

Evaluating Academic Writing Textbook: Teachers' and Students' Perspectives

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Abstract

This study attempts to evaluate the Academic Writing textbook used in English Education Study Program of Language and Art Education Faculty of IKIP PGRI Bojonegoro, East Java Indonesia. The book entitled "Writing Academic English" written by Oshima and Hogue was critically evaluated based on two major points, namely general attributes of the textbook and the learning-teaching content of the textbook. The general attributes of the textbook cover the book in relation to syllabus and curriculum, the methodology, the book's suitability to learners, physical and utilitarian attributes, and efficient outlay of supplementary materials. The learning-teaching content of the textbook covers general elements (move of the tasks, tasks' objectives, etc.), academic writing (specified on research paper writing), vocabulary, grammar, and exercises. The questionnaires developed to evaluate the textbook were adapted from textbook evaluation checklist which was developed by Mukundan, Nimehchisalem, and Hajimohammadi (2011). The results indicate that the lecturers and students were not really satisfied with the book since it does not represent the students' needs and requirements of research paper writing for Writing IV course at the university. The materials provided there are not specified to research paper writing. However, based on the result of evaluation, the textbook is very good in some points such as the methodology, physical and utilitarian attributes, outlay of the book, general elements (move of the tasks, tasks' objectives, etc.), academic writing (from paragraph writing to various essays writing), vocabulary, grammar, and exercises in the area.

Keywords: Academic writing, instructional materials, students' perspectives, teachers' perspectives, textbook evaluation

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Introduction

Regardless of their major, university students are required to compose different types of writing, such as term papers or exam answers, throughout their studies. Moreover, the students must write a research paper as their final project at the end of their study in the university. The students will be considered to pass or fail in their study depending on this research paper (Ghufron, 2015, p. 2). The Directorate of Higher Education (DIKTI) always offers many kinds of grants for students every year in order to develop students' ability in expressing their ideas and to write the results of their scientific activity in the form of scientific article based on the criteria or standard of writing scientific journal (Ditlitabmas Dirjen Dikti, 2014, p. 24).

Writing skill in language teaching has accelerated tremendously since 30 years ago. According to Richards (2001), the sequence of activities typically involves in the teaching of writing are (1) familiarization: grammar and vocabulary are studied by learners through a text; (2) controlled writing: the given patterns are imitated by learners; (3) guided writing: model texts are manipulated by learners; and (4) free writing: the patterns they have developed are employed by learners to write a letter, a paragraph, an essay, etc. Writing in a second or foreign language is regarded as one of the most difficult skills for a learner to master, particularly in academic writing. The difficulty is due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization and to turn such ideas into a readable text (Richards & Renandya, 2002).

Writing course is a compulsory subject which is taught in English Education Study Program of IKIP PGRI Bojonegoro, East Java, Indonesia. It is, generally, 8 credits which are distributed in 4 semesters, each semester 2 credits. In Writing IV, the teaching and learning process is focused on academic writing to prepare the students to be able to write their final project at the end of their study. The goal of this subject is mainly to make the students to be able to write scientific paper in term of research report with appropriate content, good organization, correct diction, grammar, and mechanics.

According to Ghufron (2015), the students of English Education Study Program of IKIP PGRI Bojonegoro face difficulties in academic writing. These difficulties were indicated by both the low score of students writing skill, their scores are in range of 37 – 51, while the passing grade is 60; and supported by the result of interview to the students. The students have difficulties in academic writing since there are limited sources of materials which are appropriate to be implemented and challenging materials, and learning activities.

Further, Ghufron (2015) reveals that the teaching materials used in teaching academic writing in the mentioned Study Program are a hundred percent taken from printed books which are available in the market, and these books in some cases are not really relevant to the students. It was also revealed that the students felt bored with the materials used. Besides, there was no challenging activity during the teaching and learning process. The lecturer teaches them by explaining the textbook materials, then, asks the students to write based on instruction in the book. Then, he conducted some analysis dealing with the results found.

