

**TEACHERS' CRITERIA IN CHOOSING THE IMPORTED
ENGLISH TEXTBOOK**

THESIS

Submitted in partial fulfilment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By:

Teguh Saputra
NIM D75217060

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF SUNAN
AMPELSURABAYA**

2022

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama : Teguh Saputra
NIM : D75217060
Semester : IX (Sembilan)
Fakultas/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul "*Teachers' Criteria in Choosing the Imported English Textbook*" adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat dengan sebenar-benarnya. Apabila pernyataan tidak sesuai dengan fakta yang ada, maka saya selaku penulis bersedia dimintai pertanggung jawaban sesuai ketentuan peraturan undang-undang yang berlaku.

Surabaya, 22 April 2022

Pembuat Pernyataan



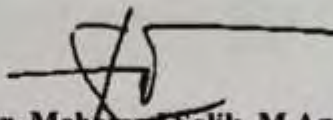
Teguh Saputra

ADVISOR APPROVAL SHEET

The thesis by Teguh Saputra entitled "*Teachers' Criteria in Choosing the Imported English Textbook*" has been examined on 25th January 2022 and approved by the board examiners.

Surabaya, 25th January 2022


Advisor I,



Prof. Dr. Mohamad Salik, M.Ag

NIP. 196712121994031002

Advisor II,



Riska Safriyani, M.Pd.

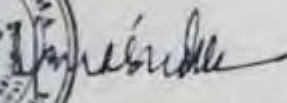
NIP. 198409142009122005

EXAMINER APPROVAL SHEET

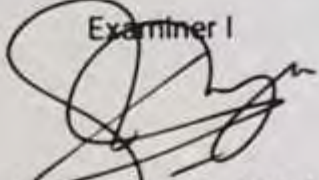
The thesis by Teguh Saputra entitled "Teacher' Ceritera in Choosing The Imported English Textbook" has been examined on 21th January 2022 and approved by the board of examiners.

Dean,

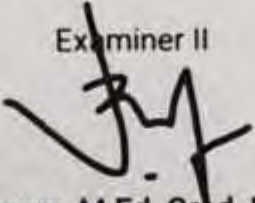



Dr. H. Ali Mas'ud, M.Ag., M.Pd
NIP. 196301231993031002


Examiner I


Dr. Irma Soraya, M.Pd
NIP. 196709301993032004


Examiner II


Drs. Muhtarom, M.Ed. Grad. Dipl. TESOL
NIP. 196512201992031005

Examiner III


Prof. Dr. Mohamad Salik, M.Ag
NIP. 196712121994031002

Examiner IV


Riska Safriyah, M.Pd
NIP. 198409142009122005



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300

E-Mail: perpus@uinsby.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Teguh Saputra
NIM : D75217060
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : saputrats261298@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Skripsi Tesis Desertasi Lain-lain

(.....)

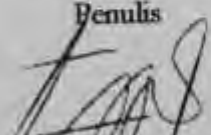
yang berjudul :

Teachers' Criteria in Choosing the Imported English Textbook

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini. Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 22 April 2022

Penulis

(Teguh Saputra)

ABSTRACT

Saputra, Teguh (2021): *Teachers' Criteria in Choosing the Imported English*. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Prof. Dr. Mohamad Salik, M. Ag, Pembimbing II: Rizka Safriyani, M. Pd.

Key words: *Teachers' Criteria, Imported English Textbook*

Selecting the appropriate English textbooks is very important. Teachers have the authority to choose textbooks from various publishers. English textbooks from native-speaking countries are teacher efforts for students to better understand English. As did the teachers at SMA Hang Tuah 2 Sidoarjo who chose English textbooks from Oxford University Press. This study aims to determine the teacher's criteria in choosing imported English textbooks. To answer this issue, this study conducted semi-structured interviews with three English teachers at SMA Hang Tuah 2 Sidoarjo. The interview questions are based on the David Williams' theory. The results show that teachers choose imported English textbooks based on nine criteria, namely up-to-date methodology, guidance from non-native speakers, needs of a second language learner, and relevance to the socio-cultural environment, the complex of skill presentation, the real-life examples, flexible to be applied to teacher teaching strategies, a complete guide in assessment, and receive an international certificate. For future researchers, researchers can explore more about the views of students and the use of these imported English textbooks which have been chosen by teachers in the classroom.

ABSTRACT

Saputra, Teguh (2021): *Teachers' Criteria in Choosing the Imported English*. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dr. Mohamad Salik, M. Ag, Pembimbing II: Rizka Safriyani, M. Pd.

Key words: *Teachers' Criteria, Imported English Textbook*

Memilih buku teks bahasa Inggris yang sesuai sangat penting. Guru memiliki kewenangan untuk memilih buku teks sebagai bahan pembelajaran. Buku teks bahasa Inggris dari negara-negara penutur asli merupakan upaya guru bagi siswa untuk lebih memahami bahasa Inggris. Begitu pula dengan guru-guru di SMA Hang Tuah 2 Sidoarjo yang memilih buku teks bahasa Inggris dari Oxford University Press. Penelitian ini bertujuan untuk mengetahui kriteria guru dalam memilih buku teks bahasa Inggris impor. Untuk menjawab permasalahan tersebut, penelitian ini melakukan wawancara semi terstruktur dengan tiga guru bahasa Inggris di SMA Hang Tuah 2 Sidoarjo. Pertanyaan wawancara didasarkan pada teori David Williams. Hasil penelitian menunjukkan bahwa guru memilih buku teks bahasa Inggris impor berdasarkan empat kriteria, yaitu metodologi terkini, bimbingan dari non-penutur asli, kebutuhan pembelajar bahasa kedua, dan relevansi dengan lingkungan sosial budaya. Selain keempat kriteria tersebut, guru juga memiliki kriteria lain sebagai berikut: penyajian keterampilan yang kompleks, contoh nyata, fleksibel untuk diterapkan pada strategi mengajar guru, panduan penilaian yang lengkap, dan mendapat sertifikat internasional. Bagi peneliti selanjutnya, peneliti dapat menggali lebih dalam tentang pandangan siswa dan penggunaan buku teks bahasa Inggris impor yang telah dipilih oleh guru di kelas.

TABLE OF CONTENTS

CHAPTER I: INTRODUCTION

A.	Background of the Study.....	1
B.	Research Question.....	5
C.	Objective of Study.....	5
D.	Significant Of Study.....	5
E.	Scope and Limitation.....	6
F.	Definition of Key term.....	7

CHAPTER II REVIEW OF RELATED LITERATURE

A.	Review Of Related Literature	9
1.	Textbook	9
2.	The skills contained in the textbook.....	10
3.	The Role of Textbook	11
4.	Textbook Analysis	12
B.	Previous Study	15

CHAPTER II: RESEARCH METHOD

A.	Research Design.....	20
B.	Data and Source of Data	21
C.	Data Collection Technique.....	21
D.	Data Analysis Technique	22
E.	Research Instrument	24
F.	Research Stages	24
G.	Checking Validity of Findings.....	24

CHAPTER IV: RESEARCH FINDINGS

A.	Findings.....	26
1.	Up to date methodology.....	27
2.	Guidance for non-native speakers.....	29
3.	Needs of second language learners.....	31
4.	Relevance to the socio-cultural environment.....	33
5.	Other Criteria.....	35
a.	The complex of skills presentation.....	35
b.	The real-life examples.....	37
c.	Flexible to be applied to teacher teaching strategies.....	37
d.	A complete guide in the assessment.....	38
e.	Receive international certificate.....	38
6.	Advantages and disadvantages of Aim High textbook.....	38
B.	Discussion.....	39
1.	Up to date methodology.....	40
2.	Guidance for non-native speakers.....	43
3.	Needs of second language learners.....	44
4.	Relevance to the socio-cultural environment.....	46
5.	The complex of skills presentation.....	49
6.	The real-life example.....	51
7.	Flexible to be applied to teacher teaching strategies.....	52
8.	A complete guide in the assessment.....	53
9.	Receive international certificate.....	53
10.	Advantages and disadvantages of the textbook.....	54

CHAPTER V: CONCLUSION AND SUGGESTION

A.	Conclusions.....	56
B.	Suggestion.....	57

REFERENCE

APPENDIXES

.....

LIST OF TABLES

4.1 Teacher statements about up-to-date methodology criteria in Aim High textbook.....	27
4.2 Teacher statement about guidance for non-native speaker in Aim High textbook.....	29
4.3 Teacher statement about needs of second language learners in Aim High textbook.....	31
4.4 Teacher statement about relevance to the socio-cultural environment in Aim High textbook.....	33



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF APPENDICES

Appendix I Interview Guideline Instrument

Appendix II Surat Tugas

Appendix III Kartu Konsultasi

Appendix IV Formulir Persetujuan Sempro

Appendix V Surat Validasi

Appendix VI Surat Izin Penelitian

Appendix VII Formulir Persetujuan Skripsi



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a language is important to communicate or interact with others. We know that second language learning is not as easy as our first language. It requires more time, concentration, and good materials. In Indonesia, the languages in each region are different from one another. Therefore, English in Indonesia is not a second language but can be a third language. According to Gunantar, unlike Philippines, Singapore, and Malaysia, which use English as their second language, Indonesia places English as a foreign language.¹ With the facts above, learning English is very important. In addition to English being an international language, it is also a compulsory subject for students in Indonesia.

According to Cunningsworth a textbook is a kind of material that plays an important role in the teaching and learning process. It includes knowledge, guideline, contents, and information.² It is a readymade and useful material. As happened in Hang Tuah 2 Sidoarjo, teachers use textbooks as the main source in learning English. There is no such educational institution where we cannot see any use of the textbook. According to Nilson, Teachers need more guidance and information about the aspects of teaching with textbooks or without them in order to make the right choices and to be able to show students who are not satisfied with either method that there are positive aspects in this particular method

¹ Devy Angga Gunantar, "The Impact Of English as An International Language on English Language Teaching in Indonesia," *Journal of Language and Literature*, 2016, 11.

² Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Macmillan Education, 1995), 25

which will help them to learn English.³ As happened at SMA Hang Tuah 2 Sidoarjo, teachers use textbooks as a tool to deliver English learning materials. SMA Hang Tuah 2 Sidoarjo has been using Aim High textbooks for five years. Compared to SMA Hang Tuah 1-5, SMA Hang Tuah 2 Sidoarjo has longer experience in using Aim High textbooks. Therefore, the researchers chose this school as a research setting. According to Cunningsworth, course books or textbook have multiple roles in ELT and can serve as a resource for presentation material (spoken and written), a source of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, etc., a source of stimulation and ideas for classroom language activities, a syllabus where they reflect learning objectives which have already been determined, and a resource for self-directed learning or self-access work.⁴ The relationship between textbooks and language teaching and learning is not a recent issue and there are lots of debates on this issue that whether textbooks can play any role in language learning or not. According to Grant, textbooks are prepared for language learning purposes and it aims that students will learn the language –as a system” and once they learned it, they will be able to use language in their style.⁵

Teachers need to choose a textbook that compatible with English learning material. In learning English, institutions need teaching materials that are suitable for the learning objectives and teaching methods. Cunningsworth argues that it is of crucial importance that careful

³Michael Nilsson, Textbooks and Alternative Material: Positive and Negative Aspects, *University School of Humanities English C GLX 112*, (Sweedia, 2006), 1.

