


SQRAR: A model of ELT coursebook evaluation

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ABSTRACT

Coursebooks have become the most prominent English learning materials, especially in formal education. Therefore, recursive evaluation should be conducted to adjust the coursebook based on the current needs and learning goals. Moreover, dynamic evaluation brings interaction or mediation with a genuine act of teaching to make the evaluation more meaningful and substantial. However, limited resources are available, especially the ones that could help the teacher evaluate vivid steps dynamically. This study fulfills the need for a coursebook, especially ELT, evaluation method by following the research and development design proposed initially by Dick and Carey that many experts have simplified. The design was constructed from a sequence of steps, namely ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Thirty participants conducted an evaluation phase based on the product trial design, followed by a Focus Group Discussion (FGD). The data were gathered using a questionnaire and the interview guidelines. The instruments were developed based on the ideal coursebook criteria. They are shaped in quantitative and qualitative forms and analyzed using Creswell's data analysis technique. Thus, a set of evaluation methods was designed: SQRAR (Survey, Question, Read, Analyse, and Recommend). The design benefits the teachers by allowing them to evaluate the coursebook systematically and effectively. Survey results demonstrate strong consensus among English teachers, advocating for urgent development of such evaluation models. Implementation of the SQRAR model involves detailed stages emphasizing thorough evaluation and constructive feedback, with micro and macro evaluation options discussed. The model ensures comprehensive evaluation, consistency, and alignment with learning objectives and provides clear recommendations for coursebook improvement.



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1. Introduction

Many professionals believe that English learning materials are critical to the teaching and learning process. They typically serve students in English classes by providing extensive language input, examples, exercises, and activities (Richards & Renandya, 2002; Soviyah & Fatimah, 2021). As a result, coursebooks, among other learning materials, continue to be the primary source of language learning (Sucipto & Cahyo, 2019; Surono et al., 2022). Despite their shortcomings, coursebooks are needed, desired, and valued by teachers and students all over the world as a ready-to-use language learning resource (Mishan, 2022). They can serve as the primary foundation for language courses (Graves, 2003). The ideal English coursebook also serves as a model for creating English teaching materials (Afifah, 2019). English learning materials help students communicate with others by cultivating pragmatic competence, or the ability of the speaker-listener to communicate (Ellis, 2003). Furthermore, teaching materials serve as a source of language, a source of learning support, a source

of motivation and stimulation, and a source of reference (Dorda, 2008; Rojabi, 2020). As a result, coursebooks play an important role in language teaching and learning.

The utilization of coursebooks within educational institutions is contingent upon their adherence to established criteria. In accordance with Article 11 of the Regulation of the Minister of Education and Culture (Permendikbud) Number 8 of 2016, which pertains to the selection of books for use in State Educational Institutions, institutions are mandated to employ coursebooks that meet specified standards; failure to do so may result in punitive measures. As a consequence, it becomes imperative for the Indonesian government, in collaboration with authoritative bodies such as the Center for Curriculum and Books and the Ministry of Education, Culture, Research, and Technology, along with the expertise of scholars and English educators, to oversee the compliance of all English coursebooks utilized in Indonesian secondary schools with the stipulated criteria (Ansary & Babaii, 2002; Shi, 2014). This regulatory framework underscores the government's commitment to maintaining the quality and appropriateness of educational materials, ensuring that they align with prescribed educational objectives and standards.

Coursebooks used by institutions must be in accordance with positive social values or norms. Pornography, extremism, radicalism, violence, SARA (ethnicity, religion, race, and intergroup relations), gender bias, and other deviations from values are prohibited (*Buku Yang Digunakan Oleh Satuan Pendidikan*, 2016). The covers, front materials, contents, and back materials of a coursebook must all meet the requirements. The coursebook must have a front, back, and spine cover. The coursebook must have a title page, a publication page, an introductory page, a table of contents, a list of figures, a list of tables, and page numbering. The body of the coursebook must meet material, linguistic, material presentation, and graphical requirements. Finally, the back material of the coursebook must include information about the book's creator (such as the author and illustrator), a glossary, bibliography, index, and attachments (*Standar Isi Pendidikan Dasar Dan Menengah*, 2016). In addition, coursebooks must meet the target's needs, lacks, and wants.

Azarnoosh and friends (2018) argue that coursebooks should be evaluated for reasons. For starters, it can assist program developers, syllabus designers, and language learners. It will secure the match between the students' needs and objectives of the learning (Tsiplakides, 2011).