At last, Ghufron (2015) concludes that the problems faced by the most of students in English Education Study Program of IKIP PGRI Bojonegoro in academic writing were caused

by the monotonous teaching material used and the lack of challenging activities that could motivate students during teaching and learning process. He suggested that new teaching materials should be developed to teach academic writing. The new materials should teach students how to write ELT research paper in detail, such as: writing a topic and title; gathering information; writing an introduction; developing main paragraphs; quotations, paraphrasing and summarizing; commenting on data; writing a conclusion; writing a review; writing an abstract; writing references; revising and editing texts. Besides, the new teaching materials should also combine challenging activities and relevant materials with the students' needs and curriculum.

Selecting materials for learning-teaching resources is a great task for English language teachers as they provide a strong platform through which students learn English. Therefore, presentation of developmentally appropriate of students' needs, relevant and engaging materials is the prime responsibility of the material developers and the teachers. Teachers are urged to evaluate teaching materials since they are the users of the materials. Selection of the right materials makes teaching and learning a meaningful activity and an effective classroom environment.

Hutchinson and Torres (1994, p. 315) point out that ELT materials (textbooks) play a vital role in innovation. They state that textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own. Textbooks are considered as central to teaching and learning, as their quality is a determining factor in enhancing or diminishing the quality of a language program.

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

Additionally, Richards (2001) explains that textbooks are the key component of language teaching serving as the basis for much of the language input learners receive when learning a language. Textbook is a device to help students to get not only familiar with the linguistics aspects of the language but also with social and cultural aspects embedded in language.

Making the existed knowledge available and apparent to the learners in a selected, easy and organized way is one of the basic functions of textbooks. Hutchinson and Torres (1994) argue that any textbook has a very important and positive part to play in teaching and learning of English. They assert that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, textbooks will always survive on the grounds that they meet certain needs. Richards (2001) explains that any learning program may have no impact if it does not have textbooks as they provide structure and a syllabus. Besides,

the use of a textbook can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way. Textbooks also provide the standards of instruction. Moreover, they include a variety of learning resources such as workbooks, CDs, cassettes, and videos, etc., which make learners enjoy and easy to learn. Textbooks do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons. The content of English language textbooks influences what teachers teach and learners learn.

Teaching materials are also regarded as a key factor in most language programs (Richards, 2001). For teachers, textbooks or course books either required or supplementary provide content and teaching-learning activities, which shape much of what happens in the classroom (Celce-Murcia, 2001). Furthermore, Wright (cited in Lee, 2003, p. 165) says that teaching materials (e.g. textbooks) assist to define the goals of the syllabus and the roles of teachers and learners within the instructional process.

According to Richards (2005, p. 1) effective instructional materials in language teaching are shaped by consideration of a number of factors including teacher, learner, and contextual variables. Teacher factors include the teacher language proficiency, training and experience, cultural background, and preferred teaching style. Learner factors include learner's learning style preferences, their language learning needs, interests, and motivations. Contextual factors include the school culture, classroom condition, class size, and availability of teaching resources in situation where the materials will be used.

Since the choice of language teaching materials can determine the quality of learning-teaching procedure, there should be appropriate materials by considering (1) teacher factors, such as: teacher language proficiency, training and experience, cultural background, and preferred teaching style; (2) learner factors, such as: learning learner style preferences, their language learning needs, interests, and motivations; and (3) contextual factors, such as: school culture, classroom condition, class size, and availability of teaching resources. As a part of the materials used in the language classroom, textbook, therefore, can often play a crucial role in students' success or failure. Therefore, particular attention must be paid to evaluate such textbook materials to suits those three factors and learning outcomes.

Based on this condition and needs, to fill the gap, the researcher aimed at designing a model of instructional materials in the form of textbook prototype that discusses the ELT research paper writing. There must be textbook materials that are mainly focused on teaching students of how to write ELT research paper. Because of the importance in its implementation, the development of textbook materials which cover some topics dealing with ELT research paper will give much contribution in improving students' writing skill in research paper. Besides, textbook materials can be used wherever and whenever, even without any teachers. It means that the students can learn the materials independently in order to improve their writing skills as far as the materials are available. Therefore, this research will focus on the development of a model of research paper instructional materials for academic writing course that will be used by the fourth semester students in English Education Study Program of IKIP PGRI Bojonegoro. Since this is research and development and is the part of the researcher's dissertation, the results presented in this study were only the results of exploration phase.