⁴Alan Cunningsworth, *Choosing Your Coursebook* (Macmillan, 1995).7

⁵Neville Grant, *–Making the Most of Your Text Book,*” (New York: Longman, 1987).

selection is made and that the materials selected closely reflect the aims, methods, and values of the teaching program. Therefore the teacher should know the needs and conditions of students. In addition, teachers also need to know the advantages and disadvantages of a textbook to be selected. According to Cunningsworth, the reason to choose or evaluating a textbook is to identify particular strengths and weaknesses in course books already in use, so that optimum use can be made of their strong points, whilst their weaker areas can be strengthened through adaptation or by substituting material from other books.⁶

Many researchers have discussed English textbooks related to several criteria such as culture, religion, presented material, and student's needs for the recent year. Previous studies Cecilia & Rebecca, Dr. Esmaeel & Somayeh, Moses & Sylvia, Ladaporn, Rizaldy, Davut, Precintha & Azlina, Muhammad, Muhammad & Noshaba. Cecilia & Rebecca argue that choosing a new textbook needs to consider three criteria. The first is student criteria such as background, abilities, and needs. The second is from the teacher's perspective. The third is seen from the syllabus.⁷ In contrast, Moses & Sylvia concluded that choosing a textbook focused on content knowledge relevant to the prescribed curriculum, concept progression across the grade, and real-life examples relevant to the content. Choosing an imported textbook, it is also necessary to consider the ideology contained in imported textbooks, because every country has a different culture. Dr. Esmaeel & Somayeh stated that Ideologies in a language are important for social and linguistic analysis in the sense that

⁶Cunningsworth, *Choosing Your Coursebook*, 1995.5

⁷ Cecilia Fredriksson and Rebecca Olsson, "English Textbook Evaluation. An Investigation into Criteria for Selecting English Textbooks.," 2006, 1–34.

they are not only about language.⁸ Similar to Nhem, teaching a language without teaching some cultural aspects of that language is virtually inevitable. Concurrently, culture plays a vital role in the mediation of the second language learning process.⁹

Almost all educational institutions in Indonesia use textbooks in learning English. Starting from elementary school to high school, teachers use textbooks as teaching materials. According to Marsuki, he stated that all English teachers need the development of English textbooks based on cultural values and national character.¹⁰ Supina & Parmi added that with the integration of cultural values and national character in the curriculum, syllabus, and textbooks, especially English, students can get value transfer and knowledge transfer in the learning process.¹¹

Although the Ministry of National Education has compiled English language textbooks for every level of education from elementary to high school and can be used directly for the teaching process. SMA Hang Tuah 2 Sidoarjo prefers to use imported English textbooks entitled "Aim High". In contrast to schools in general that use local English textbooks. Therefore, the researcher chose this school to be the place of research.

UIN SUNAN AMPEL
S U R A B A Y A

⁸ Esmael Abdollahzadeh and Somayeh Baniasad, "Ideologies In The Imported English Textbooks: Efl Learners And Teachers'awareness And Attitude," (*Journal of English Language Teaching and Learning Year 53 No. 217*, 2010). 2

⁹ Davut Nhem, "Culture and ELT: Cambodian Teachers' Perception and Practice of Textbook Adaptation to Realize Intercultural Awareness," (in *ELT Forum: Journal of English Language Teaching*, vol. 9, 2020), 66.

¹⁰ Marsuki Marsuki, "Pengembangan Buku Ajar Bahasa Inggris Berbasis Kurikulum 2013," *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra* 10, no. 2 (2015): 74–81.

¹¹ I T Supinah & Parmi, "Pengembangan Pendidikan Budaya Dan Karakter Bangsa Melalui Pembelajaran Matematika Di SD," *Badan Pengembangan Sumber Daya Manusia Pendidikan Dan Penjaminan Mutu Pendidikan. Kementerian Pendidikan Nasional*, (2011).

Because many publishers produce a variety of textbooks, teachers should have a reference in choosing the appropriate textbooks. Researchers expect that imported English textbooks have contents that can help students learn English. For this reason, this topic is important to study as a reference for English teachers in choosing imported textbooks. Therefore, this research aims to find out the teachers' criteria in choosing the imported English textbook. –Aim High” textbook has six different levels. It is equipped with several learning tools such as student's book, teacher book, workbook plus student's CD-ROM, test generator, and audio class. We selected the most popular textbooks taught at SMA Hang Tuah 2 Sidoarjo. The textbook chosen by the researcher is "Aim High" level four to six. It is used for grades ten, eleven, twelfth at SMA Hang Tuah 2 Sidoarjo. The reason for choosing those levels is as a research sample. Researchers take topics from the basic level for high school classes, to find out what criteria are considered by the teacher in choosing imported English textbooks.

B. Research Question

Based on the background of study above the research question that will be answer is:

Why do the teachers choose Aim High textbooks as student's book at SMA Hang Tuah 2 Sidoarjo?

C. Objective of Study

This research objective is to explore the reasons why the teachers choose Aim High textbooks as student's book at SMA Hang Tuah 2 Sidoarjo.

D. Significant Of Study

The benefits of this study are; the firstly this study can support the theories on the textbook evaluation of –Aim High” for the tenth grade of Senior High. Second, the result of this study will be useful to:

1. The English language teacher. This study will give information and the criteria for selecting imported English textbooks based on the teacher's experience.
2. This study can be used by a curriculum developer in developing the way of teaching English to students.
3. This research can be used by the environment of the English education department to enlarge the model of activities inside the teaching material.
4. This study can be a reference for further similar studies that focuses on exploring the selection, use, and output of imported English textbooks for ESL teacher and students.

E. Scope and Limitation

This investigation will conduct to determine teachers' criteria in choosing imported English textbooks. To find out the teacher's criteria in choosing imported English textbooks, this study will use David Williams' theory. In this theory there are four basic criteria in choosing textbooks. These criteria are up to date methodology, guidance for non-native speakers, needs of second language learners, and relevance to the socio-cultural environment. The four criteria above will be the scope of this research.

Researchers break down the four criteria above into three aspects in each criterion which are explained as follows; According to Halliday & Mackey in Williams, These criteria are derived from a combination of the linguistic and pedagogical components of language teaching analysis.

'General' criteria embrace global considerations of methodology, the needs of the learner, the teacher, and the community. 'Technical' criteria are concerned with the quality of editing and publishing; the availability of supplementary materials; cost and durability of the text; authenticity of language and style of the writer, etc.¹² According to Halliday, 'linguistics' is described by two aspects, namely grammar and lexis.¹³

Teachers who will be taken as data samples are teachers from grades 10, 11, and 12 at SMA Hang Tuah 2 Sidoarjo. The aspect that will be studied is the teacher's argument in choosing imported English textbooks based on the four criteria above.

F. Definition of Key term

This study has three key terms as follows:

1. Imported Textbook

According to Cunningsworth, textbook is books written by experienced and qualified person. Before being published, the material in the textbook will be tested first.¹⁴ This study defines textbook as a source and guideline for the teacher to deliver the materials to the students.

An imported textbook is a textbook published by foreign book publishing institutions. "Aim High" is a six-level course that develops language learning through carefully chosen vocabulary (including words from the Oxford 3000™), interesting text, and essential study

¹² David Williams, "Developing Criteria for Textbook Evaluation," *ELT Journal* 37, no. 3 (1983): 251–55.

¹³ M. A. K. Halliday et al., *The Linguistic Sciences and Language Teaching* (Longmans, 1964), 21

¹⁴ Alan Cunningsworth and Brian Tomlinson, *Evaluating and Selecting EFL Teaching Materials* (Heinemann Educational, 1984).1

skills. This study will focus on exploring the Teachers' criteria in choosing the imported English textbook entitled "Aim High" based on David Williams's theory.¹⁵

2. Teachers' Criteria

According to Kay, the criteria for selecting textbooks differ from one person to another based on their context.¹⁶ In this study, the person is the English teacher. This study defines Teachers' Criteria as data to answer the research question.

3. Textbook Selection

According to Cunningsworth, selecting textbook involves matching the material against the context in which is going to be used.¹⁷ As schools in Indonesia have a different context from other countries. Therefore it is necessary to conduct an evaluation to select a textbook that will be used. In this study, textbook selection is defined as a reference theory for selecting textbooks.



UIN SUNAN AMPEL
S U R A B A Y A

¹⁵ Tim Falla et al., "English Language Teaching Aim High," *English Language Teaching Aim High* (blog), (<https://elt.oup.com/>, accessed on June 07, 2021)

¹⁶ Robin Kay, "Evaluating Strategies Used To Incorporate Technology Into Preservice Education," *Journal of Research on Technology in Education* 38 (June 1, 2006): 383–408, <https://doi.org/10.1080/15391523.2006.10782466>.

¹⁷ Cunningsworth and Tomlinson, *Evaluating and Selecting EFL Teaching Materials*.8

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Of Related Literature

1. Textbook

In the process of teaching and learning the English language, teaching materials become an important part which used to support the teaching of English. Several factors make instructional materials in language teaching effective. One of them is the contextual factor. According to Richard Contextual factors include the school culture, classroom conditions, class size, and availability of teaching resources institutions where the materials will be used.¹⁸ Furthermore, Tomlinson said ‘materials’ include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet.¹⁹ The teacher needs textbooks in making teaching and preparation do the teaching. Students need textbooks as learning resources and to be able to follow the lesson well. In other words, the lack of textbooks in teaching and learning activities can make teaching less successful.

Textbooks are books that contain teaching material for one course used at school. Richards and Schmidt argue that textbook for

¹⁸Jack C. Richards, “Materials Development and Research—Making the Connection,” *RELC Journal* 37, no. 1 (April 2006), 1.

¹⁹Brian Tomlinson, “Materials Development for Language Learning and Teaching,” (*New York: Bloomsbury Academic* 45, no. 2, 2012): 2.

learning English which contains a combination of material skills such as observing, reading, speaking, writing, or grammar only contains one genre, for example reading.²⁰ The meaning shows a textbook is a matrix of books in the form of published teaching and posted as the main teaching material in the teaching and learning process in class.