An evaluation is an organized assessment of progress toward the expected learning outcome, achievement of the outcome, or overall program performance (United Nations Development Programme, 2002). In line with that, Vedung (2017) defines evaluation as a deliberate and retrospective process of evaluating the quality or value of any subject of evaluation in order to improve it in the future. A retrospective evaluation of a coursebook includes everything from assessing the coursebook content to making a summative recommendation (Ellis, 1997).

Recursive assessment and evaluation are required to meet the coursebook criteria. Teachers can provide constructive feedback for coursebook improvement by implementing the coursebooks in the field. However, most practitioners find it difficult to evaluate coursebooks due to the limited resources of coursebook evaluation models. It could be concluded that there is an urgent need for a coursebook evaluation model to serve as a guide for evaluating coursebooks (Shave, 2010).

A coursebook evaluator should evaluate the a coursebook based on the established criteria. These elements are typically included in the form of an assessment rubric. The evaluator should check the availability or scale of each aspect so that it can be revised more easily (Zohrabi et al., 2012). The evaluator should also carefully read the coursebook to determine the quality level of each aspect.

Furthermore, in a traditional assessment, people are usually asked to solve test items and then turn them in for a score or little feedback, or sometimes nothing at all. This assessment procedure is classified as static by Sternberg and Grigorenko (2002). They go on to say that static evaluation only considers a product in its current state. Examiners frequently grade using the existing evaluation system and rarely draw conclusions, so feedback is non-existent. Furthermore, in order to maintain neutrality or good rapport, the examiner avoids involvement to the greatest extent possible.

In contrast, Haywood and Lidz (2007) propose dynamic assessment as a subset of interactive assessment. However, dynamic assessment is not appropriate in all circumstances. It may be useful in situations such as: (1) low standardized/normative/static test scores, (2) learning difficulties due to intrinsic factors in the subject, (3) a language/communication barrier, and (4) cross-cultural misunderstanding. The terms 'selectivity' and 'dynamism' are central to dynamic evaluation

(Dimitropoulos, 1999). The dynamic evaluation is recognized as the selection and combination of appropriate methods for specific evaluation research, such as internal-external evaluation, summative-formative assessment, and qualitative-quantitative paradigms. The concept of dynamism in dynamic evaluation refers to self-control and self-correction, which are enabled by supervision and feedback. In addition to Haywood and Lidz's (2007) concept, 'dynamism' is embodied here in the interaction or mediation with a genuine act of teaching in order to make the evaluation more meaningful and substantial. Dynamic evaluation emphasizes ongoing assessment and feedback throughout the learning process. One of the key advantages of coursebook dynamic evaluation is that they can create a more engaging and motivating learning environment. By emphasizing interaction and negotiation, these coursebooks can help the learners feel more invested in the learning process and more connected to their peers and the teacher (Milal et al., 2020; Purwanti & Hatmanto, 2019). Additionally, some researchers have found the effectiveness of dynamic evaluation coursebooks in improving language outcomes (Cheng & Zhao, 2020; Solhi et al., 2020; Yilmaz & Tugrul, 2017).

Concerning the essential of coursebook evaluation and the static evaluation that has been carried out for years to evaluate the English coursebooks, an innovation in dynamic evaluation is seen as essential (Dahmardeh & Kim, 2021). Therefore, a method in the form of a set of steps is urgently needed to help the evaluators fill in the rubric easily, objectively, and directly. Furthermore, considering the benefits of coursebook dynamic evaluation, a dynamic evaluation method would be an alternative solution to the problems.

Some previous studies have been carried out to develop methods in order to make the coursebook evaluation. One of the methods is SQ3R as an abbreviation of Survey-Question-Read-Recite-Review (Rybicki, 2002). The SQ3R was then developed into SQ4R that stands for Survey-Question-Reading-Recording-Reciting-Reviewing. Furthermore, it was then developed into PQRST (Preview-Question-Read-Self-Review-Test). Another method is known as THIEVES. It pays attention to some aspects in a text (Title, Headings, Introduction, E-first sentence of every paragraph, Visuals and vocabulary, End of chapter questions, and Summary). In addition, there is the QAR method that emphasizes in Question-Answer Relationship in a text. Those models are strategies that help the students to focus on particular essential aspects to have effective reading and find certain information. However, those strategies are mainly concerned with steps in reading. Limited specific dynamic model for coursebook evaluation has established. Therefore, the dynamic model proposed in the current study is identified as the novelty to the area. In that so, this study aims to develop a model of coursebook dynamic evaluation which later will be called SQRAR. The SQRAR has theoretical and practical significance to the educational field, especially in ELT area. It contributes to the theoretical development related to the coursebook evaluation in dynamic model. Moreover, it also serves benefit for related parties since the SQRAR model could be used by teachers and also coursebook developers to evaluate particular coursebook.

