COURSE BOOK EVALUATION OF ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL: SOSIOLINGUISTICS PERSPECTIVE

Indawati Nur Mahir[1], Fatmawati[2]

[1-2] Universitas Katolik Indonesia Santu Paulus Ruteng

indahnm12@gmail.com, fatmawati11913@gmail.com

ABSTRACT

This study intends to examine if EFL textbooks used in Indonesian senior high schools are in accordance with sociolinguistic principles. Ideally, textbooks would include not only knowledge about the structure of language, but also information about the application of English in social settings. The researcher did a qualitative investigation of the EFL textbook "Pathway to English" for grade 12 SMA in this study. This research was conducted with a sociolinguistically appropriate checklist and mostly focused on analyzing book conversations accompanied by audio. Based on the result of the study, the researchers came to the conclusion that the textbook does not effectively incorporate sociolinguistic aspects in the formation of dialogic situations. Among the three dialogues evaluated, only one takes into account multi-background involvement with native and non-native contact and enhances intercultural communicative competence. Because textbooks are one of the sources for learning a foreign language in an EFL situation, the author and publisher are recommended to take sociolinguistic factors into account in designing textbooks, especially conversation.

Keywords: *textbook evaluation; sociolinguistics aspect; english learning.*

INTRODUCTION

Textbooks are common learning source in EFL schools, from elementary to university. Practically all suggested lessons include a textbook to help the learning process. Textbooks are required to provide a source of high-quality learning in terms of content standards and to include engaging material so that students feel passionate about studying. In paragraph 5 of Article 43 of Government Regulation No. 19, it is stated that the quality of learning is determined by the presence of essential elements such as language, presentation, and visuals. If a textbook lacks these features, it is assumed that pupils would struggle to comprehend the material. Therefore, the instructor must evaluate the textbooks' instructional materials prior to employing them. Textbooks continue to be a primary priority for schools' teaching and learning activities. Similarly, a teacher still uses textbooks as a source of instructional resources when teaching English.

In practice, students must master four skills when studying English: listening, speaking, reading, and writing. In light of this, an English textbook should contain as much information as possible about these four skills, so that students can learn and master them as early as possible.

Speaking Abilities will be one of the skills addressed in this post. According to Datan (2021), speaking a foreign language is a prerequisite for a variety of processes, including academic advancement, personal development, professional advancement, status, etc. When people want to interact in social situations, they must employ oral communication. Even though English is a foreign language, learners still must acquire English proficiency.

People from all around the world speak English to communicate with one another. The United Nations (in Damayanti, 2019) has designated English as an international language due to its widespread use, such as in computer programming, job requirements, and the development or publishing of scientific publications and works. To prepare the nation's future generations for the outside world, English is a required subject in all schools around the world, including Indonesia. According to Oktaviani and Fauzan (2017), many elementary school teachers in Indonesia believe that English is crucial for young kids and advantageous for their future. Because they recognize that English has become a global language, they must use it when communicating with foreigners.

To facilitate students in acquiring communicative competence in English, English textbooks must not only emphasize grammar or language structure, but also how the language is used in everyday speech by incorporating sociolinguistic components of the language. Holmes (2001) defines sociolinguistics as the study of the connection between language and society. In its application, sociolinguistics provides us with a grasp of how to speak ethically in a social setting. Nisa (2019) stated that Sociolinguists are people who research the connection between language and society. They look at how language is used to transmit meaning and how it serves a social role. Sociolinguists explain why we communicate in different ways depending on our social situation. Additionally, learners must be schooled and acclimated to hearing English conversations that are not conducted by native speakers, because English is used to communicate with people from all over the world whose accents and speech patterns will vary. For instance, when Indians and Chinese people speak English, their accents will naturally differ. Therefore, in order for students to adapt and avoid experiencing culture shock, they must be trained and acclimated to hearing English conversations with accents from diverse nations. To assess if an English textbook encourages sociolinguistically appropriate learning, it is crucial to examine the textbooks.