2. The skills contained in the textbook

There are four skills in learning English, namely listening, speaking, reading and writing. According to Cunningsworth, these four skills complement the knowledge of linguistics and the students' ability to use them in language.²¹

The first is listening. The existence of listening skills in textbooks has two roles. The first is as part of oral materials such as dialogue and role-playing. The second is listening as understanding, for giving information, for starting discussions related to reading texts.²² Rost in Tomlinson divides listening activities into four; attentive listening, intensive listening, selective listening, interactive listening.²³

The second is speaking. This skill applied through oral presentation and practice of new language items.²⁴ Harmer describes six activities that are often used in learning speaking skills. They are

²⁰Jack C Richards and Richard W Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Routledge, 2013).550

²¹ Alan Cunningsworth, *Choosing Your Coursebook* (Macmillan, 1995), 64

²² Alan Cunningsworth, *Choosing Your Coursebook* (Macmillan, 1995), 67

²³ Brian Tomlinson, "Materials Development for Language Learning and Teaching," *New York: Bloomsbury Academic* 45, no. 2 (2012): 432.

²⁴ Alan Cunningsworth, *Choosing Your Coursebook* (Macmillan, 1995),69

acting from a script, communication games, discussion, prepared talks, questionnaires, and simulation and role play.²⁵

The third is reading. Anderson in Tomlinson explains that the reading materials in ESL/EFL textbooks consist of short readings, word tests and comprehension. Cunningsworth added that reading text can be used for various purposes, namely developing reading skills and strategies, presenting grammar items, extending vocabulary, providing models for writing, giving information of interest to students and stimulating oral work.²⁶

The fourth is writing. Using learning materials from various sources is an important strategy to facilitate students in developing writing skills.²⁷ Cunningsworth provides some examples of tasks that can be used in writing. They are reports for a newspaper, filling in grids, writing notes to others, making lists, summarizing texts, etc.²⁸

3. The Role of Textbook

According to Cunningsworth, course books or textbook have multiple roles in ELT and can serve as a resource for presentation material (spoken and written), a source of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, etc., a source of stimulation and ideas for classroom language activities, a syllabus (where they reflect learning objectives which have already been determine), and a

²⁵ Jeremy Harmer, *The Practice of English Language Teaching, 3rd Edition*, 3rd edition (Harlow: Pearson Education ESL, 2001), 271.

²⁶ Cunningsworth, *Choosing Your Coursebook*, 1995.

²⁷ Tomlinson, *Materials Development for Language Learning and Teaching*.

²⁸ Cunningsworth, *Choosing Your Coursebook*, 1995.

resource for self-directed learning or self-access work.²⁹ According to Tomlinson and Masuhara, textbooks are usually used together with others teaching resources such as workbooks, teacher reference books or initiator text.³⁰ Based on Thomson, a textbook is a stimulus or instrument for teaching and learning. Textbooks are books that provide instruction in subject, used specifically in schools, etc.³¹

4. Aim High Textbook

An imported textbook is a textbook published by foreign book publishing institutions. –Aim High” is a six-level course that develops language learning through carefully chosen vocabulary (including words from the Oxford 3000™), interesting text, and essential study skills. This textbook has eight chapter that contain the following theme; reading, listening, vocabulary, grammar, writing.

5. Textbook Analysis

Analysing textbook is important for teacher in their teaching process. In academic areas, there are a lot of textbooks that published by the book publisher. As good teachers, they should choose the appropriate textbook for the source and guideline in the teaching process. Cunningsworth said that selecting course book or textbook involves matching the material against the context in which it is going to be used. No single course book or textbook that been released to market will be completely ideal for particular group of learner. Instead

²⁹Cunningsworth, *Choosing Your Coursebook*, 1995.(New York: Macmillan, 1995), 5

³⁰Brian Tomlinson and Hitomi Masuhara, *The Complete Guide to the Theory and Practice of Materials Development for Language Learning* (John Wiley & Sons, 2017).14

³¹Margaret Inglis, Carol Thomson, and Carol A Macdonald, *Language in Learning and Teaching (LILT): Learning Guide* (University of Natal Press, 2000).175

of looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential in adapting and supplementing where its inadequate or unsuitable³².

According to Williams, criteria can be developed to evaluate English textbooks. In developing these criteria the teacher can use an evaluation scheme which will later be used to compile a checklist of items relevant to teaching a second (or foreign) language. Checklists are provided as ways of suggesting how teachers can develop their own criteria for different situations.

In the evaluation scheme, there are four basic assumptions in teaching second language that relate to linguistics (grammar, speech, vocabulary, reading, and writing), general, and technical. According to Williams, the four assumptions in teaching a second language are as follows:

1. Up to date methodology

ESL textbook should be consistent with the psychological and linguistic principles underlying current, accepted methods of second language teaching.

But textbook writers should not jump the bandwagon of innovation for the sake of it. The textbook that will be selected must be able to be used in the current situation, such as, learning methods, content.

2. Guidance for non-native speakers

The textbook should provide appropriate guidance for the teacher of English who is not a native speaker of

³² Alan Cunningsworth, *Choosing your Coursebook*. (New York: Macmillan, 1995), 3

English. The untrained, or partially trained, teacher who does not possess native-like control over all aspects of English should not be left in any doubt concerning the procedures proposed by the textbook. Otherwise, he or she may, for example, teach only the meanings of the minimal pair 'live/leave', completely ignoring the writer's intention that these items should be used for pronunciation practice.

3. Needs of second language learners

Catering to the needs of the second-language learner can be a complex task in a multilingual setting. ESL textbook writers have their work cut out when pupils in the same class speak many different mother tongues, and when English is not the second, but the third (or even the fourth) language. Also to be reckoned with is the distinction which in some cases has to be made between English as a subject and English as a medium of instruction.

4. Relevance to the socio-cultural environment

There are second-language problems in learning vocabulary and syntax that arise from differences between the cultures associated with the target language and the mother tongue. In certain grey areas of usage, accept ability may best be determined by reference to socio-cultural norms. ESL textbook writers need to be sensitive to shifts in usage that are due to the worldwide spread of English.

According to Halliday & Mackey in Williams, These criteria are derived from a combination of the linguistic and

pedagogical components of language teaching analysis. 'General' criteria embrace global considerations of methodology, the needs of the learner, the teacher, and the community. 'Technical' criteria are concerned with the quality of editing and publishing; the availability of supplementary materials; cost and durability of the text; authenticity of language and style of the writer, etc.³³ According to Halliday, linguistics is described by two aspects, namely grammar and lexis.³⁴

B. Previous Study

Related to this research, many other similar studies have been conducted. Below are some studies that are similar to this research. The first is from Fredriksson & Olsson entitled "English Textbook Evaluation: An Investigation into Criteria for Selecting English Textbooks". This study aimed to study the criteria for selecting English textbooks in Sweden in 2006. Researchers have found that the school's evaluation procedure has improved over the years. However, the teachers at the school would benefit from developing the evaluation strategy. The most important criterion to consider in the selection is, according to the teachers, interesting and relevant texts that the students can relate to.³⁵

The second is from Abdollahzadeh & Baniasad entitled "Ideologies in the Imported English Textbooks: EFL learners and Teachers' Awareness and Attitude". This study investigated the ideological prompts

³³ Williams, "Developing Criteria for Textbook Evaluation."

³⁴ M. A. K. Halliday et al., *The Linguistic Sciences and Language Teaching* (Longmans, 1964), 21

³⁵ Fredriksson and Olsson, "English Textbook Evaluation. An Investigation into Criteria for Selecting English Textbooks."

present in the imported instructional English textbooks in Iran and the learners' attitudes towards English in 2010. The result of this study is imported textbooks tend to represent particular ideologies and cultural values. The most prevalent ideologies were hegemony of English, sexism, and cultural stereotypes.³⁶

The third is a study from Makgato & Ramaligela entitled "Teachers' criteria for selecting textbooks for the technology subject". They investigated the criteria that Grade 9 teachers use for the selection of technology textbooks in South Africa in 2013. The result is that when technology teachers select textbooks they mainly use criteria related to the field (the nature of the content of the text) and the mode (the way the content is presented) of the book.³⁷

Fourth is a study from Srakang entitled "A Study Of Teachers' Perceptions Toward Using English Textbooks: A Case Study Of 10th Grade English Teachers In Maha Sarakham Province". This study aimed to explore how 10th Grade English teachers perceived the use of English textbooks in Maaha Sarakham Province in 2013. The results of this study are teachers who had pro-textbook views believed that their teaching could not be conducted effectively without using English textbooks. Some of the pro-textbook teachers expressed the opinion that English textbooks should go hand in hand with supplementary teaching materials to serve learners' needs. By contrast, teachers who had anti-textbook views believed that

³⁶ Abdollahzadeh and Baniasad, "Ideologies In The Imported English Textbooks: Efl Learners And Teachers' awareness And Attitude."

³⁷ Moses Makgato and Sylvia Manto Ramaligela, "Teachers' Criteria for Selecting Textbooks for the Technology Subject," *African Journal of Research in Mathematics, Science and Technology Education* 16, no. 1 (2012): 32–44.

English textbooks were ineffective. Ultimately, the findings elucidate problems with English textbooks, which dramatically affect their use in teachers' classroom practices.³⁸

Fifth is the study from Hanifa entitled "EFL Published Materials: An Evaluation of English Textbooks for Junior High School in Indonesia". This study aimed to analyze and evaluate two different English textbooks addressed to junior high schools grade VII in Indonesia in 2018, KTSP and curriculum 2013 textbook. The researcher found that both textbooks are quite satisfactory as they are very affordable, contain interesting layout, attractive designs, and clear instructions, correspond to current ELT methodology, cover all language skills, and comprise a wide range of topics that are familiar and culturally appropriate for learners.³⁹

The next study is from Nhem entitled "Culture and ELT: Cambodian Teachers' Perception and Practice of Textbook Adaptation to Realize Intercultural Awareness". This study have focus on investigate three Cambodian English teachers views and practices of textbook adaptation, as well as how they adapt textbooks to help students develop intercultural awareness in the ELT at one school in Phnom Penh in 2020. The researcher found an inconsistency between teachers' views and practices about the textbook adaptation and the teachers' limited capacity

³⁸ Ladaporn Srakang, *A Study of Teachers Perceptions toward Using English Textbooks: A Case Study of 10th Grade English Teachers in Maha Sarakham Province*, 2013.

