

Evaluation of English Teaching Material for Senior High School

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Informasi Artikel	Abstract
E-ISSN : 3026-6874, Vol: 1, No: 2, Desember 2023 Halaman :1116-1124	In Surakarta, English teachers use manuals to guide scholars and collaborate in the literacy process, and use it as a tonal resource to gain rich input into literacy. In order to improve the quality of English teaching in Indonesia, this study was conducted to measure whether two books used in high school, "English for Critical Thinking" and "Bahasa Inggris Tingkat Lanjut" are correct or not. This research used Alan Cunningsworth's suggestion of an excellent text and tried to find the strengths and weaknesses of the two books based on the given styles. The study was conducted using an evaluation survey to evaluate two manuals in English used by some seminaries in Surakarta. The evaluation method involved sampling books to see if they met criteria for good textbooks developed by the experimenter based on Cunningsworth's framework. The study found that Bahasa Inggris Tingkat Lanjut fulfills the five objectives and approaches of standard, design and association, content, teacher's book and policy perspective. English For Critical Thinking Allowing completes four excellent texts on Cunningsworth's goals and approaches, design and association, a teacher's book, and political attention. Bahasa Inggris Tingkat Lanjut meets five principles of Cunningsworth's excellent example and styles, design and association, pieces, content and teacher's book. The experimenter also noticed that the strengths and weaknesses of "English For Critical Thinking" and "Bahasa Inggris Tingkat Lanjut". Based on the results, the experimenter recommends that the teacher use two manuals in the teaching-literacy process because two books meet the criteria of a good book.
Keywords: Textbook, Evaluation, Cunningsworth	

Abstrak

Di Surakarta, guru-guru Bahasa Inggris menggunakan buku panduan untuk membimbing para siswa dan berkolaborasi dalam proses literasi, serta menggunakannya sebagai sumber daya penting untuk memperoleh masukan yang kaya dalam literasi. Untuk meningkatkan kualitas pengajaran Bahasa Inggris di Indonesia, penelitian ini dilakukan untuk mengukur apakah dua buku yang digunakan di sekolah menengah, yaitu "English for Critical Thinking" dan "Bahasa Inggris Tingkat Lanjut", sudah tepat atau belum. Penelitian ini menggunakan saran Alan Cunningsworth tentang teks yang sangat baik dan berusaha untuk menemukan kelebihan dan kelemahan dari kedua buku tersebut berdasarkan gaya yang diberikan. Studi ini dilakukan menggunakan survei evaluasi untuk menilai dua buku panduan dalam Bahasa Inggris yang digunakan oleh beberapa seminar di Surakarta. Metode evaluasi melibatkan sampel buku untuk melihat apakah mereka memenuhi kriteria buku teks yang baik yang dikembangkan oleh peneliti berdasarkan kerangka kerja Cunningsworth. Penelitian ini menemukan bahwa Bahasa Inggris Tingkat Lanjut memenuhi lima tujuan dan pendekatan standar, desain dan asosiasi, konten, buku panduan guru, dan perspektif kebijakan. English for Critical Thinking memenuhi empat teks yang sangat baik berdasarkan tujuan dan pendekatan Cunningsworth, desain dan asosiasi, buku panduan guru, dan perhatian politik. Bahasa Inggris Tingkat Lanjut memenuhi lima prinsip contoh dan gaya yang sangat baik menurut Cunningsworth, desain dan asosiasi, bagian, konten, dan buku panduan guru. Peneliti juga mencatat kelebihan dan kelemahan dari "English for Critical Thinking" dan "Bahasa Inggris Tingkat Lanjut". Berdasarkan hasil penelitian, peneliti merekomendasikan agar guru menggunakan kedua buku panduan dalam proses pembelajaran literasi karena keduanya memenuhi kriteria buku yang baik.

Kata kunci: Buku Teks, Evaluasi, Cunningsworth

INTRODUCTION

An English textbook is a key resource that you can use to determine the quality of language input and language practices when teaching an English course. Its function is not only as a guide for teaching and learning, but also as a development material and an important and perceived part of the pedagogical

content. All of the above activities, as argued by Graves and Xu (2000, p. 151), involve decisions about the development of materials based on beliefs, understanding and experience. In general, textbook materials also depend on goals and objectives, ways to conceptualize course content, ways to organize and organize the course, and understand student needs. The textbook plays an important role in the national education system because it reflects changes in the Indonesian curriculum system. When the new curriculum is implemented, several textbooks will be published. In response, the Indonesian government, through the Ministry of Education and Culture, issued a number of laws regarding the design, use, and evaluation of textbooks. The government publishes a list of textbooks that are considered suitable for use in the teaching process.

