

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/323278328>

EVALUATING INSTRUCTIONAL MATERIALS FOR ELT RESEARCH PAPER WRITING: TEACHERS 'AND STUDENTS 'PERSPECTIVES

Conference Paper · February 2018

CITATIONS

0

READS

1,533

1 author:



[M. Ali Ghufon](#)

IKIP PGRI Bojonegoro

24 PUBLICATIONS 58 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Developing a model of cooperative problem-based learning (Co-PbL) to improve verbal creativity in EFL writing [View project](#)

EVALUATING INSTRUCTIONAL MATERIALS FOR ELT RESEARCH PAPER WRITING: TEACHERS' AND STUDENTS' PERSPECTIVES

M. Ali Ghufron

English Education Department, Faculty of Languages and Arts Education

IKIP PGRI Bojonegoro

East Java, Indonesia

alghufron.87@gmail.com

Abstract

It is a fact that evaluation of textbook and other materials is the natural and fundamental part of the teaching and learning process. This study aimed at evaluating the instructional materials for ELT research paper writing used in Academic Writing course in English Education Department of IKIP PGRI Bojonegoro. The instructional materials were critically evaluated based on the choice and content organization, the suitability to learners, physical appearance of the book, the suitability of content, learning activities and exercises, vocabulary and grammar, clarity of instruction, supporting sources, the development of learning autonomy, the difference of students' learning style, and teacher's book. This study was descriptive evaluative research. The participants of this study was 10 students, 2 academic writing teachers, and 1 expert in materials development. The participants were selected purposively. The instruments used in this study were questionnaire and interview. The instruments were firstly tested their validity and reliability before they were used to collect the data. The data yielded from questionnaire and interview were analyzed through three steps, i.e. data reduction, data presentation, and drawing conclusion. Then, to evaluate the strengths and weaknesses of the instructional materials, *Focus Group Discussion* (FGD) was conducted by involving the participants, the researcher, and expert. The results indicate that the teachers and students were satisfied with the materials since it represents the students' needs and in line with curriculum in the department. The textbook is fairly good in the points that have been evaluated. However, there is no teacher's book provided by the writer.

Keywords – instructional materials, ELT research paper, academic writing, teachers' perspectives, students' perspectives.

Introduction

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.

This study focuses on evaluating instructional materials in terms of coursebook used to teach academic writing. This coursebook discusses ELT research paper writing. The coursebook was critically evaluated based on *the choice and content organization, the suitability to learners, physical appearance of the book, the*

suitability of content, learning activities and exercises, vocabulary and grammar, clarity of instruction, supporting sources, the development of learning autonomy, the difference of students' learning style, and teacher's book.

Methodology

This research was designed by using descriptive evaluative research model. The study was carried out with 10 students, 2 academic writing teachers (1 male and 1 female) at English Education Study Program of Language and Art Education Faculty of IKIP PGRI Bojonegoro, and 1 expert in materials development. All of participants were chosen purposively.

The data collection instrument consists of two parts. The first part is about the subjects' personal information (interview); the second part is the Textbook Evaluation Checklist, which elicits the criteria of a textbook for English course. The textbook evaluation checklist was adapted and modified from textbook evaluation checklist developed by

Table 1: Means, Standard deviations and Percentages of the items on the selection and organization of content in the textbook

No.	Criteria	Mean	SD	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Concl.
1	Tasks move from simple to complex	4.5	0.5	53.8	46.2	0	0	0	Very Satisfied
2	I can follow the units in the textbook easily	4.7	0.5	69.2	30.8	0	0	0	Very Satisfied

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree
As table 1 indicated, it can be seen that 53.8% of respondents said that they completely agree that the tasks in the coursebook are organized from simple to complex, while 46.2% of respondents agree with the statement. Based on the mean score gained from the first statement, which is 4.5, it is concluded that the respondents were very satisfied with the tasks organization in the coursebook.

From statement 2, it can be seen that 69.2% of respondents completely agree with the statement which states that they can follow

Mukundan, Nimehchisalem, and Hajimohammadi (2011), Grant (1987), and McDonough and Shaw (1993). In order to guarantee the reliability of the data and reveal the strengths and weaknesses of the coursebook, Focus Group Discussion (FGD) was also done among the respondents and the researcher.

Finding and Discussion

The findings were grouped into three categories, i.e. *very satisfied* (if the mean score is more than 40), *satisfied* (if the mean score is 3 and/or more), and *not satisfied* (if the mean score is less than 3).