³⁹ Rizaldy Hanifa, "EFL Published Materials: An Evaluation of English Textbooks for Junior High School in Indonesia," (*Advances in Language and Literary Studies* 9, no. 2, 2018), 166–74.

of interculturality-stimulated scholarship that is inherently tied to the development of cultural activities in the ELT classroom.⁴⁰

Another study is from James & Aziz entitled “Perceptions and Expectancies of Malaysian Students on Cultural Elements in Foreign Textbooks”. They explored students’ perceptions and expectancies on cultural elements in a Malaysian secondary foreign textbook entitled “Pulse 2” in 2020. The study found that the students perceive that there is a great absence of Source and International Culture in the book and there is a higher preference for little c culture learning as it is the direct outcome of socio-cultural values and positively inclined towards culture learning.⁴¹

The last study is from Ahsan, Naeem, & Younus entitled “Investigating the Role of the Text by which Religious Practices are Projected in the Local and Imported Textbooks”. The study aimed to notice and compare the results of foreign and local religious practices present in selected Pakistani and imported English textbooks prescribed for students of Punjab (Pakistan) in 2020. This study indicates that the Oxford textbook has not included a single text reference to a primary or secondary religious action occurring in contemporary target or native life and society.⁴²

UIN SUNAN AMPEL
S U R A B A Y A

⁴⁰ Nhem, —Culture and ELT: Cambodian Teachers’ Perception and Practice of Textbook Adaptation to Realize Intercultural Awareness.”

⁴¹ Precintha Rubini James and Azlina Abdul Aziz, “Perceptions and Expectancies of Malaysian Students on Cultural Elements in Foreign Textbooks,” *International Journal Of Academic Research In Business And Social Sciences* 10, no. 4 (2020).

⁴² M Ahsan, M Naeem, and N Younus, “Investigating the Role of the Text by Which Religious Practices Are Projected in the Local and Imported Textbooks,” *Global Regional Review* 3 (2020): 24–31.

Most of the previous studies mentioned above explored the selection of textbooks based on several criteria such as culture, ideology, and the contents of the textbook itself. The selection of textbooks also involves the perspective of teachers and students. The difference from those previous studies with this research is that this study will focus on the views of the English teacher in choosing imported English textbooks. This study will also investigate three English teachers at SMA Hang Tuah 2 Sidoarjo. This school has been using an imported English book entitled "Aim High" for several years.



CHAPTER III

RESEARCH METHOD

A. Research Design

A qualitative-interpretive approach was employed to answer the research question regarding teachers' criteria in choosing the imported English textbook. M. Given argues that qualitative research is designed to explore the human elements of a given topic, where specific methods are used to examine how individuals see and experience the world.⁴³ In addition, Creswell argues that qualitative research is a form of interpretive inquiry in which researchers make an interpretation of what they see, hear, and understand.⁴⁴ The sample of this research is SMA Hang Tuah 2 Sidoarjo. Three English teachers from three different grades were interviewed individually. Three English teachers were selected because they taught different book levels.

Aim High Level 4 for grade tenth, level 5 for grade eleventh, and level 6 for grade twelve. Data collection was carried out by semi-structured interviews. Questions were framed around content knowledge, activities, information connections, and general characteristics that teachers like to be used as references in choosing the imported English textbooks. This data collection technique was chosen because it needs to explore more deeply about the criteria for teachers in choosing the imported English textbooks. Creswell argued that qualitative research is an approach for exploring and understanding the meaning individuals or

⁴³Lisa M Given, *The Sage Encyclopedia of Qualitative Research Methods* (Sage publications, 2008).1

⁴⁴John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017).176

groups ascribe to a social or human problem.⁴⁵ The interviews were audio-recorded with the consent of the subjects so that the sessions could be replayed for verbatim transcription. The transcripts were analyzed using the theory of David Williams and several theories of Cunningsworth, Tomlinson and Harmer. From those theories were categorized into several themes. These themes will be grouped in order to establish patterns and contrasts for the criteria used to select the imported English textbook.

B. Data and Source of Data

The data of this study is the teachers' arguments about the criteria in choosing imported English textbooks. The source of data is English teachers at SMA Hang Tuah 2 Sidoarjo. The researcher chose three English teachers from three different classes. The reason for choosing three different teachers is to get more information about the criteria of the teacher in choosing an imported English textbook. The criteria for the teachers to be interviewed are those who had taught English in the classroom using the imported English textbook "Aim High".

C. Data Collection Technique

In collecting the data, the researcher used semi-structured interview. According to Creswell, a qualitative inter-view occurs when researchers ask one or more participants general, open-ended questions and record their answers.⁴⁶ This interview involved three English teachers at SMA Hang Tuah 2 Sidoarjo. In this study, the researcher used an instrument in the form of an interview question. The questions in the

⁴⁵Creswell, John W. –Fourth Edition Research design: Qualitative, quantitative, and mixed methods approaches”. (California: SAGE Publications Inc., 2014), 1

⁴⁶John W Creswell, *Educational Research: Planning, Cobducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (California: Sage publications, 2014).217

interview are adapted from the article entitled "Developing criteria for textbook evaluation" by David Williams.

D. Data Analysis Technique

After the data is collected, the researcher analysed the data using the theory of John W Creswell. According to Creswell, there are six steps in analysing and interpreting qualitative data: preparing and organizing the data, exploring and coding the database, describing the findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings.

The first stage is to prepare and organize the data. In this stage, the data in the form of recorded voice from the interview results will be transcribed into a text. According to Creswell, Transcription is the process of converting audiotape recordings or field notes into text data.

The second step is exploring and coding the database. In this stage, the text of the transcription will be explored and classified into several codes. The codes are in the form of letters to distinguish arguments from research participants. Teacher 1 for T1, Teacher 2 for T2, and Teacher 3 for T3. According to Creswell, Codes are labels used to describe a segment of text or an image.

After getting the codes from the transcription text, the third step will be describing the findings and forming themes. According to Creswell, themes (also called categories) are similar codes aggregated together to form a major idea in the database. The codes obtained from the second step will be reduced and made into five to seven themes. At this stage Creswell argue that describing and developing themes from the data consists of answering the major research questions and forming an in-depth understanding of the central phenomenon through description and thematic development.

The fourth step is representing and reporting findings, interpreting the meaning of the findings. According to Creswell, this stage is also known as the stage of displaying findings in tables and figures and constructing a narrative to explain what you have found in response to your research questions. In representing the findings, the researcher used a comparison table containing the opinions of three English teachers from three different classes. Creswell argue that qualitative researchers often display their findings visually by using figures or pictures that augment the discussion. Next, the researcher reported the findings in a narrative manner. According to Creswell, a narrative discussion is a written passage in a qualitative study in which authors summarize, in detail, the findings from their data analysis.

The fifth step is interpreting the meaning of the findings. According to Creswell, Interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both. Therefore in this step the researcher interpreted the findings with personal understanding and with previous research. In interpreting the findings, the researcher analysed through five ways. The first researcher summarized the findings, the second the researcher conveyed personal reflection, the third the researcher made a comparison with the literature, the fourth the researcher offered the limitations of this research, the fifth the researcher suggested for future research.

The sixth step is validating the accuracy of the findings. According to Creswell, Validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation. In validating the accuracy of the findings, the researcher will use the triangulation method. Creswell argues, that Triangulations the process of corroborating evidence from different

individuals, types of data, or methods of data collection in descriptions and themes in qualitative research.⁴⁷

E. Research Instrument

To collect the data, the researcher used an instrument in the form of interview questions. The type of interview will be chosen is open-ended questions. According to Creswell, in qualitative research, open-ended questions are that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. The interview questions and observation checklist are adapted from David Williams' theory in his article entitled "Developing criteria for textbook evaluation".

The layout of interview guideline is adopted from a book entitled "Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research" by John W. Creswell, see attachment. There were 16 questions about the teacher's criteria in choosing the imported English textbook. Interview questions were validated by the lecturer.

F. Research Stages

The data collection procedure consists of four steps. The first find a school that uses imported English textbooks. The second apply for permission to interview three English teachers at SMA Hang Tuah 2 Sidoarjo. The third interview three teachers who have been selected. The fourth, report the results of the interview into the thesis.

G. Checking Validity of Findings

Qualitative validity means that the researcher checks the accuracy of the findings using certain procedures.⁴⁸ In conducting the validation of

⁴⁷ Creswell.

findings, the researcher used triangulation. According to Creswell, triangulation is the difference between sources of information by examining evidence from sources and using it to build coherent justifications for themes. If the theme is determined based on the convergence of several data sources or the perspectives of the participants, then this process can be claimed as adding to the validity of the study.⁴⁹

In validating the research findings, the researcher provides some evidence. The researcher includes the teacher's arguments about the teacher's criteria in choosing imported English textbooks from interviews that were recorded and then transcribed into English text. The researcher also describes the research steps in the research stages (see page 23). In addition to the two evidences, this research has been validated by two supervisors and several checks have been carried out regarding the content of this research.



UIN SUNAN AMPEL
S U R A B A Y A

⁴⁸ John W Creswell, *Educational Research: Planning, Cobducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (California: Sage publications, 2014), 191.

⁴⁹ John W Creswell, *Educational Research: Planning, Cobducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (California: Sage publications, 2014), 192.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter explain the research findings and discussion about teachers' criteria in choosing the imported English textbook. Researchers present the results of interviews in this chapter and then discuss them. It aims to answer the research question above –why do the teachers choose Aim High textbooks as student's book at SMA Hang Tuah 2 Sidoarjo?". Researchers will explain in this chapter in detail according to what happened in the field based on theory and previous studies.

A. Findings

Semi-structured interviews and observations have been carried out to collect research data. Three English teachers have answered interview questions about the criteria for selecting imported English textbooks. As proof that the participants' answers are valid, the researcher recorded the interview in the form of audio.

The researcher will present the findings sequentially according to the theory used in choosing imported textbooks, namely up to date methodology, guidance for non-native speakers, needs of second language learners, and relevance to the socio-cultural environment. In each criterion, there are four items; general, linguistics and technical.

