is not used anymore on those levels. Therefore the objective of this research is to examine what materials are presented on the first and the newest version of English textbook published by Indonesia ministry education.

3 METHOD

It was as qualitative research. On the analysis process, there were three levels of analysis of language teaching materials. They are the objective description, subjective analysis and subjective inference Lititlejohn in Tomlinson (2011, p. 185). Those refer to the level of analysis.

According to Ltitlejohn in Tomlinson (2011, p. 185), the first level on analysis was making a subjective selection of objective fact about the material. In this level, the researcher needs to make a statement of description, the physical aspect of the material, and the main step in the instructional section. The second level was a subjective analysis. It was related to what is required for users' Littlejohn in Tomlinson (2011, p. 185). This step would focus on task analysis. While, the third was known as subjective inference Lititlejohn in Tomlinson (2011, p. 185). It was the deeper analysis. Because this step had a researcher interpreted what was the textbook implied. In order to find it out, a researcher needed to focus on deducing aims, principles of selection and sequence, teacher and learners roles, and demands on learner's process competence Ltitlejohn in Tomlinson (2011, p. 185). The complete steps could be seen in table 2 below.

The levels of analysis	
1 'What is there'	*'objective description'*
- Statements of description	
- The physical aspect of the material	
- Main steps in the instructional sections	
2 'What is required of users'	*'subjective analysis'*
- Subdivision into constituent tasks	
An analysis os tasks: what is the learner expected to do? Who with? With what content?	
3 'What is implied	'subjective inference'
- deducing aims, principles of selection and sequence	
- deducing teacher and learner roles	
deducing demands on learner' process competence	

Table 2 Levels of analysis of language teaching materials

Yet, this research focused on objectives description and subjective analysis. Objective description focused on the statement of description, the physical aspect of materials and the main steps in the instructional sections (Ltitlejohn in Tomlinson, 2011, p. 185). It could be concluded that objective description analysis pointed out the physical appearance of the evaluated book. Based on the statements above, the research objectives of this research were to analyzing and comparing the objective description and subjective analysis of those textbooks.

This research analyzed two editing a textbook entitled "Bahasa Inggris Grade X" which published in 2014 and 2017. It was provided by Indonesia government in order to support the teaching and learning process due to the curriculum changing. It was used on the tenth-grade level. Both teachers and learners could use it freely.

This research would answer the research questions mentioned. The first step the researcher would analyze the first version of English textbook. The first version was published in 2014 while the newest version was published in 2017. It would be renewed annually.

Analyzing tasks sheet is used as an instrument to analyze how are tasks in EFL textbook analyzed. The analyzing process would focus on the objective description and subjective analysis. The objective description would show the layout changing of those books. Because it would be the focus on publication and design. While the subjective analysis would present the task changing. Whether or not the task had been changing more better. The task itself would be discussing the instruction, language use, and content.

After having the result, the researcher would compare both of those results. The comparing result would be used by the researcher and educators who used it as teaching material.

4 FINDING AND DISCUSSION

The result and discussion of the examination and evaluation of the English textbook entitled "Bahasa Inggris" for grade x are as follows:

4.1 FINDING

The resulting finding was proposed to answer the research objective of this research. Those books provide numbers of interesting teaching material for two semesters. It also was designed in accordance with the implemented curriculum. In addition, it provides four language skills – speaking, reading, writing and listening for each chapter. Those skills are presented interestingly. Furthermore, the

presented materials allow the learners to work cooperatively. The activities improve learners' psychomotor development.

Here was the evaluation result for those are as follows:

The Analytical Result of Book I

I Publication

1 Place of learner's materials in the set

- "completed package"; consists of two books-odd and even semesters
- access to the materials: paper and online based
- learner's material form focal point of classroom work

2. Published form of the learner's materials

- duo lingual: provided with Bahasa Indonesia on vocabulary parts

3. Subdivision of learner's materials

- nine "Chapters" for each semester
- different standardized A/B/C/D/E/F/G/H subsections on each chapter
- provided a reflection section at the end of each chapter

4. Subdivision of section into subsections

- patterning within chapters:
  - 'A, B and C' provide warming up activities supported by a list of vocabularies for each chapter.
  - D is provided text which is continued by E sections about vocabularies used on the reading text.
  - F and G are about text pattern and grammar used. Meanwhile, H provides the reflection part but it put it on J section.