Selection and organization of content in the textbook

The first part that was evaluated from the coursebook was the Selection and Organization in the Textbook. It was measured through two items in the questionnaire and the responses are presented in Table 1.

the units in the coursebook easily, while 30.8% of them agree with the statement. Then, from the mean score of statement 2, which is 4.7, it is concluded that the respondents were also very satisfied with the coursebook since they could follow the units in the book easily.

Those results were also supported by the results of focus group discussion done by the researcher, students, teachers, and expert. From the FGD, it is known that almost all respondents express their satisfaction towards the coursebook in the part of selection and organization of content.

Suitability to Learners

The second part that was evaluated from the coursebook was whether or not the book suitable with the learners. It was measured

through four items in the questionnaire and the responses are presented in Table 2.

Means, Standard deviations and Percentages of the items on the suitability to learners

No.	Criteria	Mean	SD	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Concl.
3	It is compatible with background knowledge and level of students	3.8	1	7.7	61.5	30.8	0	0	Satisfied
4	The level of difficulty is suitable with students' competence	3.6	1	0	61.5	38.5	0	0	Satisfied
5	The teaching materials are suitable with students' needs	4.9	0	92.3	7.7	0	0	0	Very Satisfied
6	The teaching materials are suitable with students' interest	4.7	0	69.2	30.8	0	0	0	Very Satisfied

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

The first item that was asked to the respondents was whether or not the coursebook is compatible with students' background knowledge and students' level. The results reveal that 7.7% of respondents absolutely agree, 61.5% of them agree, and 30.8% of them partly agree that the coursebook is compatible with students' background knowledge and students' level. Besides, the mean score from this statement 3 was 3.8. It is concluded that the respondents were satisfied with the coursebook since it is compatible with students' background knowledge and students' level.

The second item was the level of difficulty. From this point, it was gained that more than half of respondents, 61.5%, agree, and the others, 38.5%, partly agree with the statement that the level of difficulty is suitable with students' competence. The mean score, 3.6, also reveal that the respondents satisfied with the coursebook since the level of difficulty is suitable with students' competence.

The third aspect was teaching materials. From this point, it was revealed that 92.3% of respondents completely agree, while others agree with the statement that the teaching materials are suitable with students' needs. It is also proved by the mean score,

which is 4.9, that is concluded that the respondents were very satisfied with the coursebook as the teaching materials are suitable with students' needs.

Besides, the teaching materials were also evaluated whether or not the materials are suitable with students' needs. From this point, it was revealed that 69.2% of respondents completely agree, and 30.8% of them agree with the statement that the materials are suitable with students' needs. Then, the mean score from this point was 4.7. It is concluded that the respondents were very satisfied with the coursebook as the materials are suitable with students' needs.

Those results were also supported by the results of focus group discussion. From the FGD, it is known that almost all respondents express their satisfaction towards the coursebook in the part of suitability to learners.

Physical Appearance

The third part that was evaluated from the coursebook was the physical appearance of the book. It was measured through two items in the questionnaire and the responses are presented in Table 3.

Table 3: Means, Standard deviations and Percentages of the items on the physical appearance

No.	Criteria	Mean	SD	5 %	4 %	3%	2 %	1 %	Conclusion
7	Its layout is attractive	3.2	1	0	38.5	46.2	15.4	0	Satisfied
8	It indicates efficient use of texts and visuals	2.6	1	0	0	61.5	38.5	0	Not Satisfied

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 3 indicated, there are two statements dealing with physical appearance of the book. The first statement is “its layout is attractive”. Dealing with that statement, it is revealed that 38.5% of respondents agree with it, 46.2% of them partly agree, and the rest, 15.4%, disagree with the statement. As the mean score indicated from this point, which is 3.2, it is concluded that most of respondents were satisfied with the layout of the coursebook.

The second statement is “the book indicates efficient use of texts and visuals”. From this statement, it was gained that the mean score was 2.6 which indicates the respondents’ dissatisfaction. Further, the percentage shows that 61.5% of respondents partly agree, and 38.5% of them disagree with the statement.

This respondents’ evaluation dealing with the physical appearance of the book was also expressed during FGD. Most of respondents said that the layout was quite good, but it still does not indicate efficient use of texts and visuals. This is because this coursebook was designed and developed for university students. Therefore, the writer did not pay his attention more to the visuals. He just focused on the materials organization and contents.