The following is a presentation of the findings of the interviews to three English teachers from different classes:

1. Up to date methodology

4.1 Teacher statements about up-to-date methodology criteria in Aim High textbook

Aspect	T1	T2	T3
General	<i>This textbook is suitable for Students in facing the challenges of changing times. In the sense that they can be more challenged and can further develop themselves in learning</i>	<i>The learning method is quite interesting. Since this book contains instructions for us, this means there is a teacher's book. For example, the vocabulary material, there is already a guide for us</i>	<i>Aim High book is only as a supplement. Because for the curriculum, we follow the government's textbook. So I don't just use Aim High textbooks, but I collaborate between local textbooks and Aim High textbooks. Therefore students are not stuck to one textbook</i>
Linguistics	<i>The linguistics is good, from the grammar, information, content and explanation. For example, before starting learning there is a section to refresh, such as there are questions before going to the material, then vocabulary, then related to the reading and followed by the next material</i>	<i>The linguistics is higher than other books. But we can choose. For example, there are difficult materials. We don't take it, that's also not a problem. For example, the simple past material. It does not only discuss the simple past that is taught but also discusses the simple past for distancing</i>	-

Technical	<i>This textbook has exclusive pictures. We say it is exclusive when compared to the textbook (Aim High) with other textbooks, it is interesting</i>	<i>For the appearance, it's a bit complicated because the writing is small</i>	<i>The pictures displayed are clear, it makes easier for students to describe them. For example, the caption material</i>
------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

In this aspect, it was found that Aim High's textbooks were interesting learning methods and could be collaborated with local textbooks. So students are challenged to learn English through this textbook. It is based on following statements from the teachers:

“This textbook is suitable for Students in facing the challenges of changing times. In the sense that they can be more challenged and can further develop themselves in learning”. (T1)

“The learning method is quite interesting. Since this book contains instructions for us, this means there is a teacher's book. For example, the vocabulary material, there is already a guide for us”. (T2)

“Aim High book is only as a supplement. Because for the curriculum, we follow the government's textbook. So I don't just use Aim High textbooks, but I collaborate between local textbooks and Aim High textbooks. Therefore students are not stuck to one textbook”. (T3)

The next, in the term of linguistics, the Aim High textbook has the coherent method. It is based on teacher statement:

“The linguistics is good, from the grammar, information, content and explanation. For example, before starting learning there is a section to refresh, such as there are questions before going to the material, then vocabulary, then related to the reading and followed by the next material”. (T1)

Not only has organized method, but Aim High textbook has higher linguistics than local textbooks and in-depth material. It is based on teacher statement:

“The linguistics is higher than other books. But we can choose. For example, there are difficult materials. We don't take it, that's also not a problem. For example, the simple past material. It does not only discuss the simple past that is taught but also discusses the simple past for distancing”. (T2)

The last, in term of technical, Aim High textbook has interesting appearance. There are various opinions about the technical aspects of the up-to-date methodology criteria, as follows:

“This textbook has exclusive pictures. We say it is exclusive when compared to the textbook (Aim High) with other textbooks, it is interesting. (T1)

“The pictures displayed are clear, it makes easier for students to describe them. For example, the caption material”. (T3)

There are differences of opinion regarding this aspect, such as the teacher’s statement as follows:

“For the appearance, it’s a bit complicated because the writing is small”. (T2)

2. Guidance for non-native speakers

4.2 Teacher statement about guidance for non-native speaker in Aim High textbook

Aspect	T1	T2	T3
General	<i>In this textbook, we have 1 tools. There are student books, work books, and books for teachers. So before we teach, we must at least open the teacher's book first what we have to do. Step by step for us has been directed.</i>	<i>For teachers' books, because this is a foreign book, so if you are not used to it, it can be difficult. At first it was difficult, but after one to two years. I understand quite well.</i>	-
Linguistics	<i>The linguistics are</i>	<i>Just like the student's</i>	<i>It is easy to</i>

	<i>really good, I would say it's neat, organized, and coherent.</i>	<i>book, the writing is small, then the language and vocabulary are more complex than we use the BSE book. When compared with the BSE book, the ratio is 1: 4.</i>	<i>understand because this book reviews material from Junior High School. Such as clause, past tense, and passive voice.</i>
Technical	<i>This textbook has exclusive pictures. We say it is exclusive when compared to the textbook (Aim High) with other textbooks, it is interesting</i>	<i>For the appearance, it's a bit complicated because the writing is small</i>	<i>The pictures displayed are clear,</i>

In the term of general aspect, Aim High textbook has a teacher's book that provides structured teaching steps. This is based on the teacher's statement as follows:

“In this textbook, we have 1 tools. There are student books, work books, and books for teachers. So before we teach, we must at least open the teacher's book first what we have to do. Step by step for us has been directed”. (T1)

However, because Aim High's textbooks were imported from abroad, there were a few difficulties. This is based on the teacher's statement as follows:

“For teachers' books, because this is a foreign book, so if you are not used to it, it can be difficult. At first it was difficult, but after one to two years. I understand quite well”. (T2)

In term of linguistics aspect, just like student books, teacher books also have a sequential and complex presentation of linguistic content compared to local English textbooks. This is based on the teacher's statement as follows:

“The linguistics are really good, I would say it's neat, organized, and coherent”. (T1)

–The language and vocabulary are more complex than we use the BSE book. When compared with the BSE book, the ratio is 1: 4”. (T2)

There are several materials that are reviewed from junior high school material. This is based on the teacher's statement as follows:

–It is easy to understand because this book reviews material from Junior High School. For example, clause, past tense, and passive voice. (T3)

In term of technical, there are different opinions. Three teachers have same opinion. They agree that the pictures are clear and exclusive. But there is different opinion.

–Just like the student's book, the teacher's book has the small latter”. (T2)

3. Needs of second language learners

4.3 Teacher statement about needs of second language learners in Aim High textbook

Aspect	T1	T2	T3
General	<i>Students' needs are achieved. In fact they at least have to devote time and real concentration to study the book. Because there are many things that are worldwide not only from Indonesia (all over the word).</i>	<i>Student needs have been achieved more than enough. The point is actually good, the content is interesting. Depends on whose use it. Because our input is middle to lower. So, for example, if we use this book, it's a bit difficult. So if the input is high maybe it can be better and maximum.</i>	<i>Students' needs have been achieved; students just need to improve it again. There are some students who are good at reading and speaking. For example, I am looking for student seeds to take part in story telling or debate competitions,</i>

			<i>there are already capable ones.</i>
Linguistics	<i>The linguistics are really good, I would say it's neat, organized, and coherent.</i>	<i>Just like the student's book, the writing is small, then the language and vocabulary are more complex than we use the BSE book. When compared with the BSE book, the ratio is 1: 4.</i>	<i>It is easy to understand because this book reviews material from Junior High School. Such as clause, past tense, and passive voice.</i>
Technical	<i>This textbook has exclusive pictures. We say it is exclusive when compared to the textbook (Aim High) with other textbooks, it is interesting</i>	<i>For the appearance, it's a bit complicated because the writing is small</i>	<i>The pictures displayed are clear,</i>

In the term of general aspect, the needs of second language learners have been met. The following are the teacher's arguments that support this finding:

–Students' needs are achieved. In fact they at least have to devote time and real concentration to study the book, because there are many things that not only from Indonesia, but all over the world”. (T1)

“Student needs have been achieved more than enough”. (T2)

“Students' needs have been achieved; students just need to improve it again. There are some students who are good at reading and speaking. For example, I am looking for student seeds to take part in story telling or debate competitions, there are already capable ones”. (T3)

“The point is actually good, the content is interesting. It depends on whose use it, because our input is middle to lower. For example, if we use this book, it's a bit difficult.

So if the input is high maybe it can be better and maximum". (T2)

In the term of linguistics, all of Teachers agree that the students' needs were achieved. But, there was difficult in vocabulary. The following are the teacher's statements regarding this issue:

"There are some students who do not understand some words because the vocabulary may be new for them". (T1)

"The difficulty in terms of linguistics is the vocabulary, because they are on average from a low input vocabulary background". (T2)

"They have to look up the meaning from the oxford dictionary. For example, students look for the meaning of a word from a sentence from a local dictionary, the word cannot be found". (T3)

In the term of technical aspect, all teachers have same idea. They agree that the Aim High textbook fits perfectly with students' needs. This is evidenced by the presentation of clear and attractive images. In addition to clear pictures, Aim High textbooks also have quality paper.

4. Relevance to the socio-cultural environment

4.4 Teacher statement about relevance to the socio-cultural environment in Aim High textbook

Aspect	T1	T2	T3
General	<i>In terms of Indonesian culture, we say it is not appropriate. However we import. In a sense, if it is adapted to our</i>	<i>It's a bit lacking, because the book is from abroad. But in general, it can be used.. I think the information is more interesting. It means more insightful.</i>	<i>We must collaborate between our culture and foreign cultures. For example, in the offering</i>

	<i>culture, it is clearly different. Instead, we learn and we take the positive side. So we don't only know Indonesian culture, but we also learn about their culture.</i>	<i>So there are things that we didn't know before from reading, after we read them we know.</i>	<i>material, there are different meanings. In our culture, if someone offers us something. Then we answer with "no thank you". That someone will still give that something. But in contrast to foreign cultures, if we answer "no thank you". That someone will not give what they offer.</i>
Linguistics	<i>The linguistics are really good, I would say it's neat, organized, and coherent.</i>	<i>For example, the themes in Aim High's textbook. It can be included in the syllabus. For example, the procedure text is also there. News items are also available</i>	<i>It is easy to understand because this book reviews material from Junior High School. Such as clause, past tense, and passive voice.</i>
Technical	<i>This textbook has exclusive pictures. We say it is exclusive when compared to the textbook (Aim High) with other textbooks, it is interesting</i>	<i>For the appearance, it's a bit complicated because the writing is small</i>	<i>The pictures displayed are clear,</i>

In the term of general aspect, it was found that according to the teachers there were advantages and disadvantages in socio-cultural terms. Here are the explanations of the teachers:

“In terms of Indonesian culture, we say it is not appropriate. However we import. In a sense, if it is adapted to our culture, it is clearly different. Instead, we learn and

we take the positive side. So we don't only know Indonesian culture, but we also learn about their culture". (T1)

"It's a bit lacking, because the book is from abroad. But in general, it can be used. I think the information is more interesting. It means more insightful. So there are things that we didn't know before from reading, after we read them we know". (T2)

"We must collaborate between our culture and foreign cultures. For example, in the offering material, there are different meanings. In our culture, if someone offers us something. Then we answer with "no thank you". That someone will still give that something. In contrast to foreign cultures, if we answer "no thank you". That someone will not give what they offer". (T3)

In term of linguistics aspect, –Aim High” relate to the syllabus. This is based on teacher argument as follow:

–The themes in Aim High's textbook. It can be included in the syllabus. For example, the procedure text is also there. News items are also available". (T2)

In term of technical aspect, there are no images that are against the culture in Indonesia. So, all teachers agree that in this criterion, the Aim High textbook can be used in students' environment in Indonesia, especially at SMA Hang Tuang 2 Sidoarjo.

5. Other Criteria

In addition to the four criteria above, here are other teacher criteria in choosing the imported English textbooks:

a. The complex of skills presentation

In choosing imported English textbooks, the teacher looks at how skills are presented. There are four skills in Aim High's textbook; reading, listening, writing and speaking. In the interview result, the teacher explains criteria of the task which used to convey the four skills above.

The first is reading skills. The passages in the reading section highlight global content and broad cultural knowledge. The following is teacher statement about reading skills;

“The reading skills are more complex because the reading material content is global, such as knowledge of the vast culture”.

The second is listening skills. The audio recording provided from the Aim High textbook is used to convey information about the material being taught. The following is the teacher's statement about listening skills;

“For listening skills in the textbook there is an audio recording. We use it to provide information about the material being taught.”