5. Continuity

- provided by continuous activities related to the lesson name

6. Route

- one route through the material proposed: to use the material in the order presented

7. Access

- means of access to the materials:
  - a listing of unit/lesson names,
  - no provided by a listing of unit/lesson objective
  - listing of language items

II. Design

1 Aims and objectives

- Developing linguistic competence in all four skills
- Encouraging learners to express their own ideas

2 Principles of selection

- Types of tasks: Reproductive language practice, working with complete tasks
- Content: Related to learners' life
- Language: Grammar areas, combined with vocabulary relevant to the topic

3 Principles sequencing

- Tasks: Simple task; complete the missing words, numbers of reading texts
- Content: A clear principle for the sequence of content
- Language: Simple language
- Subject matter and focus of subject matter
- Fictional story related to the context of the chapters

Table 3 Analytical Description and Subjective analysis of first version textbook

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Those were the result of analyzing process of English textbook published by Kementerian Pendidikan dan Kebudayaan- Indonesian Education Minister. It was publised on 2014 entitled "*Bahasa Inggris*" (U, Z, & Furaidah, Bahasa Inggris, 2014) According to the analyzing result, it could be seen that the first book was divided into two books which consisted of odd and even semester. In addition, this book was provided into paper and online based. It was easier for both teacher and learners to access. Furthermore, those books were provided by duo lingual-provided with Bahasa on vocabulary parts. It helped learners to enhance learners' vocabularies mastery.

The weaknesses of odd and even books have lied on the subdivision of learners' materials. Both of those books have different standardize on the subsection. In addition, those books were no**t** provided by a listing of unit/lesson objective; listing of language items. It could be a problem for the users. Because they might not find the needed materials if they did not check each it one by one-it did not mention on the table of content.

The books designs had been designed properly at that time. It could be seen on the table that aim and objectives-the book had been designed to develop learner's linguistic competence in all four skills and to encourage the learners to express their own ideas. While the principle of selection and principles sequencing also designed properly. It had been completed by all language learning aspect which enhances learners learning experience.

Meanwhile, the newest textbook analysis result is presented in table 4. The textbook published by Kementerian Pendidikan dan Kebudayaan- Indonesian Education Minister. It was publised on 2017 entitled "*Bahasa Inggris*" (U, Z, & Furaidah, Bahasa Inggris, 2017).

The Analytical Result Book II

I. Publication

1. Place of learner's materials in the set

- "completed package"; for a year
- means of access to the materials provided into paper and online based
- learner's material form focal point of classroom work

2. Published form of the learner's materials

- duo lingual; provided with Bahasa Indonesia on vocabulary parts

3. Subdivision of learner's materials

- Fifteen "Chapters" for a year
- Provided by content mapping;
  - Core material, social function, text structure, language feature, topic, and skills focus related to the implemented curriculum
- Having similar standardize but not provided by a clear division of each subsection
- provided a reflection section at the end of each chapter

4. Subdivision of section into subsections

- Patterning within chapters:
  - Having similar symbolizing pattern for each language skills
  - Provided warming up activities for each chapter.

- Provided by reflection section at the end of each chapter

5. Continuity
- provided by continuous activities related to the lesson name

6. Route
- one route through the material proposed: to use the material in the order presented

7. Access
- means of access to the materials:
  - a listing of unit/lesson names
  - provided by a listing of unit/lesson objective
  - listing of language items

II. Design

1 Aims and objectives
- Developing linguistic competence through presentation, practice, and production
- Encouraging the learners to express their own ideas

2 Principles of selection
- Types of tasks: reproductive language practice, working with complete tasks in order to enhance learners' experience both spoken and written
- Content: Related to learners' life
- Language: Grammar areas, combined with vocabulary relevant to the topic

3 Principles sequencing
- Tasks: simple task; provided by various tasks; complete the missing words, numbers of reading texts; grammar; matching words etc
- Content: a clear principle for the sequence of content
- Language: simple language but the instruction is better than the first version
- Fictional story related to the contect of the chapters

Table 4 Analytical Description and Subjective Analysis of the newest version of English textbook

The publication section of the newest book had been seen that there was a revision. The newest book had completed package for a year. It also provided with Bahasa on vocabulary parts which could be used to enhance learners' vocabulary mastery. Furthermore the subdivision of learners' materials, this book was completed by fifteen chapters for a year. It was different from the first version which completed by nine chapters of each semester-eighteen chapters for a year. The newest version also provided by content mapping. It was easier for the user to find the materials needed without checking each chapter one by one. It also used similar standardize of each chapter.