Content

The fourth part that was evaluated from the coursebook was the content of the book. It was measured through nine items in the questionnaire and the responses are presented in Table 4.

Table 4: Means, Standard deviations and Percentages of the items on the Content

No.	Criteria	Mean	SD	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Concl.
9	Most of the materials in the book are interesting	3.5	1	0	69.2	15.4	15.4	0	Satisfied
10	Tasks move from simple to complex	4.1	1	23.1	61.5	15.4	0	0	Very Satisfied
11	Task objectives are achievable	3.7	0	0	69.2	30.8	0	0	Satisfied
12	Cultural sensitivities have been considered	3.0	0	0	7.7	84.6	7.7	0	Satisfied
13	The language in the book is natural and real	3.2	1	0	38.5	38.5	23.1	0	Satisfied
14	The material is up-to-date	3.8	0.4	0	84.6	15.4	0	0	Satisfied
15	It covers a variety of topics in ELT	5.0	0	100	0	0	0	0	Very Satisfied
16	The book contains materials taken from ELT research findings	5.0	0	100	0	0	0	0	Very Satisfied
17	The book covers materials of writing research paper	5.0	0	100	0	0	0	0	Very Satisfied

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

This aspect deals with whether or not (1) most of the materials 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 contains materials taken from ELT research findings; and (9) the book covers materials of writing research paper.

The results show that 69.2% of respondents agree, 15.4% of them partly agree, and the other 15.4% of them disagree with the first statement. From the mean score, which is 3.5, it was also revealed that most of respondents were satisfied with the materials of the book.

For the second statement, it seen that 23.1% of respondents completely agree, 61.5% of them agree, and 15.4% of them partly agree with the statement. While the mean score, 4.1, reveals that most of respondents were very satisfied with tasks since they were organized from simple to complex.

The third statement was answer by respondents with the results that 69.2% of respondents agree and 30.8% of them partly agree with the statement. Then, the mean score, 3.7, reveals that most of respondents satisfied with the book since the tasks of the book are achievable.

The next is the fourth statement which was answered by respondents with the results that 7.7% of respondents agree, 84.6% of them partly agree, and the last 7.7% disagree with the statement. The mean score of this point was 3.0. It is concluded that most of respondents satisfied with the coursebook since cultural sensitivities have been considered.

Then, the fifth statement was answered and results were 38.5% of respondents agree, 38.5% of them partly agree, and 23.1% of them disagree with the statement. The mean score of this point was 3.2. It is concluded that the respondents satisfied with the

coursebook as the language in the book is natural and real.

The next is the sixth statement which deals with the novelty of the materials. The results show that 84.6% of respondents agree and 15.4% of them partly agree with the statement. The mean score of this point was 3.8. It is concluded that the respondents satisfied with the coursebook as the material is up-to-date.

The seventh statement deals with textbook's topics variety in ELT. 100% of respondents completely agree with the statement. The eighth statement deals with the materials which are taken from ELT research findings. The respondents answered that 100% of them completely agree 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 completely agree with the statement. While the mean score of the seventh, the eighth, and the ninth statements were 5.0. Therefore, it is concluded that the respondents were very satisfied with the coursebook since it covers a variety of topics in ELT, the book contains materials taken from ELT research findings, and the book covers materials of writing research paper.

Finally, those results were also supported by the FGD. From the FGD it was revealed that most of respondents were satisfied with the content of the coursebook.

Exercises and Activities

The fifth part that was evaluated from the coursebook was the exercises and activities. It was measured through five items in the questionnaire and the responses are presented in Table 5.

Table 5: Means, Standard deviations and Percentages of the items on the exercises and activities

No.	Criteria	Mean	SD	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Concl.
18	The exercises and activities in the textbook are interesting	3.9	0.6	15.4	61.5	23.1	0	0	Satisfied
19	The activities and exercises in the textbook are appropriate for our levels	3.5	0.5	0	53.8	46.2	0	0	Satisfied
20	The activities and exercises in the textbook increase my desire to learn research paper writing	4.2	0.8	46.2	30.8	23.1	0	0	Very Satisfied
21	The activities in the textbook sufficiently encourage collaborative work (group and pair work)	5.0	0	100	0	0	0	0	Very Satisfied
22	The activities in the textbook help me in improving my skill of academic writing	5.0	0	100	0	0	0	0	Very Satisfied

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 5 indicated, there are five items that were asked to the respondents dealing with exercises and activities in the coursebook. The first item is “the exercises and activities in the textbook are interesting”. From this item, it can be seen that 15.4% of respondents completely agree, 61.5% of them agree, and 23.1% of them partly agree with the statement. From the mean score, it is seen that the mean score was 3.9 and it can be concluded that the respondents were satisfied with the coursebook since the exercises and activities in the textbook are interesting.