The third is writing skills. In the “Aim High” textbook, it presents several stages in the writing skills section. The following are the steps the teacher takes in teaching writing skills:

“For the writing, there is content called Understanding Ideas. So the first step is Pre-Reading, we ask about what will be studied. We ask students as an opening how far they know about the topic that we will study. For example about the internet, what is internet? What is it for? How do you use it? Then we enter the reading stage, after reading there are multiple choices. For writing, we use Understanding Ideas at this stage, that's what makes students able to describe, retell, and even add according to students' ideas.”

The fourth is speaking skill. In this section the teacher explains that in teaching speaking skills, the teacher uses the stages described in the writing skills above by adding the next task to students, namely discussing orally what they have written. Here is the teacher's explanation for speaking skills;

“Speaking skills can also be learned at this stage. Because it starts with writing first, then students discuss orally about what they have written”.

b. The real-life examples

The researcher found that the teacher considered real-life examples of the themes in the Aim High textbook. In this criterion, the teacher emphasizes that there are many real-life examples. Here is the teacher's statement;

“Almost all the examples is real-life content. For examples the themes about the internet, they are very real and we use them every day.”

c. Flexible to be applied to teacher teaching strategies

Besides using the teaching guidelines provided by –Aim High” textbook, the teacher has his own teaching strategy in using the Aim High textbook in teaching and learning English. In this criterion, the researcher found that the teacher prioritized students' motivation in learning English using this textbook. In addition, the teacher also collaborates with several platforms such as Quipper and Quizizz. Therefore, the teacher believes that Aim High's textbooks are flexible to be used in various teaching strategies. Here is the teacher's statement;

“I used the guide given from the Aim High textbook. First, we train first how to make students interest in learning English. There are some students who are very motivated to

learn English through this book. So that they not only learn during class hours but they also learn on their own outside of class hours. For other strategies, we also use Quiper, Quizzes and other media according to the material we teach”.

d. A complete guide in the assessment

On this criterion, the teacher is assisted in the assessment. In using Aim High textbooks, teachers get a complete package such as student books, work books and teacher books. The assessment guide is already included in the package. The following is the teacher's statement;

–In terms of assessment this textbook is complete. We are given I tools which consist of students' book, work book, teacher's book.”

e. Receive international certificate

By using the Aim High textbook, students have the opportunity to earn an international certificate from oxford. This is one of the reasons why schools and English teachers choose imported textbooks as teaching materials. The following is the teacher's explanation;

“Aim High” is an International textbook. Students get a test. From these exams, students get an internationally recognized certificate at the world level”.

6. Advantages and disadvantages of Aim High textbook

a. Advantages of Aim High textbook

Aim high textbooks have more complex language content than local books. Sequential presentation of material makes it easier for teachers and students to learn it. In addition, the presentation of clear pictures and writing

also makes this textbook interesting. Using this textbook is a challenge for students. So that it will be a motivation for students in learning English.

b. Disadvantages of Aim High textbook

From the above advantages, there are also disadvantages of Aim High textbooks. This drawback is intended for students who have lack in English language skills. The teacher explains that students who have a background in English language skills that are lacking will have difficulty in learning to use this textbook. The teachers think that the main difficulty is understanding the vocabulary in this textbook. This happens because Aim High's textbooks have a higher vocabulary level than local books. To overcome these student difficulties, the teacher has a strategy. The following is the teacher's explanation of the strategies in overcoming the above deficiencies;

—We have a strategy. We always pay attention to students who have less ability by asking which part you don't understand. Furthermore, we also provide equal opportunities to students who have good or poor English skills. For example, in teaching and learning activities, we provide equal opportunities for all students to speak and answer”.

B. Discussion

The next part is discussion. In this section, researchers will discuss the findings with theories and previous studies. This is intended to make it easier for readers to understand the findings. So that the reader does not have a misunderstanding about what is happening in the field.

The researcher will explain the findings about the “Teacher Criteria in Choosing the Imported English Textbook” in the interview section. Here the following discussion:

1. Up to date methodology

Intent of up-to-date methodology in choosing English textbooks for second language learners is The ESL textbook should be consistent with the psychological and linguistic principles underlying current, accepted methods of second language teaching.⁵⁰ Although the learning methodology can be modified by the teacher, appropriate textbooks can help teachers maximize their learning methods. This finding has similarities with the research by Srakang which found that teachers who had pro-textbook views believed that their teaching could not be conducted effectively without using English textbooks.⁵¹

As explained in findings that there are several aspects in each criterion; general, linguistic, and technical. In applying the learning method, it is important to pay attention to these three aspects. As explained by Cunningsworth, although the course book may not seek to impose a rigid methodology on learner and teacher, nevertheless the way organizes its material and the kind of activities it promotes can have a profound influence on what happens in the classroom.⁵²

⁵⁰ Williams, “Developing Criteria for Textbook Evaluation.”

⁵¹ Srakang, *A Study of Teachers Perceptions toward Using English Textbooks: A Case Study of 10th Grade English Teachers in Maha Sarakham Province*.

⁵² Alan Cunningsworth, *Choosing Your Coursebook* (Macmillan, 1995).

In the general aspect, the researcher found that according to the teacher "Aim High" textbook has interesting learning methods and challenging content for students to learn new things. Not only interesting and challenging, the "Aim High" textbook can also be collaborated with local textbooks. This statement is supported by several principles from (White and Williams) in the Alan Coningsworth book. The following are two of the five principles that are consistent with these findings; teaching is more effective when the teacher has a clearly defined set of procedures, learning is helped by having interesting content and situations.⁵³

In the linguistic aspect, the researcher found that according to the teachers, the presentation of linguistic content which includes vocabulary and grammar is coherent. The researcher agrees that the presentation of linguistic content in the "Aim High" textbook is organized. To prove the teacher's statement, the researcher looked at the presentation of linguistic content in one of the chapters in the textbook. In chapter one of the "Aim High 4" textbook the presentation starts from brain storming with some questions labelled with "Before Reading". Then proceed with the presentation of readings labelled with "Read". Next is presented an exercise that is labelled with "Understanding Idea". Furthermore, the vocabulary content is presented followed by the presentation of grammar. In presenting vocabulary and grammar content, there are several criteria. According to Cuningswoth, some good vocabulary

⁵³ Cunningsworth.

presentations are semantic relations and situational relationships.⁵⁴ Based on the researcher's analysis, it was found that the presentation of vocabulary in the first chapter of "Aim High 4" textbook was presented in the form of semantic relations and situational relationships where students had to find meanings that matched the highlighted words which included vocabulary related to "internet". Furthermore, the presentation of grammar in the "Aim High" textbook is presented in an inductive way. Where examples of the use of grammar are presented in a reading, and then followed by an explanation of the rules of the grammar. This is supported by a theory from Cuningsworth that in keeping with the spirit of developing learner training strategies, much of the grammar is presented in an inductive way.⁵⁵

In the technical aspect, the researcher found that according to the teachers, the appearance of the "Aim High" textbook was interesting and exclusive. Although according to one teacher, the font used was quite small. But teachers get used to it when they have been using it for a few years. Based on the researcher's analysis, the researcher agrees that the "Aim High" textbook has an attractive and exclusive appearance. Starting from the cover of the book to the contents, it is presented in colorful visuals and using quality paper materials. According to Cuningsworth, attractively presented materials are desirable, visuals which have a teaching purpose are clearly more central to the course book.⁵⁶ This

⁵⁴ Cuningsworth.

⁵⁵ Cuningsworth.

⁵⁶ Cuningsworth.

statement is evidenced by the results of interviews where according to the teacher's teaching experience, clear pictures help students describe them in the "caption" material.

Based on the findings after interviews with three English teachers, "Aim High" textbooks had up-to-date methodology. The results of the interviews showed that all teachers agreed that Aim High's textbooks can be used for second language learners, especially in SMA Hang Tuah 2 Sidoarjo. Therefore, the researcher believes that the up-to-date methodology includes the teacher's criteria in choosing imported English textbooks.

2. Guidance for non-native speakers

The textbook should provide appropriate guidance for the teacher of English who is not a native speaker of English.⁵⁷ With the teacher's book will increase teacher confidence. So the teacher can gradually modify or dispense with teaching materials.⁵⁸ From the statement above, the selection of imported textbooks should pay attention to who will use the textbooks. If the teacher is not a native speaker, then the teacher or intuition must ensure that the textbook has a manual for teachers.

In the general aspect, the researcher finds that teachers need guidance in using imported textbooks before they start teaching. Although, the first time the teacher uses it, the teacher finds it difficult, but after about one to two years the teacher will master it.

⁵⁷ Williams, "Developing Criteria for Textbook Evaluation."

⁵⁸ Hywel Coleman, "Evaluating Teachers' Guides: Do Teachers' Guides Guide Teachers," *JALT Journal* 8, no. 1 (1986): 17-36.

As Cunningsworth said that the teacher's book is a very important part that can have a considerable influence on how textbooks are taught.⁵⁹

In the linguistic aspect, the researcher found that the teacher's book presented complex content. However, there are several themes that review material from junior high school. In addition, the teacher's book also provides an organized guide. In the technical aspect, the teacher's book has the same quality as the student's book.

Based on the findings, Aim High English textbook have guidance for non-native speaker. The result of interview showed that based on experience of three English teachers after using Aim High English textbooks for several years, they agreed that the existence of a teacher's book helps teachers in preparing the material to be taught. With the facts, the researcher agrees that guidance for non-native speakers is included in the teacher's criteria in choosing imported English textbooks.

3. Needs of second language learners

Meeting the needs of a second language learner is a complex task. Especially when pupils in the same class speak many different mother tongues, and when English is not the second, but the third (or even the fourth) language.⁶⁰ In addition to student needs, it is also necessary to pay attention to the content of the textbook. According to Tomsolion, materials should be

⁵⁹ Cunningsworth, *Choosing Your Coursebook*, 1995.

⁶⁰ Williams, "Developing Criteria for Textbook Evaluation."

flexible, in the sense that they should provide learners with the possibility of choosing different activities, tasks, projects and approaches, thus of adapting the materials to their own learning needs.⁶¹ Therefore, teachers must pay attention in choosing textbooks to meet the needs of students.