In 2021, a new series of textbooks published by Kemendikbud was introduced, which used the textbooks in the learning process of teaching English in the 10th and 11th grades of elementary school. This also happened in schools in the city of Surakarta. Since the textbooks replaced the previous books used in secondary schools in the city of Surakarta, it was a much controversial issue among teachers. Some teachers are enthusiastic about the books, saying that they are carefully designed and meet current ELT trends in Indonesia. Others argue that carefully designed books may not be useful because they are designed to meet the needs of learners in more developed regions, which differ from socially, culturally, and politically isolated regions. Some teachers find the series a useful guide to show teachers and students where they are going and what is next to give an idea of the progress of the structure. Those who oppose these textbooks say that they contain uninteresting material with irrelevant topics that do not meet the needs of students and may be the initiative and intuition of teachers rather than empirical evidence.

The researcher decided to do an experiment to evaluate classes E and F; Bahasa Inggris Tingkat Lanjut Untuk SMA Kelas XI/F" and "English For Critical Thinking For Grade X/E Of Senior High Schools" for English students. This textbook evaluation is conducted at SMA Negeri 6 Surakarta and SMA Negeri 1 Surakarta. Some teachers using the textbooks of school years 2023/2024 would participate in the study. Information was collected from teachers and document review through the following means; observation; interview with teachers; and some documents (independent study plan and class achievements). The purpose of the research was to find out the strengths and weaknesses of the books used in the teaching and learning process especially in Surakarta (SMA Negeri 6 Surakarta and SMA Negeri 1 Surakarta) and find out if these two English textbooks meet the level of good textbooks. to evaluation criteria developed by the researcher based on Cunningsworth's good textbook criteria.

Based on the limitation of the problem, the researcher tried to answer the following questions: (1) Do these two English textbooks meet Cunningsworth's criteria for good books?; (2) What are the strengths and weaknesses of the two English textbooks used in the 11th and 10th grades of secondary school?

LITERATURE REVIEW

English Language Teaching

Language is an important part of human life. Some people communicate with each other through language. In other words, language is a means of social life. According to Douglas, language is used for communication and all people acquire it in the same way; language and language learning have universal characteristics. In this era of globalization, English is one of the most common languages and plays an important role among other languages in international relations.

Textbook Evaluation

In general, evaluating a textbook refers to the process of evaluating its importance against certain criteria. Cunningsworth (1995) argues that the decision-making process is based on the views and priorities of all parties conducting it. In addition, Celce-Murcia (2001) believes that it is classified as a complex process that is carried out in different ways. They differ from the teacher's own decision-

making process, a centralized process and a more decentralized approach. Based on the information received about the compatibility of the English language For Critical Thinking with the Merdeka curriculum, it can be summarized that the English For Critical Thinking materials include twelve credits for the tenth grade of secondary school, which means that it contains everything necessary students from the tenth grade of high school. Bahasa Inggris Tingkat Lanjut covers two APs from the eleventh grade of secondary school. Unfortunately, the last book has only 3 credits based on the ATP (curriculum) rules taken from the Merdeka curriculum (Jannah and Robiasih, 2019).

Textbooks Evaluation Criteria by Cunningsworth

Cunningsworth (1995) lists criteria for evaluating a textbook. These criteria will serve as a guide for creating an assessment control textbook. These include aims and approaches, design and organisation, language content, skills, subject matter, methodology, textbook and policy focus.

The first criterion, objectives and approaches, tries to answer the question, whether the objectives of the textbook correspond closely to the objectives of the curriculum and to the needs of the students. It should meet students' needs in the most important areas, namely language issues, skills and communication strategies. It can reflect the content and communication needs of students. Therefore, the materials must be flexible and take into account different teaching and learning styles.

The second criterion is design and organization and refers to how the content is organized (e.g. according to structures, activities, topics, skills, etc.), how the content is ranked (e.g., according to complexity, learnability, usefulness, etc.) , whether the degree is appropriate for the students, and progress and whether it enables them to complete the work necessary to fulfill the extracurricular requirements. Additionally, content presented earlier is thought to be easier than a later item.