The second item is “the activities and exercises in the textbook are appropriate for students’ levels”. From this item it is gained that 53.8% of respondents agree, and 46.2% of them partly agree with the statement. Then, from the mean score, which is 3.5, it is concluded that the respondents were satisfied with the coursebook since the activities and exercises in the textbook are appropriate for their levels.

The third statement is “the activities and exercises in the textbook increase students’ desire to learn research paper writing”. From this statement, 46.2% of respondents completely agree, 30.8% of them agree, and 23.1% of them partly agree with the statement. The mean score was 4.2, and it indicates that respondents were very satisfied with the coursebook since the activities and

exercises in the textbook increase students’ desire to learn research paper writing.

The fourth statement is “the activities in the textbook sufficiently encourage collaborative work (group and pair work)”. 100% of respondents completely agree with this statement. The mean score was 5.0, and it indicates that all respondents were very satisfied with the activities in the textbook since they sufficiently encourage collaborative work (group and pair work).

The last statement is “the activities in the textbook help students in improving their skill of academic writing”. The same answer with the previous statement was gained from this last item. 100% of respondents completely agree with this statement. The mean score was 5.0, and it indicates that all respondents were very satisfied with the activities in the textbook since they help students in improving their skill of academic writing. The results of FGD also support findings. Almost all respondents were very satisfied with the coursebook in term of exercises and activities in the coursebook.

Vocabulary and Grammar

The sixth part that was evaluated from the coursebook was the vocabulary and grammar. It was measured through six items in the questionnaire and the responses are presented in Table 6.

Table 6: Means, Standard deviations and Percentages of the items on the vocabulary and grammar

No.	Criteria	Mean	SD	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Concl.
23	The load (number of new words in each lesson) is appropriate to the level	4.5	0.5	53.8	46.2	0	0	0	Very Satisfied
24	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book	3.6	0.5	0	61.5	38.5	0	0	Satisfied
25	The spread of grammar is achievable	4.0	0	0	100	0	0	0	Satisfied
26	The grammar is contextualized	3.8	0.4	0	84.6	15.4	0	0	Satisfied
27	Examples are interesting	3.5	0.5	0	53.8	46.2	0	0	Satisfied
28	Grammar are introduced explicitly	4.0	0	0	100	0	0	0	Satisfied

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

There are 6 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. 53.8% of respondents completely agree and 46.2% of them agree with this statement. The mean score was 4.5. It means that the respondents were very satisfied with the book for the load (number of new words in each lesson) is appropriate to the level. 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 61.5% of respondents agree and 38.5% of them partly agree with the statement. The mean score was 3.6. It means that the respondents were satisfied with the coursebook as there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book. The third statement is whether or not the spread of grammar is achievable. The answers of respondents show that 100% of them agree with the statement. The mean score was 4.0. It means that the respondents were satisfied with the book since the spread of grammar is achievable. The fourth statement is whether or not the grammar is contextualized. The results reveal that 84.6% of respondents agree and 15.4% of them partly agree with the statement. The mean

score was 3.8, and it is concluded that the respondents were satisfied with the book for the grammar is contextualized. The fifth statement is whether or not examples are interesting. The answers show that 53.8% of respondents agree and 46.2% of them partly agree with the statement. The mean score was 3.5 which means that the respondents were satisfied with the book for the examples are interesting. The last statement is whether or not grammars are introduced explicitly. 100% of respondents agree with the statement. The mean score was 4.0 which means that the respondents were satisfied with the book since grammars are introduced explicitly.

This respondents' satisfaction with the point of vocabulary and grammar was also expressed during the FGD. Most respondents said that they were satisfied with the vocabulary and grammar lessons in the coursebook.

Clarity of Instructions

The seventh part that was evaluated from the coursebook was the clarity of instructions. It was measured through three items in the questionnaire and the responses are presented in Table 7.