Nevertheless, research undertaken by previous studies such as Susilawati (2020) investigated the sociolinguistics aspects of English textbooks for junior high school students "When English Rings a Bell" for class VII reveals that ithe book was not entirely consistent with sociolinguistic features. The majority of textbook conversations take place in schools. Moreover, most of the talks are between teachers and students, as well as between classmates. This demonstrates that the book lacks instances of dialogue between parents and children, as well as between children and communities outside of school. Another study by Cihat and Cahit (2020) investigated eight ninth-grade English textbooks commonly used to teach English in Turkey. According to their investigation, these books were inconsistent with the sociolinguistic elements. For instance, the books employ

Indawati Nur Mahir[1], Fatmawati[2]

Standard English accents, despite the fact that the context of the discourse involves students from other nations, whose accents are, of course, distinct. Students may face culture shock as a result, as they are not accustomed to hearing accents from different nations and hence will not be familiar with them. For instance, the Chinese accent is undoubtedly distinct from the conventional American accent.

Based on previous research, there are a limited number of studies exploring the sociolinguistics elements of senior high school textbooks in the Indonesian setting; therefore, this study aims to address this void. Consequently, the purpose of this study is to answer the research question, "How are sociolinguistic factors incorporated into EFL textbooks for senior high school in Indonesia?".

Literature Review
Sociolinguistic Aspects

This study employs the theory of sociolinguistic aspects proposed by Cihat and Cahit (2020), which categorizes the aspects into five categories, including the classification of successful bilinguals, provide non-native and non-standard accent or varieties of English, the linguistic ecology of learners and their L1, and the modification of the case of English learning among the country's elites, interaction multi background/native-non-native and non-native-non-native instance of interaction, and promote intercultural communicative competence. However, this study is limited in three regards to the investigated textbook's content.

Provide non-native and non-standard accent or varieties of English

English is currently not a novel subject in the world. Native speakers of

English, such as the Americans and the British, are not the only people who speak the language. Presently, we have seen a large number of non-native English speakers from Japan, India, Turkey, and a number of other countries who do not talk with the conventional accent of a native speaker, but instead utilize their native accent. According to Cihat & Cahit (2020), interactions with non-locals are now more frequent than conversations with natives. And practically all non-natives adhere to their own accents, whereas natives employ standard accents more frequently or frequently. In light of the current state of affairs, textbooks must include instances of interactions between non-natives as well as accents from non-natives, so that students become accustomed to hearing how each non-native country speaks English and can also discern between accents.

Interaction multi background/native-non-native and non-native-non-native instance of interaction

The practice of providing students with instances of native English conversations is widespread in the modern world, however it has a negative influence on students. According to Cook (2008), this has a negative effect on students' ability to become bilinguals who maintain their native accents. This also has an effect on students who maintain their accent when speaking English, as they will feel less confident when their peers can communicate with or without an accent. According to Alptekin (2002), practically everyone in the world learns English for personal reasons, such as in the commercial world. Students who are non-native speakers of English will feel uneasy and unmotivated if they are required to act like native speakers. Therefore, the objective of incorporating instances of

multi-background contact talks is to introduce students to English, but not necessarily as a native speaker, i.e. speaking English without losing one's individuality, while still employing accents and speaking daily. English has become an international language that must be utilized by all countries when communicating with non-natives; hence, there is no longer a debate over whether English should be used in textbooks. Non-natives will lose their identity if they are required to talk with native accents, hence textbooks must include instances of discussions involving non-natives.

Promote intercultural communicative competence

By including the ICC component into the English learning process, students will have a better understanding of their own culture as well as the cultures of other countries. For example, a textbook might include an example of someone presenting their culture to others. As a result, via an encouraging atmosphere, students and teachers can solve non-standard variants (Niman, et. al, 2020; Bayyurt, 2013). Introducing culture also promotes an understanding of one's own culture as well as other cultures, which has a good effect because it

increases interaction between nations, it will be much easier for someone to understand a conversation with someone from outside the region, and they will communicate well with each other because they have gained knowledge about the cultures of various countries.