Literature Review

Academic writing is a general term that refers to all writing created for the purpose of study (Chin, Khoizumi, Reid, Wray, & Yamazaki, 2012). University students are evaluated largely based on their writing, so writing skill is essential for academic success. Chin et al. (2012) state that academic writing is different from other types of writing in several ways, they are: (1) purpose: academic writing is mainly purposed to demonstrate knowledge of a topic; (2) audience: it refers to the reader of the writing; (3) evidence; (4) style; and (5) the process of writing.

There are two forms of instructional materials: printed forms, such as textbook, workbook, teacher's guide, etc.; and non-printed forms, such as videotapes, audiotapes, and computer-based materials. Instructional materials are considered as main component in TEFL programs, which is very essential for both teachers and learners. Especially, textbooks are the mostly used teaching and learning materials for both teachers and the learners. They do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons. On behalf of the learners, a textbook truly affects their attitudes and performance to the lesson throughout the course. It is a fact that when learners like their textbooks, they like the course as well and become active participants to the lesson. The textbook is an important source of input and a great opportunity for EFL learners to communicate in the target language, which is realized only in classroom settings in most public schools (Tok, 2010).

Sheldon (1988) points out that textbook evaluation is done for two reasons. First, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weaknesses and strengths. This will enable teachers to make appropriate adaptations to the material in their future instruction. In this line, Cunningsworth (1995) and Ellis (1997) propose that textbook evaluation can be of three types, namely "pre-use", "in-use", and "post-use" evaluations. Evaluation of textbooks for pre-use, or predictive, purposes helps teachers in selecting the most appropriate textbook for a given language classroom by considering its prospective performance. The second type of evaluation aids the teacher to explore the weaknesses or strengths of the textbook while it is being used. Finally, post-use, or retrospective evaluation helps the teacher reflect on the quality of the textbook after it has been used in a particular learning-teaching situation.

Methodology

Method

This research was designed by using descriptive research model. The data about the assessment of the academic writing textbook used in English Education Study Program of IKIP PGRI Bojonegoro were taken from the results of the data collection instrument (Teacher Textbook Evaluation Form).

Participants

The study was carried out with 3 academic writing teachers (2 males, 1 female) at English Education Study Program of Language and Art Education Faculty of IKIP PGRI Bojonegoro. All of participants have 2-5 years experience in teaching English. Besides, this study also involved

10 students of the fifth semester of the mentioned program. The ten students were chosen purposively. The students chosen to be involved in this study were those who have the highest score in their academic writing (Writing IV).

Instrument

The data collection instrument consists of two parts. The first part is about the subjects' personal information; the second part is the Textbook Evaluation Checklist, which elicits the criteria of a textbook for English course. "Textbook Evaluation Checklist" was adapted from textbook evaluation checklist developed by Mukundan, Nimehchisalem, and Hajimohammadi (2011). This textbook evaluation checklist cover two major points, namely general attributes and learning-content. From the two major points, there were 31 questions dealing the textbook which is going to be evaluated. For the statements in the "Textbook Evaluation Checklist" a Likert-type of equal-range was used. The statements in the inventory have been labelled as; "Completely Agree (5)", "Agree (4)", "Partly Agree (3)", "Disagree (2)", "Completely Disagree (1)". In order to guarantee the reliability of the data, Focus Group Discussion (FGD) was also done among the respondents and the researcher.

Limitations

This study is limited to Academic Writing teachers in English Education Study Program of Language and Art Education Faculty of IKIP PGRI Bojonegoro. Therefore, conclusions need to be verified by conducting similar studies across different universities. It is assumed that teachers and students answered the questions honestly and with seriousness. Another limitation of this study is that the present study is a micro level evaluation study, however, it can be complemented with a macro evaluation study, which is on the task level.