The third criterion, language content, tries to answer the questions, whether the textbook covers the key points of the grammar suitable for each level and taking into account the needs of the student, whether the vocabulary learning material is sufficient both in terms of quantity and volume. vocabulary, vocabulary development focus and individual learning strategies, whether the textbook contains material for pronunciation work (vowel, word stress, sentence, accent, intonation, etc.), whether the textbook deals with language structure and practices above the sentence level (for example, how to participate in conversations, how to structure extended writing, how to identify paragraph main points) and whether style and appropriateness are addressed (if so, whether the language style is appropriate for the social situation is questionable). In addition, textbooks should deal with language outside the classroom so that learners can use the language effectively for their own purposes.

The purpose of the fourth, skills criterion, is to answer the questions whether all skills have been sufficiently covered taking into account the objectives of the lesson and the requirements of the curriculum, whether the material has been integrated into skill work, whether the reading passages and related activities helps to understand if the material is intended for an integrated skill, if the reading and related activities are suitable for the student's level, interests, etc., if the listening material is well recorded, as authentic as possible background information, questions and activities that help. to understand if the material is spoken in English (dialogues, role plays, etc.) and well designed to teach students how to communicate in real life, and if the written activity is important in terms of teaching, accuracy disagreements and organizing things. in longer letters and using appropriate styles.

The purpose of the fifth criterion, topic, is to answer the questions whether there is enough material of real interest for students, whether the topic helps to raise awareness of the students and enrich the experience, whether the topics are sufficiently developed in essence, but still in the hands of students. at the linguistic level, whether students can relate to the social and cultural context presented in the textbook. The textbook should have various tasks and topics as effective factors that increase the motivation of students in learning.

Sixth, the purpose of the methodology is to answer the questions about what approach the textbook takes and whether it suits the learning situation of the study, what active participation of the student is expected and whether it suits the learning style of the students. and expectations, what techniques are used to present new language topics and whether they are suitable for students, how communication skills are developed, whether the material contains advice, who is expected to take some responsibility for their own learning (eg their own personal setting) . Learning Objectives).

The purpose of the seventh criterion, the teacher's book, is to answer the questions whether there is enough guidance for teachers using the textbook and its supporting materials, whether the teacher's books are comprehensive and supportive, whether they cover enough teaching techniques, language subjects. . such as grammar rules and culture-specific information, whether keys are provided for the exercises. It offers ready-made materials, text ideas for teaching exercises and assignments.

The purpose of the last, political reflection is to answer the questions about how much the whole package costs and whether it is good value for money, whether the books are strong and durable, whether they are attractive in appearance, whether they are easy to obtain and is it possible to add to them. supplies can be obtained at short notice and whether any part of the package requires certain equipment, such as a language lab, listening center or video player, and whether it is reliable. If so, schools must make the equipment available to students. Based on the above explanation, it can be concluded that the teaching material has a central importance in the learning of teaching, which facilitates and enables the acquisition of knowledge. Therefore, all materials designed by teachers and used in the learning process can be systematically organized according to competency standards so that learning goals are easily achievable for students.

Description of the Textbooks

English For Critical Thinking

English For Critical Thinking (EFCT) is a series of English textbooks for uses by senior high school level published by PT. Tiga Serangkai Pustaka Mandiri Solo. It has two series, for phase E, F all having the same title. For eleventh grade students, this book was written by Bambang Sugeng, W.S. Dona Ikasari, and Fatyana Rachma Saputri and was published in 2022. This book is for grade tenth or phase E of senior high school has 271 pages and twelves units. The titles of each unit are "Hi, My Name Is...", "What's Up?", "Congratulations, You Deserved It!", "What's Your Plan?", "The Traditional Rumah Gadang", "The Suramadu Bridge", "Breaking News", "Past Events", "Aunt Lucy Has Arrived", "The Take Over", "Boarding Brings You Nowhere", "Performing Arts".

Bahasa Inggris Tingkat Lanjut

Bahasa Inggris Tingkat Lanjut (BITL) is a series of English textbooks for senior high school published by Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian dan Pendidikan, Kebudayaan, Riset dan Teknologi Jakarta. Similar to that of previous textbook, BITL is also designed to be used as English learning materials for grades X, XI, and IX (phase E and F) with the same title for each grade. BITL was written by Frida Afrilyasanti. It was published first in 2021. This book has 216 pages and consists of five units. Titles of each unit in the book are "Legend", "Fairy Tale", "Fantasy", "Analytical Exposition Text", and "Hortatory Exposition Text".