METHOD

This study use qualitative research methodology. This research collects and analyzes data using a checklist method. According to Stafflebeam (In Cihat and Cahit, 2020) the checklist is useful because it describes the criteria to be checked throughout the evaluation, aids the evaluator in not overlooking essential topics, and promotes the evaluation's objectivity, repeatability, credibility, reliability, and validity. Sociolinguistic factors proposed by Cihat and Cahit will serve as the applicable checklist (2020). "Pathway to English" is the English textbook for class 12 at Senior High S that has been examined. Audio-containing talks were selected as the data source for this investigation. Using the ERL Book Reader App and a barcode in every conversation in the textbook, audio can be activated. Therefore, three chats satisfy this requirement.

Table 1. Sociolinguistics Aspects Checklist

No.	The criteria	The conversations		
		1st	2nd	3rd
1.	Provide non-native and non-standard accents or varieties of English			
2.	Interaction multi background/native-non-native and non-native-non-native instance of interaction			
3.	Promote intercultural communicative competence			

Result and Discussion

As previously explained that this study aims to determine whether the EFL Pathway to English textbook meets sociolinguistic aspects, in this study the aspect that will be seen is a checklist from previous researchers, namely Cihat and Cahit (2020). The results of the data analysis of sociolinguistic aspects contained in the textbooks are presented in table 2.

Table 2. The sociolinguistics aspects in the textbook

No.	The criteria	The conversations		
		1st	2nd	3rd
1.	Provide non-native and non-standard accents or varieties of English	×	×	×
2.	Interaction multi background/native-non-native and non-native-non-native instance of interaction	×	×	√
3.	Promote intercultural communicative competence	×	×	√

Table 2 shows only one of the three conversations contains sociolinguistic aspects. Conversations that take place outside of school are more common in textbooks. This is good for students because it shows them not only how to talk in school, such as between teachers and students, but also how to talk in social situations. Three of the audio files in this book are conversations between a mechanic and a man, a mechanic and a woman, and an interview between Rodradsa and Songlkod talking about Thailand batik. However, not all conversations in textbooks are like how language is used in real life, as native accents are still often used even though examples of known names and cultures are not from regions such as America or England, for example what happened in conversation three, namely between Rodrasa and Songklod. The results of the research will be thoroughly discussed in the following sections.

Provide non-native and non-standard accents or varieties of English

After listening to the audio of conversations available in the textbooks, it was determined that none of the conversations provided examples of non-native speech or contained non-standard accents. The dialogue is dominated by British natives speaking with a British accent. In a conversation between a mechanic and a customer, for instance, the characters are typically male and female. Both speak in a native-like accent. However, in a conversation about Thai batik, in which the characters are Rodrasa and Songklod, who are both Thai women, the conversation does not show that they are non-native speaker because they use a native-like accent, in this context British accent. The unique accent of Thai is not indicated in the conversation. This result support the study conducted by Cihat & Cahit (2020) on numerous textbooks regularly used by teachers and students in Turkey, both the conventional American

language and English were employed. According to the results of his research, the images in the book feature international students with conventional English accents. Based on the aforementioned findings, it can be concluded that neither the textbooks used by Turkish students nor those used by Indonesian students provide examples of conversations pertaining to this aspect, and that the example conversation provides only examples of non-standard characters while retaining standard accents or English accents.

Interaction multi background/native-non-native and non-native-non-native instance of interaction

Rodrasa and Songkhlad's interview about Thai batik is an example of a dialogue that meets this criterion. It is certain that two indigenous individuals are involved in the dialogue (non-native and non-native). Although both are not native speakers, the accent they use is a conventional English accent which does not provide examples of Thai accents, but only provides listeners with an audio description by including examples of names and cultures from the country of Thailand. Similarly, a study conducted by Cihat&Cahit (2020) found that a conversation between two Turkish superstars spoke with ordinary accents without showing their identity as Turkish by using accents like Turkish people and as if they were native speakers.