This book also provided the continuity activities related to the lesson name. In addition, each material was also completed by routes. A route was used to a guideline for the teacher. Besides route, teachers and learners were helped by the listing units and lesson objectives.

The book design analyzed aims and objective, principles of selection, principles of sequencing, and subject matter and focus on subject matter. The newest book had been completed by various task; provided by complete the missing words and numbers of reading texts. In addition,

the instruction was clearly understandable. While the other parts were not having any revision.

4.2 Discussion

This part would compare the research finding. The comparing analysis involved all point mentioned by Lititlejohn in Tomlinson (2011, p. 183). There were two main point discussed- *publication and design.* Publication discussed about the book publication which related to places, publisher, subdivison of materials, subdivision of sections, route and access of the book. While design focused on the aim and objectives, principles of selections and principle of sequencing. The compared book were "Buku Bahasa Inggris Grade X" which published on 2014 and 2017. The comparative results are presented on the table 5 below.

The Comparative Analysis Result

I. Publication
1. Place of learner's materials in set
- The differences lied on the book package
  - Book I consisted of two books; odd and even semesters.
  - Book II consisted of of completed package for a year
2. Published form of learners' materials
- There were no differences between both of them.
  - Both of those book completed by duo lingual throughtout.
3. Subdivision of learner's materials
- This part shown significouldce differences
  - Book II has less chapters than book I.
  - Book II used similar writing standardize for each chapters.
  - Book II provided by content mapping and reflection section.
4. Subdivision of section into sections
- This part shown significouldce differences
  - Book II used standardize numbering for each chapters.
5. Continuity
- There were no differences between both of them
  - Both of those books were provided by continous activities related to the lesson name.
6. Route
- There were no differences between both of them
  - Used one route through the material proposed
7. Access
- There were no differences between both of them on the access to the materials.

II. Design
1. Aims and objectives
- There were no differences between both of them
  - Both of books was aimed to develop learners' language competence in four skills through presentation, practice and pproduction
2. Principles of selctions
- There were no differences between both of them
  - Those books listed the unit names
3. Principle of sequencing
- This part shown significouldce differences
  - Book II provided by various tasks rather than book I.
  - In addition, book II also has better instruction.

Table 5 The Comparative Analysis Result of Book I and Book II

Based on table 5 above there were elevent points discussing on the table. On the publication point,

mentioned seven items, place of learners' materials in the set, published form, subdivision of materials, subdivision of subsection, continuity, route and access. While the design point, there were aims and objectives, principles of selections and pronciples of sequencing. The revision has been done on publication and design part. It could be seen that there were five differences between book I and book II

The publication revision lies on subdivision on learners' materials, subdivisions of the section into subsections, and access. The revision on subdivision on learners' materials and access has been done yet. The writer revised it well. It could be seen in the language use. The instruction of each task could be understandable. Meanwhile the access, the writer has provided the listing the unit/lesson names, provided by a listing of unit/lesson objective; listing of language items. It would easier for the user to find the needed materials. Yet, the revision is not done well-*subdivision of section into subsections.* The subdivision of section into section is not better than the first version one. Because the writer used certain unordinary symbols for each skill. It would difficult for the user to use it.

Design part revision only lies on the aims and the objectives. The newest book has clear aims and oobjectives. In addition, it is presented on the preface statements. It is stated as the book proposes to develop learner's linguistic competence through presentation, practice, and production and to encourage the learners to express their own ideas using the target language.

5 CONCLUSIONS

Based on the discussion above, the objective description analysis result shown that there was significant revision on the first and the newest English textbook. The revision could be seen on the newest book which has a better design than the first one. The newest book has clearly stated learning objectives on the preface part and it designed through the understandable task instructions. It could be easy for both teacher and students to use the book. The undestandable task instructon also more effective to understand on students level. While the first book didn't present it well.

In addition, the revised version is made to support the teaching-learning process although there are numbers of imperfections. That imperfection pushes teachers creativity in order to create supplementary material which needed by their learners. Teachers creativity should enhance the learners learning experience beyond the presented tasks on this book. Because each learner is unique. Nevertheless, comments and suggestion still needed for having a better revision on the next versions.

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