Table 7: Means, Standard deviations and Percentages of the items on the clarity of instructions

No.	Criteria	Mean	SD	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Concl.
29	All instructions are clear	4.4	0.5	38.5	61.5	0	0	0	Very Satisfied
30	All instructions are understandable	4.0	0	0	100	0	0	0	Satisfied
31	All instructions help students in comprehending materials	4.0	0	0	100	0	0	0	Satisfied

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 7 indicated, there are three statements dealing with this point. The first statement is “all instructions are clear”. 38.5% of respondents completely agree and 61.5% of them agree with the statement. The mean score was 4.4 which indicates that the respondents were very satisfied with the coursebook since the instructions are clear. The second statement is “all instructions are understandable”. 100% of respondents agree with this statement. The mean score gained was 4.0 which indicates that the respondents were satisfied with the instructions since they are understandable. The last statement is “all instructions help students in comprehending materials”. 100% of respondents agree with

this statement. The mean score gained was 4.0 which indicates that the respondents were satisfied with the instructions since they help them in comprehending materials.

The results of FGD also support the findings. All respondents said that the instructions in the coursebook are clear, understandable, and make them understand the materials easily.

Supporting Sources

The eighth part that was evaluated from the coursebook was the supporting sources. It was measured through two items in the questionnaire and the responses are presented in Table 8.

Table 8: Means, Standard deviations and Percentages of the items on the supporting sources

No.	Criteria	Mean	SD	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Concl.
32	The consolidation parts of the textbook provide me with opportunities to practice (revise) what I have learnt	4.2	0.4	23.1	76.9	0	0	0	Very Satisfied
33	I can use the workbook as an independent source book	3.6	0.5	0	61.5	38.5	0	0	Satisfied

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 8 indicated, there are two statements in this point. From the first statement, it can be seen that 23.1% of respondents completely agree, and 76.9% of them agree with the first statement. The mean score was 4.2 which indicates that the respondents were very satisfied with the consolidation parts of the book since they provide the students opportunities to practice (revise) what they

have learnt. Then, from the second statement, it is seen that 61.5% of respondents agree and 38.5% of them partly agree with the statement. The mean score was 3.6 which indicates that the respondents were satisfied with the workbook since they can use it as an independent source book.

The results of FGD also revealed that the respondents were satisfied with the coursebook in the point of supporting sources.

Development of Learner Autonomy
The ninth part that was evaluated from the coursebook was the development of learner autonomy. It was measured through five items in the questionnaire and the responses are presented in Table 9.

Table 9: Means, Standard deviations and Percentages of the items on the development of learner autonomy

No.	Criteria	Mean	SD	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Concl.
34	The examples and activities in the textbook foster my creativity	3.5	0.5	0	53.8	46.2	0	0	Satisfied
35	The examples and activities in the textbook raise my interest and curiosity in writing scientific paper	4.3	0.5	30.8	69.2	0	0	0	Very Satisfied
36	The activities in the textbook help me evaluate what I have learnt	4.0	0	0	100	0	0	0	Satisfied
37	The textbook allows me to be more aware of my weaknesses while developing academic writing skill	4.0	0.7	23.1	53.8	23.1	0	0	Satisfied
38	The textbook allows me to be more aware of my strengths while developing academic writing skill	4.0	0.7	23.1	53.8	23.1	0	0	Satisfied

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 9 indicated, there are 5 statements in this part. From the first statement, it is gained that 53.8% of respondents agree and 46.2% of them partly agree with the statement. The mean score was 3.5, and it indicates that the respondents were satisfied with the book since the examples and activities in the textbook foster students' creativity.

In the second statement, it was revealed that 30.8% of respondents completely agree and 69.2% of them agree with the statement. The mean score, which is 4.3, also reveals that the respondents were very satisfied with the book since the examples and activities in the textbook raise students' interest and curiosity in writing scientific paper.

From the third statement, it was revealed that 100% of respondents agree with the statement. The mean score, which is 4.0, indicates that the respondents were satisfied with the book for the activities in the textbook help students evaluate what they have learnt.

From the fourth statement, it can be seen that 23.1% of respondents completely agree, 53.8% of them agree, and 23.1% of them partly agree with the statement. The mean score, 4.0, indicates that the respondents were satisfied with the book since the textbook allows students to be more aware of their weaknesses while developing academic writing skill.

From the fifth statement, it can be seen that 23.1% of respondents completely agree, 53.8% of them agree, and 23.1% of them partly agree with the statement. The mean score, 4.0, indicates that the respondents were satisfied with the book since the textbook allows students to be more aware of their strengths while developing academic writing skill.