METHOD

In this study, the researcher had to evaluate two English textbooks used by some schools in Surakarta. The researcher conducted an evaluation by testing the books to see if the books meet the criteria of good textbooks developed by the researcher based on Cunningsworth's framework. The material evaluation framework used in this study was previously explained in the literature review section.

Object of the Study

The objects of the study are the two English textbooks for tenth and eleventh grade senior high school entitled "English For Critical Thinking", and "Bahasa Inggris Tingkat Lanjut", all going to be matched with criteria of good textbooks that the researcher had developed based on Cunningsworth's framework.

The first one is entitled "English For Critical Thinking". Published by Tiga Serangkai in 2022, this book is declared to be in line with the implementation of newly design curriculum, the Merdeka Curriculum. There are twelve units in this textbook, which cover listening, speaking, reading and writing skills that are graded and mirrored to real-life situations including Pancasila Graduate's Profiles and 21st Century Education.

The second one is Bahasa Inggris Tingkat Lanjut written by Frida Afrilyasanti published by Kementerian Pendidikan dan Kebudayaan. There are five units in this book, which cover listening, speaking, reading, and writing skills are that graded resemble real-life situations. The book contains sections having points about self-reflection, Pancasilaist student profile, hots, literacy and 21st century education.

Research Instrument

Here, the main role of the researcher was a research tool to gather information. Lincoln Guba Sugiyono (2010, p. 300) says: "The tool of choice in human content analysis. We see that other tools can be used in later investigations, but the human is the first and permanent pillar."

According to Creswell, Rachman, Nur, Sunarti and Puspita (2018) in qualitative research, the most important methods are observation, individual interviews, focus groups, biographical methods such as biographies and stories, and document and text analysis. In addition, the task of the qualitative researcher as a human instrument is to define the focus of the research, choose the informant as the source of information, collect data, evaluate the quality of the information, analyze the material, interpret the material to design. conclusion his discovery. (Sugiyono, 2010)

The data collection instrument used in this study was a good textbook criterion based on Alan Cunningsworth's framework developed by the researcher.

Data Collection Technique

There are three techniques for collecting the data in this research: observation, document analysis, and interview.

Observation

Data for this study were collected through several observational steps (1) The researcher observed the content of two textbooks by reading them carefully and thoroughly; (2) The researcher compared the content of textbooks based on the criteria of good textbooks with the criteria of good textbooks in a way organized by the researcher based on the Cunningsworth framework.

Interview

The researcher also conducted an interview with the teacher to find out the competencies that can be achieved in the textbooks and to check what information the researcher received from the teacher. In the interview, we wanted to know how the teacher teaches using textbooks.

Teachers Interview

The researcher conducted an interview to find out how the teacher uses the textbooks. The researcher collected information from the English teacher about how the books are used to carry out the learning process and whether the process is successful or not, as well as the teacher's academic background and the teacher's opinions about the book.

Students Interview

The researcher interviewed some students to get information about the use of textbooks in the classroom. The researchers wanted to know if the book can make students enthusiastic about learning to teach and if the content of the book is already appropriate and corresponds to the level of the school.

Document Analysis

Sugiyono (2010) cited in Nursakina (2018) argues that document analysis complements the use of observation in qualitative research. The document can be in the form of an image, a lesson plan, a lesson plan, as well as a manuscript related to the evaluation of certain textbooks. Since the subject of this research is in the form of a textbook, the researcher used document analysis to collect information such as the content of the textbook.

Data Analysis Technique

Qualitative data analysis was used in this study. According to Mile and Huberman (2014), the activity of qualitative data analysis is performed continuously until its completion. The activity of data analysis is the collection, reduction, display of data and drawing conclusions. Analyzing the data, the researcher used the following step based on Miles, Huberman and Saldaña (2014).