In the general aspect, according to the teachers, even though students should put more effort in studying imported textbooks, the needs of students are met. Of course students have to do it because the content in the "Aim High" textbook is new and global for them. According to the researcher's view, the reason teachers continue to use imported textbooks is because after three years of using these textbooks, the students' needs are more than sufficient. Moreover, for other reasons, teachers choose imported textbooks as teaching materials. Teachers need to be sensitive to their students' interests, learning styles and motivation.⁶²

In the linguistic aspect, the researcher found that according to the teachers, the students' needs were met. However, there are students' difficulties in understanding some vocabulary. This happens because the average background of students has low input vocabulary. If indeed it has become a consequence that has been prepared by the teachers. So the teacher must have a way to solve the problem. It has also been discussed by Cunningsworth that teachers also need to be aware of what they find difficult and what they find easy, so as to be able to adapt materials in a way that

⁶¹ Brian Tomlinson, *Developing Materials for Language Teaching* (Bloomsbury Publishing, 2013).

⁶² Cunningsworth, *Choosing Your Coursebook*, 1995.

makes students challenging linguistically and stimulating in their content, without being too difficult or user-unfriendly.⁶³

Based on findings, Aim High textbook has met the students' need in terms of general, linguistic and technical. The results of the interviews showed that from the appearance to the contents of the textbook, the three English teachers agreed that the Aim High textbook can be used to meet the needs of students. The third criterion is very important for teachers to consider in determining the textbooks they will use in teaching English. This is supported by findings by previous researchers by Fredriksson and Olsson. In their research it was found that all interviewees agreed that student needs were the most important criteria in selection of a textbook.⁶⁴ The researcher agrees that the needs of second language learners are the most important criteria in determining the textbooks to be used, because the target in teaching is students.

In the technical aspect, the researcher found that from the explanation on the technical aspect in the two criteria above, the students' needs had been met.

4. Relevance to the socio-cultural environment

According to Williams there are second-language problems in learning vocabulary and syntax that arise from differences between the cultures associated with the target language and the

⁶³ Cunningsworth.

⁶⁴ Fredriksson and Olsson, —English Textbook Evaluation. An Investigation into Criteria for Selecting English Textbooks.”

mother tongue.⁶⁵ This problem also occurs in this study. According to all the teachers, they found the same problem with vocabulary which had a higher level than the local textbooks. Not only related to the level of vocabulary, but also cultural differences also affect the problem. As the findings described by the researchers above show that cultural differences can affect the implied meaning of some expressions.

In the general aspect, the researcher found that when viewed from a cultural perspective, "Aim High" textbooks have different content from Indonesian culture, especially for students at SMA Hang Tuah 2 Sidoarjo. Nevertheless, teachers agree that cultural differences are not a complicated problem. Instead they take the positive side of these cultural differences. With the cultural differences contained in the contents of the "Aim High" textbook, students can learn a new culture from what they read in the textbook. Of course, the teacher must be able to filter what culture can be adapted by students. This also happened in a study from (James & Aziz), they found that the students perceive that there is a great absence of Source and International Culture in the book and there is a higher preference for little 'c' culture learning as it is the direct outcome of socio-cultural values and positively inclined towards culture learning.⁶⁶ In contrast to Nhem's research, he found in the interview results that teachers believe language is

⁶⁵ Williams, "Developing Criteria for Textbook Evaluation."

⁶⁶ James and Aziz, "Perceptions and Expectancies of Malaysian Students on Cultural Elements in Foreign Textbooks."

inseparable from culture.⁶⁷ Then the study from Ahsan, M., Naeem, M., & Younus, N also contradicts the above findings. In his research it was found that the Oxford textbook has not included a single text reference to a primary or secondary religious action occurring in contemporary target or native life and society. This happens because Pakistan is a country that is very strong in Islamic law and the purpose of education in Pakistan is to encourage children to have absolute trust and faith in the Almighty. According to Cunningsworth, teachers need to ensure that the course book sets its material in social and cultural contexts that are comprehensive and recognizable to the learners, in terms of location, social mores, age group, etc.⁶⁸

In the linguistic aspect, the researcher found that there were no problems. So the researcher considers that in the linguistic aspect the socio-cultural criterion is not a crucial problem, because in the linguistic aspect it discusses how the grammar is structured. The vocabulary used follows the content entered in the textbook. If it does not conflict with the student's socio-cultural, then the aspect of word choice is also appropriate. Based on the findings, the material in the "Aim High" textbook relates to the use of grammar as in the "procedure text" and "News" materials. It can also be included in the syllabus.

In the technical aspect, the researcher found that the visual content that supports a material presented, such as pictures of

⁶⁷ Nhem, —Culture and ELT: Cambodian Teachers' Perception and Practice of Textbook Adaptation to Realize Intercultural Awareness.”

⁶⁸ Cunningsworth, *Choosing Your Coursebook*, 1995.

people, places, and objects, does not conflict with the students' socio-culture.

Researcher agrees that it is important to pay attention to the socio-cultural aspects of imported textbooks against students' backgrounds. This is important because according to researchers learning a foreign language is not only studying the language itself but also studying the cultural aspects contained in the language. Based on these findings, the researcher believes that the relevance to the socio-cultural environment criterion is included in the teacher's criteria in choosing imported English textbooks.

5. The complex of skills presentation

a. Listening skills

According to Cunningsworth, the roles of listening in textbooks are as understanding, as giving information and as starting of discussions related to reading texts.⁶⁹ Based on the interview results, the researcher found that the role of listening in the "Aim High" textbook is to provide information about the material being taught.

b. Speaking skills

According to Cunningsworth speaking skills are applied through oral presentation and practice of new language items.⁷⁰ Based on the results of the interview, the teacher collaborated between the material on writing skills and

⁶⁹ Cunningsworth, *Choosing Your Coursebook*, 1995.

⁷⁰ Alan Cunningsworth, *Choosing Your Coursebook* (Macmillan, 1995),69

speaking skills. After the students did the writing task about a certain theme, the teacher continued to discuss it orally. Harmer describes six activities that are often used in learning speaking skills. They are acting from a script, communication games, discussion, prepared talks, questionnaires, and simulation and role play.⁷¹ The activities carried out by the teacher above correspond to one of two of the six activities described by Harmer, namely: discussion and prepared talks.

c. Reading Skills

Anderson in Tomlinson explains that the reading materials in ESL/EFL textbooks consist of short readings, word tests and comprehension.⁷² This is also found in the teacher's explanation of the criteria that have been explained in the second criterion of other criteria on page 35. The readings presented in the "Aim High" textbook are in the form of short readings followed by checking understanding the form of multiple choice and essays. According to Cunningsworth, reading text can be used for various purposes, namely developing reading skills and strategies, presenting grammar items, extending vocabulary, providing models for writing, giving information of interest to students and stimulating oral work.⁷³ From the teacher's

⁷¹ Jeremy Harmer, *The Practice of English Language Teaching, 3rd Edition*, 3rd edition (Harlow: Pearson Education ESL, 2001), 271.

⁷² Tomlinson, "Materials Development for Language Learning and Teaching."

⁷³ Cunningsworth, *Choosing Your Coursebook*, 1995.

explanation in the interview, the researcher interpreted that the purposes of reading text in the "Aim High" textbook are to provide information to students, introduce new vocabulary, and stimulate students' interest in oral activities.

d. Writing skills

Using learning materials from various sources is an important strategy to facilitate students in developing writing skills.⁷⁴ This is also as what the researcher found in the interview that the teacher used other reading sources other than the "Aim High" textbook, namely books from the library. They compared the reading levels in "Aim High" textbooks with library books (local books).

Cunningsworth provides some examples of tasks that can be used in writing. They are reports for a newspaper, filling in grids, writing notes to others, making lists, summarizing texts, etc.⁷⁵ The form of tasks used in the "Aim High" textbook are in the form of completing gaps in paragraphs, filling in grids, making lists and summarizing text.

6. The real-life example

According to Cunningsworth providing real content is better than imaginary content. Delivering real topics is also intended to motivate students. This is important because language

⁷⁴ Tomlinson, *Materials Development for Language Learning and Teaching*.

⁷⁵ Cunningsworth, *Choosing Your Coursebook*, 1995.

is used in real situations and purposes.⁷⁶ The interview results also stated that in the "Aim High" textbook all the examples presented were real topics. This criterion was also found in Fredriksson & Olson study that the content in textbooks must meet the following criteria: authentic, inspiring and catch the students' interest.⁷⁷

7. Flexible to be applied to teacher teaching strategies

According to Tomlinson materials should be flexible, in the sense that they should provide learners with the possibility of choosing different activities, tasks, projects and approaches, thus of adapting the materials to their own learning needs.⁷⁸ It is also found in the interview result. The materials in the "Aim High" textbook are flexible to be used in various activities. As explained in the finding chapter that teachers teach using the Quiper and Quizizz platform with the "Aim high" textbook as the source. Another strategy used by teachers in teaching English is to increase students' interest in learning English. The teacher received training before using the "Aim High" textbook. In this training, teachers are required to be able to increase students' motivation in learning English in the classroom and outside the classroom. So the teacher uses this textbook as the main source in teaching. According to Cunningsworth, course books or textbook have multiple roles in ELT and can serve as a resource for presentation material (spoken and written), a source of activities for learner practice and

⁷⁶ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Macmillan Education, 1995), 86

⁷⁷ Fredriksson and Olsson, "English Textbook Evaluation. An Investigation into Criteria for Selecting English Textbooks."

⁷⁸ Tomlinson, "Materials Development for Language Learning and Teaching."

communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, etc., a source of stimulation and ideas for classroom language activities, a syllabus (where they reflect learning objectives which have already been determine), and a resource for self-directed learning or self-access work.⁷⁹

8. A complete guide in the assessment

According to Cunningsworth, the textbook package consists of a student's book, teacher's book and work book. They relate to one another. Student's book as the main source, then work book as an addition for students in retraining the material described in the student book and teacher's book as a provider of detailed information to teachers in teaching.⁸⁰ As the teacher explained in the interview, the teacher chose the "Aim High" textbook because of the completeness of the package provided by the publisher. With a combination of student books, workbooks and teacher books, teachers use them as a guide in assessment.

9. Receive international certificate

As explained in the previous criteria, that teachers choose "Aim High" textbooks because they get a complete package. Apart from getting the complete package, students also get an international certificate given by the publisher. Students must take a test to get the certificate. Now days, certificates are very useful

⁷⁹Cunningsworth, *Choosing Your Coursebook*, 1995.(New York: Macmillan, 1995), 5

⁸⁰ Cunningsworth, *Choosing Your Coursebook*, 1995., 25

for several purposes, such as for applying for scholarships and jobs related to English.