Findings and Discussions

The data of this study were gotten from questionnaires distribution to 3 academic writing teachers and 10 fifth semester students of English Education Study Program of Language and Art Education Faculty of IKIP PGRI Bojonegoro, East Java, Indonesia. The results are presented as follows:

Table 1. The Results of Textbook Evaluation Checklist

No.	Criteria	Score					Total N (%)
		5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	
General Attributes							
A.	The book in relation to syllabus and curriculum						
1	It matches with the specifications of the syllabus	-	-	-	4 (31%)	9 (69%)	13 (100%)
B.	Methodology						
2	The activities can be exploited fully and can embrace the various methodologies in ELT	13 (100%)	-	-	-	-	13 (100%)
3	Activities can work well with methodologies in ELT	13 (100%)	-	-	-	-	13 (100%)

C.	Suitability to learners						
4	It is compatible with background knowledge and level of students	-	10 (77%)	3 (33%)	-	-	13 (100%)
5	It is culturally accessible to the learners	-	-	8 (62%)	5 (38%)	-	13 (100%)
6	It is compatible to the needs of the learners	-	-	-	13 (100%)	-	13 (100%)
7	It is compatible to the interests of the learners	-	-	-	13 (100%)	-	13 (100%)
D.	Physical and utilitarian attributes						
8	Its layout is attractive	9 (69%)	4 (31%)	-	-	-	13 (100%)
9	It indicates efficient use of text and visuals	-	6 (46%)	7 (54%)	-	-	13 (100%)
E.	Efficient outlay of supplementary materials						
10	There is a teacher's guide to aid the teacher	-	-	-	13 (100%)	-	13 (100%)
Learning-teaching content							
A.	General						
1	Most of the tasks in the book are interesting	-	7 (54%)	6 (46%)	-	-	13 (100%)
2	Tasks move from simple to complex	13 (100%)	-	-	-	-	13 (100%)
3	Task objectives are achievable	5 (38%)	8 (62%)	-	-	-	13 (100%)
4	Cultural sensitivities have been considered	9 (69%)	4 (31%)	-	-	-	13 (100%)
5	The language in the book is natural and real	9 (69%)	4 (31%)	-	-	-	13 (100%)
6	The material is up-to-date	-	4 (31%)	9 (69%)	-	-	13 (100%)
7	It covers a variety of topics in ELT	-	-	-	8 (62%)	5 (38%)	13 (100%)
8	The book contain materials taken from ELT research findings	-	-	-	13 (100%)	-	13 (100%)
9	The book covers materials of writing research paper	-	-	-	13 (100%)	-	13 (100%)
B.	Academic Writing						

10	Tasks have achievable goals and take into consideration of learner	-	10 (77%)	3 (33%)	-	-	13 (100%)
11	Models are provided for different genres	13 (100%)	-	-	-	-	13 (100%)
C. Vocabulary							
12	The load (number of new words in each lesson) is appropriate to the level	9 (69%)	4 (31%)	-	-	-	13 (100%)
13	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book	-	8 (62%)	5 (38%)	-	-	13 (100%)
14	Words are efficiently repeated and recycled across the book	-	8 (62%)	5 (38%)	-	-	13 (100%)
D. Grammar							
15	The spread of grammar is achievable	5 (38%)	8 (62%)	-	-	-	13 (100%)
16	The grammar is contextualized	-	-	7 (54%)	6 (46%)	-	13 (100%)
17	Examples are interesting	-	-	9 (69%)	4 (31%)	-	13 (100%)
18	Grammar are introduced explicitly	-	-	9 (69%)	4 (31%)	-	13 (100%)
E. Exercises							
19	They have clear instructions	13 (100%)	-	-	-	-	13 (100%)
20	They are adequate	13 (100%)	-	-	-	-	13 (100%)
21	They help students who are under/over-achievers	-	9 (69%)	4 (31%)	-	-	13 (100%)

Adapted from checklist which was developed by Mukundan, Nimehchisalem, and Hajimohammadi (2011)

From the table, it is known that questions in the textbook evaluation checklist were divided into two major points: general attributes and learning-teaching content. The general attributes cover the book in relation to syllabus and curriculum, methodology, suitability to learners, physical and utilitarian attributes, and supplementary materials. The learning-teaching content covers general aspects (such as move of the task, etc.), academic writing aspects, vocabulary, grammar, and exercise.