Data collection

The researcher collected the data using predefined techniques. The material of this study was collected through observation based on planning, doing and seeing activities. First classified the strengths and weaknesses of the textbooks based on the content of the textbooks with the evaluation criteria of good textbooks based on the Cunningsworth framework evaluation textbook criteria organized by the researcher. Second, the strengths and weaknesses of the textbooks were identified based on the content of the textbooks, which is related to the fulfillment of the criteria. Some sample assignments, tasks or pictures were selected from these two textbooks to confirm whether the textbooks met the criteria of good textbooks based on the framework of the researcher Alan Cunningsworth. After collecting, reducing and displaying the data, the researcher made a conclusion based on the result of the study.

FINDING AND DISCUSSION

The researcher analyzed two textbooks in this study. The selection of books was based on the curriculum used in them and the knowledge of the teacher. Based on Cunningsworth's (1995) criteria for a good textbook, the researcher found compatibility between the materials of the textbook "English For Critical Thinking" (T1) and "Bahasa Inggris Tingkat Lanjut" (T2). The criteria are purpose and approaches, planning and organization, language content, skills, subject matter, methodology, teacher's book and political attention.

The results of the research are summarized as follow tables which are then elaborated:

1. Aims and Approaches

For (a), the goals and approaches of the two books are appropriate. The CP (Core/Core Competencies) and Syllabus of the two books correspond to the curriculum, lesson plan and textbook. In part b, the materials of the two textbooks are intended for students of the tenth and eleventh grade. The materials are selected according to the needs of the students. Student needs such as vocabulary, self-introduction, newsletter, descriptive text, procedural text. Students can learn by practicing with their friends. Part C textbooks are suitable for learning and teaching situations because lesson plans and activities influence students and make them interested in learning. Assignments are role plays that replicate classroom discussion. Regarding point (d), the materials and exercises in both textbooks are consistent with the core competencies of the Merdeka curriculum. In addition, the materials and exercises correspond to the level of the students.

2. Design and Organization

Another of Cunningsworth's criteria for a good textbook is planning and organization. Based on Cunningsworth's (1995) criteria for a good textbook, there are four aspects to planning and organizing. For (a), these two textbooks proved suitable together with parts of the course package. An example of textbooks related to students' needs is preparing for lesson 1 on personal identity (see page 3) and you can use the expression: Introducing yourself (see page 8). In relation to point b, content organized into textbooks, eg; the structure, topic and skills are appropriate. The structure is arranged from simple to complex. The order of the structure begins with the simple present. Topics include talking with a partner, creating dialogues and modeling the conversation with classmates. Four skills were offered as; listening, speaking, reading and writing. For Pancasilaist Character, there is also a summary and reflection, enrichment and creative project. And in point c, textbooks and progress are suitable for students. Textbook materials are intended for tenth grade students. And the materials can be applied to teaching learning.

3. Language content

There are points that are related to language content based on criteria of good textbook according Cunningsworth (1995). Those points are grammar item, vocabulary, and pronunciation work. In response to point (a), the grammar items are appropriate to each level and take students' needs into account. They contain sentence structure to fill personal identity form, introduce self, sentences structure to express introducing self, sentence structure of creating dialog how to introduce self and introduce other, the degree of introducing self from formal until informal, possessive adjective, personal pronouns. The vocabulary, point (b), are suitable in terms of quantity and range vocabulary. Vocabulary used in materials, introducing self, descriptive text, congratulating and praising, procedure text, report text, hortatory text, announcement, recount text, historical text, narrative text and song.

4. Skill

In the point (a), "English For Critical Thinking" (T1) has fulfilled the suitability because the listening skills are discussed. Meanwhile, the T2 is also suitable because they provide the four skills which are adequately covered.

Regarding to point (b), the materials of the two textbooks are suitable with integrated skills because there are writing and speaking skills that can be learned through completing the dialogues then practice them in conversation. The learning style in every unit is appropriate to the students' levels that can make them easily to practice their newly acquired knowledge.

For point (c), "English For Critical Thinking" has supplied reading passage and activities which are not suitable for the students' levels. The evidence is the textbook provides more texts and the texts are not suitable (hortatory text) for the students the evidence are in unit VI (see page 112). The students need scaffolding step to understand the material of the lessons. While in "Bahasa Inggris Tingkat Lanjut", the material of the lesson mainly focus on narrative text, analytical exposition text and hortatory text. The students need more variations to create more fun and interesting lesson.

As for point (d), which is related to the listening materials, the two textbooks are suitable. The listening part in EFCT is more more sophisticated because it uses barcode to access the link of the listening practice while in BITL is focusing on the text only. However, both of the book covers the listening skill for the students.