The results of FGD also revealed that the respondents were satisfied with the coursebook in term of the development of learner autonomy. They said that the

coursebook facilitate learners to learn independently.
 Consideration of Different Learning Style
 The tenth part that was evaluated from the coursebook was the consideration of different

learning style. It was measured through three items in the questionnaire and the responses are presented in Table 10.

Table 10: Means, Standard deviations and Percentages of the items on the consideration of different learning styles

No.	Criteria	Mean	SD	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Concl.
39	The units in the textbook include sufficient number of visuals (graphs, diagrams, tables, pictures, etc).	3.0	0.8	0	30.8	38.5	30.8	0	Satisfied
40	The units in the textbook include sufficient number of activities that allow us learn through listening	2.9	0.3	0	0	92.3	7.7	0	Not Satisfied
41	The units in the textbook include sufficient number of activities that allow us learn through moving in the classroom	4.2	0.4	15.4	84.6	0	0	0	Very Satisfied

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 10 indicated, it can be seen that there are 3 statements. The first statement revealed that 30.8% of respondents agree, 38.5 of them partly agree, and 30.8% of them disagree with the statement. The mean score, 3.0, reveals that the respondents were satisfied with the book since the units in the textbook include sufficient number of visuals (graphs, diagrams, tables, pictures, etc).

On the contrary, the second statement revealed that 92.3% of respondents partly agree and 7.7% of them disagree with the statement. The mean score, which is 2.9, indicates that the respondents were not satisfied with the book since the units in the textbook do not include sufficient number of activities that allow students learn through listening.

The last statement from this part revealed that 15.4% of respondents completely agree and 84.6% of them agree with the statement. The mean score was 4.2, it indicates that the respondents were very satisfied with the book as the units in the textbook include sufficient number of activities that allow students learn through moving in the classroom.

Those results were also supported by the discussion in the FGD. Most participants said that they were satisfied in the first statement, not satisfied in the second statement, and very satisfied in the third statement.

Teacher's Book

The eleventh part that was evaluated from the coursebook was the teacher's book. It was measured through two items in the questionnaire and the responses are presented in Table 11.

Table 11: Means, Standard deviations and Percentages of the items on the teacher's book

No.	Criteria	Mean	SD	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Concl.
42	There is a teacher's book provided for teachers	1.0	0.4	0	0	0	0	100	Not Satisfied
43	The teacher's book is easily understood and used as source in teaching learning process	1.0	0.4	0	0	0	0	100	Not Satisfied

5=Completely Agree, 4=Agree, 3=Partly Agree, 2=Disagree, 1=Completely Disagree

As table 11 indicated, it can be seen that there are two statements in this part. Both first and second statements revealed that 100% of respondents (in this case teachers and expert) completely disagree with the statement. The mean score, which is 1.0, indicates that the respondents were not satisfied with the teacher's book since it is unavailable.

In the FGD, the respondents said that the coursebook does not provide teacher's book. Therefore, they could not evaluate it as it is absence.

Conclusions

After analyzing the ELT research paper writing instructional materials by using textbook evaluation checklist that was adapted and modified from textbook evaluation checklist developed by Mukundan, Nimehchisalem, and Hajimohammadi (2011), Grant (1987), and McDonough and Shaw (1993), it is concluded that the lecturers, students, and expert were satisfied with the instructional materials since it represents the students' needs and in line with curriculum in the department. The textbook is fairly good in the points that have been evaluated. However, there is no teacher's book provided by the writer. Therefore, the instructional

materials can be used as the major reference in teaching academic writing focusing on writing ELT research paper.

Acknowledgement

This is a research project that was supported by a grant from the Ministry of Research, Technology, and Higher Education (Kemenristekdikti), Indonesia, No. 064/SP2H/P/K7/KM/2016.

Bibliography

- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann Publishers Ltd.
- Ellis, R. (1997). The Empirical Evaluation of Language Teaching Materials. *ELT J.*, 51(1).
- Grant, M. (1987). *Making the Most of Your Textbook*. London: Longman.
- Mc Donough, J. and Shaw, C. (1993). *Materials and method in ELT*, Oxford: Blackwell Publishers Ltd.
- Mukundan, J., Nimehchisalem, V., and Hajimohammadi, R. (2011). Developing an English Language Textbook Evaluation Checklist: A Focus Group Study. *International Journal of Humanities and Social Science*. Vol. 1: 12
- Sheldon, L. (1988). Evaluating ELT Textbooks and Materials. *ELT J.*, 42(2).