General Attributes

The first major point that was evaluated from the textbook entitled "Writing Academic English" written by Oshima and Hogue (2006) is general attributes. In this part, there are 5 aspects that were evaluated. The first aspect is the book in relation to syllabus and curriculum.

From the table 1 above, it is clearly seen that 31% of respondents disagree with the statement that says about the suitability of the textbook with the syllabus and curriculum, while 69% of respondents completely disagree. Therefore, it is concluded that the textbook does not match with the syllabus and curriculum of academic writing course in the program. The curriculum there mandates the materials that should be taught in Writing IV must deal with the ELT research paper writing.

The second aspect is methodology. There are two statements dealing with this aspect. The statements deal with the activities in the textbook whether or not can be exploited fully and can embrace the various methodologies in ELT; and activities can work well with methodologies in ELT. In both of the first and the second statements, 100% of respondents completely agree with the statements. It means that in this point (methodology), the textbook is excellent.

The third aspect is the textbook suitability to learners. This aspect covers four statements, i.e. the compatibility of the textbook with the students' background knowledge and students' level, the textbook accessibility of the culture to the learners, the textbook compatibility to the needs of learners, and the textbook compatibility to the interests of learners. The results show that 77% of respondents agree with the first statement, and 33% of them partly agree. Then, for the second statement, 62% of respondents partly agree with the statement and 38% of them do not. For the third and the fourth statements, 100% of respondents disagree with the statement. Therefore, the conclusion is the aspect of textbook suitability to learners still does not have good suitability to learners, since there are still some parts that do not fulfill the students' needs.

The fourth aspect is the physical and utilitarian attributes. This aspect involves two statements. The first statement is whether or not its layout is attractive and the second one is whether or not it indicates efficient use of texts and visuals. The results reveal that 69% of respondents completely agree and 31% of them agree with the first statement. While for the second statement, it is seen that 46% of respondents agree and 54% of them partly agree with the second statement. In conclusion, it can be said that the textbook has good enough physical and utilitarian attributes especially its layout.

The last or the fifth aspect of the general attributes is supplementary materials. There is only one statement proposed to the respondents dealing with this aspect. The statement is whether or not the textbook provides teacher's guide to help the teacher in using the textbook. 100% of respondents answered that there is no teacher's guide provided.

The Learning-Teaching Content

The second major point that was evaluated from the textbook (Oshima and Hogue, 2006) is learning-teaching content. In this part, there are also 5 aspects that were evaluated. They are general aspects (such as move of the task, etc.), academic writing aspects, vocabulary, grammar, and exercise.

The first aspect that was evaluated from this part is general aspects. They deal with whether or not (1) most of the tasks in the book are interesting; (2) tasks move from simple to complex; (3) task objectives are achievable; (4) cultural sensitivities have been considered; (5) the language in the book is natural and real; (6) the material is up-to-date; (7) it covers a variety of topics in ELT; (8) the book contain materials taken from ELT research findings; and (9) the

book covers materials of writing research paper. The results show that 54% of respondents agree and 46% of them partly agree with the first statement. For the second statement, it seen that 100% of respondents completely agree. The third statement was answer by respondents with the results that 38% of respondents completely agree and 62% of them agree with the statement. The next is the fourth statement which was answered by respondents with the results that 69% of respondents completely agree and 31% of them agree with the statement. Then, the fifth statement was answered and results the same percentage with the fourth statement, it is 69% of respondents completely agree and 31% of them agree with the statement. The next is the sixth statement which deals with the novelty of the materials. The results show that 31% of respondents agree and 69% of them partly agree with the statement. The seventh statement deals with textbook's topics variety in ELT. 62% of respondents disagree and 38% of them completely disagree with the statement. The eighth statement deals with the materials which are taken from ELT research findings. The respondents answered that 100% of them disagree with the statement. The last is the statement dealing with the materials of writing research paper. The answer from respondents is the same as the eighth statement. It is 100% of them disagree with the statement. Finally, it can be concluded that the textbook is good enough in terms of general attributes. However, if it is used for teaching and learning of academic writing course (Writing IV) in English Education Study Program of IKIP PGRI Bojonegoro is still not relevant with the students' needs and curriculum. This is caused by the inexistence of the materials in the textbook which cover ELT research findings and research paper writing in which the two of them are in line with the students' needs and curriculum for Writing IV course. If it is analyzed further, this textbook is relevant with the curriculum if it is used to teach academic writing course in the terms of sentences, paragraph and essay writing (Writing I, Writing II, and Writing III courses). According to Richards (2005, p. 1) effective instructional materials in language teaching are shaped by consideration of a number of factors including teacher, learner, and contextual variables. Teacher factors include the teacher language proficiency, training and experience, cultural background, and preferred teaching style. Learner factors include learner's learning style preferences, their language learning needs, interests, and motivations. Contextual factors include the school culture, classroom condition, class size, and availability of teaching resources in situation where the materials will be used. Therefore, in order to fulfill the students' needs and adjust the curriculum, there should be new instructional materials which cover ELT research findings and research paper writing.