10. Advantages and disadvantages of the textbook

From the teacher's criteria in choosing imported English textbooks that have been described above, teachers find advantages and disadvantages of the textbooks they have chosen. Here are the advantages and disadvantages of the "Aim High" textbook:

a. Advantages of "Aim High" textbook

According to Cunningsworth, apart from teaching and learning English itself, textbooks are also charged with themes, topics, communicative strategies and culture. But language items such as grammar and vocabulary also contribute to the complex process of language teaching.⁸¹ From these language aspects, "Aim high" textbooks also have more complex language content than local books. Sequential presentation of material makes it easier for teachers and students to learn it. In addition, the presentation of clear pictures and writing also makes this textbook interesting. According to Cunningsworth, attractively presented materials are desirable, visuals which have a teaching purpose are clearly more central to the course book.⁸² Using this textbook is a challenge for

⁸¹ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Macmillan Education, 1995), 31

⁸² Cunningsworth, *Choosing Your Coursebook*, 1995.

students. So that it will be a motivation for students in learning English.

b. Disadvantages of "Aim High" textbook

This drawback is intended for students who have lack in English language skills. The teacher explains that students who have a background in English language skills that are lacking will have difficulty in learning to use this textbook. The teachers think that the main difficulty is the vocabulary in this textbook. As explained by Cunningsworth, students can communicate more effectively with knowledge of vocabulary than with knowledge of grammar.⁸³ This happens because Aim High's textbooks have a higher vocabulary level than local books. To overcome these student difficulties, the teacher has a strategy. The teacher gives equal opportunity to the students who have lower skills and students who have higher skills in answering the task. Not only that, teacher also give more attention to students who have low skills by asking which material the student does not understand.

UIN SUNAN AMPEL
S U R A B A Y A

⁸³ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Macmillan Education, 1995), 38

CHAPTER V

CONCLUSIONS AND SUGESSTION

This chapter discusses the conclusions of this study regarding Teachers' criteria in choosing the imported English textbook. Moreover, researchers provide suggestions related to this research for teachers and the next researchers.

A. Conclusions

The teacher's criteria for selecting imported English textbooks have been described in the previous chapter. Based on David Williams' theory regarding the criteria in choosing imported English textbooks, it is in accordance with the teachers' reasons in choosing "Aim High" textbooks. In addition to the criteria that refer to the theory, teachers also have other criteria in choosing imported English textbooks. Those criteria are; the complex of skill presentation, the real-life examples, flexible to be applied to teacher teaching strategies, a complete guide in assessment, and receive an international certificate. The criteria that have been mentioned are the answers to this research question.

However, there are several aspects that teachers need to pay attention regarding the criteria in choosing imported English textbooks. The first aspect is about students' needs regarding vocabulary content. It was found in the teacher's statement that many students had difficulty understanding the vocabulary in the "Aim High" textbook. This problem occurs because of the lack of needs analysis of students' vocabulary levels.

Based on findings, researchers have found that one of the teachers use "Aim High" textbooks as additional teaching materials. The teacher should decide to make the textbook as the main source, so that the teacher and students focus on the textbook that has been selected.

B. Suggestion

The results of this study will contribute for other teachers and future researchers. The study will offer some suggestions for other teachers in choosing imported English textbooks for second language learner. This study will also benefit for future researchers who will conduct research on the application of imported English textbooks for second language learners.

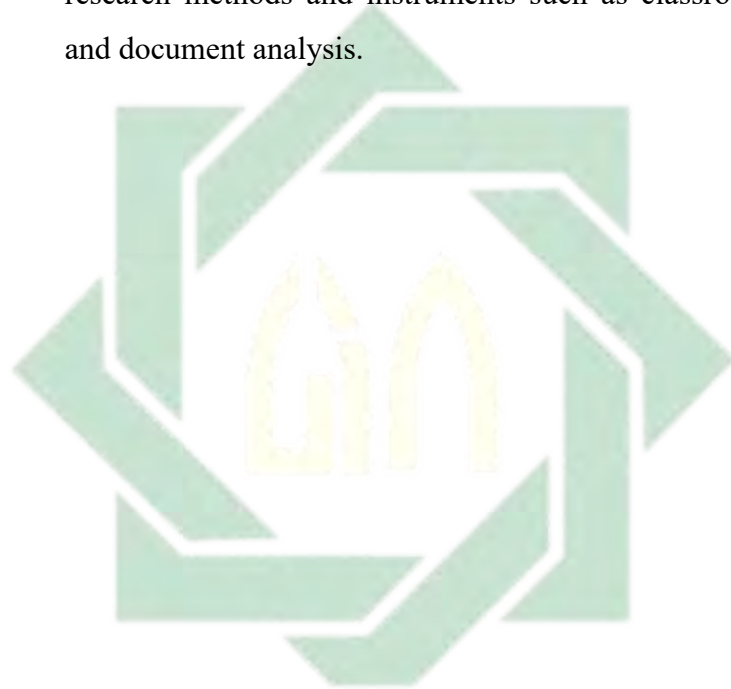
1. EFL Teacher

The results of this study suggest that in choosing imported English textbooks for second language learners, teachers should focus more on students' abilities so that the use of the selected textbooks will be effective. This is important because of the nine criteria for selecting books in this study; up-to-date methodology, guidance from non-native speakers, needs of a second language learner, and relevance to the socio-cultural environment, the complex of skill presentation, the real-life examples, flexible to be applied to teacher teaching strategies, a complete guide in assessment, and receive an international certificate. The criterion that needs more attention is the needs of a second language learner. Understanding the four criteria above will provide references for other teachers who will choose imported English textbooks for their second language learners.

2. Future Researchers

According to the findings of this study, EFL teachers believe that the nine criteria above are the reasons for teachers to choose imported English textbooks. Future researchers can conduct

further research related to evaluation in the use and after use of imported English textbooks. Furthermore, they can also change the focus from teacher's criteria to students' criteria. Future researchers can also conduct similar research to different school levels, for example to junior high schools that use imported English textbooks. In addition, future researchers can also use different research methods and instruments such as classroom observation and document analysis.



UIN SUNAN AMPEL
S U R A B A Y A

REFERENCES

- Abdollahzadeh, Esmaeel, and Somayeh Baniasad. "Ideologies In The Imported English Textbooks: Efl Learners And Teachers'awareness And Attitude." *Journal of English Language Teaching and Learning* Year 53 No. 217, 2010.
- Ahsan, M, M Naeem, and N Younus. "Investigating the Role of the Text by Which Religious Practices Are Projected in the Local and Imported Textbooks." *Global Regional Review* 3 (2020): 24–31.
- Coleman, Hywel. "Evaluating Teachers' Guides: Do Teachers' Guides Guide Teachers." *JALT Journal* 8, no. 1 (1986): 17–36.
- Creswell, John W. *Educational Research: Planning, Cobducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. California: Sage publications, 2014.
- Creswell, John W, and J David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage publications, 2017.
- Cunningsworth, Alan. *Choosing Your Coursebook*. Macmillan, 1995.
- . *Choosing Your Coursebook*. Macmillan, 1995.
- . *Choosing Your Coursebook*. Oxford: Macmillan Education, 1995.
- Cunningsworth, Alan, and Brian Tomlinson. *Evaluating and Selecting EFL Teaching Materials*. Heinemann Educational, 1984.
- Falla, Tim, Paul A Davies, Paul Kelly, and Susan Iannuzzi. "English Language Teaching Aim High." *English Language Teaching Aim High* (blog), July 2020. <https://elt.oup.com/>.
- Fredriksson, Cecilia, and Rebecca Olsson. "English Textbook Evaluation. An Investigation into Criteria for Selecting English Textbooks.," 2006, 1–34.
- Given, Lisa M. *The Sage Encyclopedia of Qualitative Research Methods*. Sage publications, 2008.
- Grant, Neville. "Making the Most of Your Text Book." *New York: Longman*, 1987.
- Gunantar, Devy Angga. "The Impact Of English as An International Language on English Language Teaching in Indonesia." *Journal of Language and Literature*, 2016, 11.
- Halliday, M. A. K., Michael Alexander Kirkwood Halliday, Angus McIntosh, and Peter Strevens. *The Linguistic Sciences and Language Teaching*. Longmans, 1964.
- Hanifa, Rizaldy. "EFL Published Materials: An Evaluation of English Textbooks for Junior High School in Indonesia." *Advances in Language and Literary Studies* 9, no. 2 (2018): 166–74.
- Harmer, Jeremy. *The Practice of English Language Teaching, 3rd Edition*. 3rd edition. Harlow: Pearson Education ESL, 2001.

- Inglis, Margaret, Carol Thomson, and Carol A Macdonald. *Language in Learning and Teaching (LILT): Learning Guide*. University of Natal Press, 2000.
- James, Precintha Rubini, and Azlina Abdul Aziz. "Perceptions and Expectancies of Malaysian Students on Cultural Elements in Foreign Textbooks." *INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS AND SOCIAL SCIENCES* 10, no. 4 (2020).
- Kay, Robin. "Evaluating Strategies Used To Incorporate Technology Into Preservice Education." *Journal of Research on Technology in Education* 38 (June 1, 2006): 383–408. <https://doi.org/10.1080/15391523.2006.10782466>.
- Makgato, Moses, and Sylvia Manto Ramaligela. "Teachers' Criteria for Selecting Textbooks for the Technology Subject." *African Journal of Research in Mathematics, Science and Technology Education* 16, no. 1 (2012): 32–44.
- Marsuki, Marsuki. "Pengembangan Buku Ajar Bahasa Inggris Berbasis Kurikulum 2013." *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra* 10, no. 2 (2015): 74–81.
- Nhem, Davut. "Culture and ELT: Cambodian Teachers' Perception and Practice of Textbook Adaptation to Realize Intercultural Awareness." In *ELT Forum: Journal of English Language Teaching*, 9:65–74, 2020.
- Nilsson, Michael. "Textbooks and Alternative Material: Positive and Negative Aspects." *University School of Humanities English C GIX 112, Sweedia*, 2006, 1.
- Richards, Jack C. "Materials Development and Research—Making the Connection." *RELC Journal* 37, no. 1 (April 2006): 5–26. <https://doi.org/10.1177/0033688206063470>.
- Richards, Jack C, and Richard W Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Routledge, 2013.
- Srakang, Ladaporn. *A Study of Teachers Perceptions toward Using English Textbooks: A Case Study of 10th Grade English Teachers in Maha Sarakham Province*, 2013.
- Supinah & Parmi, I T. "Pengembangan Pendidikan Budaya Dan Karakter Bangsa Melalui Pembelajaran Matematika Di SD." *Badan Pengembangan Sumber Daya Manusia Pendidikan Dan Penjaminan Mutu Pendidikan. Kementerian Pendidikan Nasional*, 2011.
- Tomlinson, Brian. *Developing Materials for Language Teaching*. Bloomsbury Publishing, 2013.
- . "Materials Development for Language Learning and Teaching." *New York: Bloomsbury Academic* 45, no. 2 (2012): 2.
- Tomlinson, Brian, and Hitomi Masuhara. *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*. John Wiley & Sons, 2017.
- Williams, David. "Developing Criteria for Textbook Evaluation." *ELT Journal* 37, no. 3 (1983): 251–55.