In the point (e), the materials for speaking from the two textbooks have fulfilled suitability. It can be seen that the dialogues and role plays are well-designed for students for the daily interaction or communication. In the last point, the materials of the textbooks related to the writing activities are suitable. The activities provide some types of text i.e. descriptive, narrative, procedure, analytical and hortatory text regarding the recent issues in the media.

5. Topic

Topic is one of the decisive aspects of the good criteria of Cunningsworth (1995). The Merdeka Curriculum is known as a curriculum with selected subjects in each subject. They are based on core competencies. This evaluation is done to know how long this textbook is to understand the curriculum topics. That is why the researcher used these criteria include in this aspect. They contain enough material that is really interesting for students the versatility and breadth of the topics and whether the topic helps raise students' awareness and enrich your experience.

The topics are sufficiently developed according to the language level of the students and social and cultural contexts presented in the textbook. There are various tasks in the textbook and subjects as powerful factors that increase the motivation of students in learning. Moreover, the topics presented in the materials respond to the needs of the students and are suitable for real life of students.

6. Methodology

This criterion contains five sub-criteria. The purpose of the methodological criterion is to answer questions about how language learning is treated in the textbook and whether the approach fits the learning situation of the course, what active participation of students is expected, what is the compatibility of the students' learning . styles and expectations, what techniques are used when presenting new language topics and whether they are suitable for learners, different skills are taught and what communication skills are developed.

7. Teachers' book

The criterion on teachers' book seeks to answer whether there's acceptable guidance for teachers who'll be using the course book and its supporting accoutrements, the teachers' books are comprehensive and probative, they adequately cover tutoring ways, language particulars similar as alphabet rules and culture-specific information, keys to exercises are given, it provides ready-made accoutrements, textbooks ideas for tutoring exercises and tasks, text supports the schoolteacher in two ways, and text provides teachable language models and exercise and tasks supporting the literacy.

8. Political consideration

Political consideration seeks to answer the questions of how much the whole package costs and whether this represents good value for plutocrat, whether the books are strong and long- continuing, whether they're seductive in appearance, whether they're easy to gain and further inventories can be attained at short notice, and whether any corridor of the package bear particular outfit, similar as a language laboratory, harkening center, or videotape player and it's dependable.

CONCLUSION

There are two research problems in this study. The first problem is how two textbooks are used by the tenth and eleventh grade of Senior High School appropriate with criteria of good textbook based on Cunningsworth's framework. Based on the research on evaluation of textbooks, the researcher presented the conclusion of the research. (1) EFCT meets only five criterion of good textbook based on Cunningsworth's theory, and they are aims and approaches, design and organization, topic, teachers' book and political consideration. However, it fails to meet on criteria language content, skills, and methodology; (2) BITL meet four criteria of good textbook by Cunningsworth. What it passes are aims and approaches, design and organization, teachers' book and political consideration. What it fails to meet criteria are content, skills, topic, and methodology.

Strengths and weaknesses

English For Critical Thinking

The following are the strengths and the weaknesses of the textbook "English For Critical Thinking" based on the data findings and discussion above. Two strengths were identified in this

textbook: (1) This textbook is colorful and suitable for student's level and ages; (2) The summary, reflection and enrichment are varied and suitable for the students; (3) The tasks are varied. They are to be done by the students in individual and group works.

The identified weaknesses of this textbook are: (1) This textbook is not suitable with the students' level and ages. It provides too many materials which does not suit the students' needs and the difficulty level of the materials are not sufficient; (2) The exercises provided in every unit put heavy loads on the students. This negatively affects students' learning motivation; (3) The material is not up to date; (4) The tasks provided are not varied. There are basically of similar tasks for every unit; (5) This textbook is the most expensive compared to the other book.

Bahasa Inggris Tingkat Lanjut

The following are the strengths and the weaknesses of the textbook "Buku Bahasa Inggris Tingkat Lanjut" based on the data findings and the discussion above. There were three strengths found in this textbook, such as: (1) This textbook provides tasks in order to develop student language competence; (2) The task is interesting and varied. There are tasks requiring students to work in pair or individually; (3) This textbook has a teacher's book; The weaknesses of this textbook such as (1) The design and the examples of the text should be more up to date; (2) The listening exercises should be more sophisticated; (3) The steps of writing should be more detail.

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