The second aspect that was evaluated from the textbook is academic writing. This aspect covers two statements. The first statement deals with achievable goals of the tasks and whether or not it has been taken into consideration of learners. The results show that 77% of respondents agree and 33% of them partly agree with the statement. The second statement deals with models of different genres provided by the textbook. The results reveal that 100% of respondents completely agree with the statement. Therefore, it can be concluded that the textbook is very good in terms of academic writing aspects.

The third is vocabulary aspect. There are 3 statements dealing with this aspect. The first statement is whether or not the load (number of new words in each lesson) is appropriate to the level. 69% of respondents completely agree and 31% of them agree with this statement. The second statement is whether or not there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book. The answers show that 62% of respondents agree and

38% of them partly agree with the statement. The last statement is whether or not words are efficiently repeated and recycled across the book. The answers show that 62% of respondents agree and 38% of them partly agree with the statement. Then, it is concluded that the textbook is very good in vocabulary aspects.

The fourth is grammatical aspect. There are 4 statements dealing with this aspect. The first statement is whether or not the spread of grammar is achievable. The answers of respondents show that 38% of them completely agree and 62% of them agree with the statement. The second statement is whether or not the grammar is contextualized. The results reveal that 54% of respondents partly agree and 46% of them disagree with the statement. The third statement is whether or not examples are interesting. The answers show that 69% of respondents partly agree and 31% of them disagree with the statement. The fourth statement is whether or not grammars are introduced explicitly. The answers show the same results as the third statement. The 69% of respondents partly agree and 31% of them disagree with the statement. Then, from the results above, it is concluded that the respondents are not satisfied enough with grammatical aspects in the textbook.

The last aspect that was evaluated from the point of teaching-learning content is exercises. It covers 3 statements. They are whether or not (1) the exercises help students who are under/over-achievers; (2) they are adequate; and (3) they have clear instructions. For the first and the second statements, 100% of respondents completely agree with those two statements. Then, for the last statement, 69% of respondents agree and 31% of them partly agree with the statement. The conclusion is the textbook provides very good exercise for every single topic discussed there. However, some of them do not have a very clear instruction.

Conclusion

After analyzing the textbook entitled "Writing Academic English" written by Oshima and Hogue by using textbook evaluation checklist developed by Mukundan, Nimehchisalem, and Hajimohammadi (2011), it is concluded that the lecturers and students were not really satisfied with the book since it does not represent the students' needs and curriculum (the curriculum of English Education Study Program of IKIP PGRI Bojonegoro mandated to teach research paper writing for Writing IV course). The materials provided there are not specified to research paper writing. However, the textbook is very good in some points such as the methodology, physical and utilitarian attributes, outlay of the book, general elements (move of the tasks, tasks' objectives, etc.), academic writing (from paragraph writing to various essays writing), vocabulary, grammar, and exercises in the area. Besides, if it is used for teaching and learning of academic writing course (Writing IV) in English Education Study Program of IKIP PGRI Bojonegoro is still not relevant with the students' needs and curriculum. This is caused by the inexistence of the materials in the textbook which cover ELT research findings and research paper writing in which the two of them are in line with the students' needs and curriculum for Writing IV course. If it is analyzed further, this textbook is relevant with the curriculum if it is used to teach academic writing course in the terms of sentences, paragraph and essay writing (Writing I, Writing II, and Writing III courses).