Promote intercultural communicative competence

In this respect, Songklod and Rodradsa's conversation about Thai batik painting is an example of a conversation that is suitable and appears to elevate culture. This discourse can promote Thai batik to students so that Indonesian students are aware that Batik is not unique to Indonesia. However, considering the context of this book's use by Indonesian students, this book should provide instances of talks that promote Indonesian culture to the global community, or conversely, examples of conversations between people who introduce their respective cultures. This result is also consistent with Cihat & Cahit's (2020) assertion that the textbooks provided by Turkey to learn English in this regard are consistent with the promotion of culture, as the EFL textbooks contain examples of conversations about Turkish culture and the cultures of several other nations. However, the authors must still incorporate local and global culture because it is very important to include local cultural information in a book, so as to give students an example of how to introduce local culture or their own culture when meeting people from other countries whose cultures are different from Indonesian cultures.

CONCLUSION

Based on the findings of a study conducted on the sociolinguistic aspects of EFL textbooks, the Pathway to English for class XII SMA, the researchers can infer that the textbook does not adequately incorporate sociolinguistics components in developing dialogue. Only one of the three analyzed dialogues takes into account multi-background interaction with non-native and non-native participants and promotes intercultural communicative competence. As indicated in the introduction, acquiring an English education is crucial. However, the EFL textbook appears to solely cover grammar and ignore sociolinguistic issues. Sociolinguistic factors are significant in light of the current circumstance. English is now a global

language, and students must learn to recognize accents from diverse nations to avoid experiencing culture shock. This study restricts its sociolinguistics data collection to a single textbook and to three aspects. Therefore, the next researcher is advised to study more textbooks and sociolinguistic factors.

REFERENCES

Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT journal*, *56*(1), 57-64.

Bayyurt, Y. 2006. Non-native English language teachers' perspective on culture inEnglish as a Foreign Language Classrooms. *Teacher Development, 10 (2),233-247*

Cheshire, J. (2006). Age-and generation-specific use of language. Sociolinguistics: an international handbook of the science of language and society, ed. by U. Ammond, N. Dittmar and K. Mattheier, 1552–63.

Atar, C., & Erdem, C. (2020). A sociolinguistic perspective in the analysis of English textbooks: Development of a checklist. *Research in Pedagogy*, *10*(2), 398-416.

Cook, V. 2008. *Second Language Learning and Language Teaching (Fourth Edition).* London: Hodder Education

Dağtan, E., & Cabaroğlu, N. (2021). Status of English speaking skills in Turkish ELT departments: A nationwide survey. *Eurasian Journal of Applied Linguistics*, *7*(1), 359-382.

Damayanti, A. R. 2019. Peran Bahasa Inggris dan Bahasa Indonesia Sebagai Penghela Ilmu Pengetahua di Era

Maduwu, B. (2016). Pentingnya pembelajaran bahasa Inggris di sekolah. *Warta Dharmawangsa*, (50).

Moulita.2019. Intercultural Communication Competence of Senior High SchoolStudents. *Jurnal Simbaloka.: Research and Learning in Communication Study (E-Journal)*, *5*(1), 23-34

Niman, E.M., Budijanto, Astina, I.K, Susilo, S. Darong, H. C. Local Culture in Social Studies Textbooks: Is It Contextualised? *International Journal of Innovation, Creativity and Change, (11), 8.* 293-310. https://www.ijicc.net/images/vol11iss8/11821

Nisa SU. 2019. Sociolinguistics. M.A. English Course II, Introduction to LinguisticsPublisher: *School of Distance Education, The English and Foreign Languages University.* https://www.researchgate.net/publication/331285240

López-Rocha, S. (2016). Intercultural communicative competence: creating awareness and promoting skills in the language classroom. *Innovative language teaching and learning at university: enhancing participation and collaboration*, *105*.

Şener, S. (2014). Turkish ELT students' willingness to communicate in English. *ELT Research Journal*, *3*(2), 91-109.

Susilawati, E. (2020). The Inclusion of Sociolinguistic Context in the Text Materials of English Text Books for Junior High School. *Indonesian Journal of English Language Teaching and Applied Linguistics*, *4*(2), 291-307.