Based on the conclusion above, it is highly recommended that there will be a model of teaching materials of academic writing course that focuses on research paper writing which is

appropriate with students' needs, curriculum, and also the purposes of English education Study Program of IKIP PGRI Bojonegoro, East Java, Indonesia.

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Appendix A

Questionnaire for Academic Writing Lecturers

A Checklist for Textbook Evaluation

(Adapted from textbook evaluation checklist developed by Mukundan, Nimehchisalem, and Hajimohammadi, 2011)

Evaluator :

No.	Criteria	Score				
		5	4	3	2	1
General Attributes						
A.	The book in relation to syllabus and curriculum					
1	It matches with the specifications of the syllabus					
B.	Methodology					
2	The activities can be exploited fully and can embrace the various methodologies in ELT					
3	Activities can work well with methodologies in ELT					
C.	Suitability to learners					
4	It is compatible with background knowledge and level of students					
5	It is culturally accessible to the learners					
6	It is compatible to the needs of the learners					
7	It is compatible to the interests of the learners					
D.	Physical and utilitarian attributes					
8	Its layout is attractive					
9	It indicates efficient use of text and visuals					
E.	Efficient outlay of supplementary materials					
10	There is a teacher's guide to aid the teacher					
Learning-teaching content						
A.	General					
1	Most of the tasks in the book are interesting					
2	Tasks move from simple to complex					
3	Task objectives are achievable					
4	Cultural sensitivities have been considered					
5	The language in the book is natural and real					
6	The material is up-to-date					
7	It covers a variety of topics in ELT					
8	The book contain materials taken from ELT research findings					
9	The book covers materials of writing research paper					
B.	Academic Writing					
10	Tasks have achievable goals and take into consideration of learner					
11	Models are provided for different genres					
C.	Vocabulary					
12	The load (number of new words in each lesson) is					

	appropriate to the level					
13	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book					
14	Words are efficiently repeated and recycled across the book					
D. Grammar						
15	The spread of grammar is achievable					
16	The grammar is contextualized					
17	Examples are interesting					
18	Grammar are introduced explicitly					
E. Exercises						
19	They have clear instructions					
20	They are adequate					
21	They help students who are under/over-achievers					

If you want to add any idea, suggestion or comment related to the study, feel free to add it here!

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Appendix B

Students' Questionnaires for Textbook Evaluation

A Checklist for Textbook Evaluation

Name of Student:

No.	Criteria	Score				
		5	4	3	2	1
General Attributes						
A. The book in relation to syllabus and curriculum						
1	It matches with the specifications of the syllabus					
B. Methodology						
2	The activities can be exploited fully and can embrace the various methodologies in ELT					
3	Activities can work well with methodologies in ELT					
C. Suitability to learners						
4	It is compatible with background knowledge and level of students					
5	It is culturally accessible to the learners					
6	It is compatible to the needs of the learners					
7	It is compatible to the interests of the learners					
D. Physical and utilitarian attributes						
8	Its layout is attractive					
9	It indicates efficient use of text and visuals					
E. Efficient outlay of supplementary materials						

10	There is a teacher's guide to aid the teacher				
Learning-teaching content					
A.	General				
1	Most of the tasks in the book are interesting				
2	Tasks move from simple to complex				
3	Task objectives are achievable				
4	Cultural sensitivities have been considered				
5	The language in the book is natural and real				
6	The material is up-to-date				
7	It covers a variety of topics in ELT				
8	The book contain materials taken from ELT research findings				
9	The book covers materials of writing research paper				
B.	Academic Writing				
10	Tasks have achievable goals and take into consideration of learner				
11	Models are provided for different genres				
C.	Vocabulary				
12	The load (number of new words in each lesson) is appropriate to the level				
13	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book				
14	Words are efficiently repeated and recycled across the book				
D.	Grammar				
15	The spread of grammar is achievable				
16	The grammar is contextualized				
17	Examples are interesting				
18	Grammar are introduced explicitly				
E.	Exercises				
19	They have clear instructions				
20	They are adequate				
21	They help students who are under/over-achievers				

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