2. Methodology

This study follows a design and development procedure in Dick & Carey model that has been simplified by Molenda (2003). The simplified model has also been proposed by McGriff (2000), Peterson (2003) and Branch (2009). Therefore, the procedure is adapted into five steps called ADDIE (Analysis, Design, Development, Implementation, and Evaluation). In Analysis stage, the researchers conducted needs analysis by conducting interviews and survey in the form of Forum Group Discussion (FGD) with the participants. The participants were 30 English teachers of MGMP (English teachers forum) from Yogyakarta province. The researcher used interview guideline to collect qualitative data and google form questionnaire to collect the quantitative data. Those research instruments have been validated before. Thus, the qualitative data was validated by using triangulation while the quantitative data was validated using Cornbach's Alpha, with the help of SPSS software. From this stage, the researcher found the need of dynamic model of coursebook analysis. Then, the researcher Designed the suitable model of coursebook evaluation aligns the gathered needs analysis. After that, the researcher developed the designed model into a clear and practical framework namely SQRAR. The researcher then conducted the next stage which is Implementation stage. In the implementation stage, the participants tried the model out for evaluating particular coursebook used in the classrooms. The last stage is Evaluation stage in which the researcher and participants discussed the model being developed.

The ADDIE model is considered simple and adaptable because it provides developers with a generic and systematic framework that can be applied to a variety of settings (Peterson, 2003). Branch (2009) also claims that other designs may be too didactic, limiting, passive, or singular. According to Branch (2009), using ADDIE in the development of learning media, online tools, or any educational product is more effective. In addition, Molenda and Boling (2008) argue that the five major stages are not only sequential but also iterative. This means that the process can be repeated until the product is completely satisfied.

3. Findings and Discussion

3.1. Findings

The goal of a dynamic evaluation is to identify barriers to more effective learning and performance and then suggest solutions (Cheng & Zhao, 2020; Haywood & Lidz, 2007; Sternberg & Grigorenko, 2002). The evaluators intervene during the dynamic evaluation by obtaining the learners' potential ability. Ideally, evaluators are teachers who master theories of linguistics, learning, language learning, psychology, communication, and other related theories. The evaluators in this study are primarily English teachers who use English coursebooks and understand students' needs for learning materials. Furthermore, material developers and ELT practitioners with a sufficient understanding of the student's needs as well as the situation in the teaching and learning process can participate in the evaluation. Dynamic evaluation is classified into two types: interventionist and interactionist. The second is concerned with the interaction between the examiner and the examinees. This is a dialectically integrated activity (Poehner, 2008).

74.2% participants agreed that English coursebooks used in current formal education need to be evaluated based on criteria set by the government, experts, and current curriculum used by educational institutions. The participants of this study believe that the development of a model of English coursebook dynamic evaluation is urgently needed.

The development of the model of English coursebook dynamic evaluation is based on the SQRAR as the evaluation process. SQRAR stands for Survey, Question, Read, Analyze, and Recommend. The model, SQRAR, is synthesized with the adaptation of dynamic assessment. In this context, it is called English coursebook dynamic evaluation using SQRAR.

SQRAR is adapted in the English coursebook evaluation to search for weaknesses in English coursebooks and then provide recommendations to revise the evaluated English coursebooks in a cyclic process. The writers, publishers, or even English teachers developing their own learning materials learn from the recommendations and plan to revise their learning materials (English coursebooks). As a result, they are responsive to the evaluation results as meaningful inputs (Haywood & Lidz, 2007). There are connections between the coursebook evaluators and the learning materials writer.

The SQRAR steps, as a set of coursebook evaluation method, is based on the needs analysis attached in the following Table 1.

Table 1. Needs Analysis on SQRAR Process

Dimensions	Question	Result* (%)			
		1	2	3	4
Survey	When we are going to evaluate an English coursebook, we should select and determine which English coursebook to evaluate.	0	0	25.8	74.2
Question	Before evaluating an English coursebook, we should brainstorm/ask for elements and criteria of a good English coursebook.	0	0	29	71
Read	In evaluating an English coursebook, we should read the whole content in detail.	3.2	9.7	32.3	54.8
Analyse	Having read the coursebook in detail, we need to reread the coursebook and analyse it based on the criteria.	3.2	3.2	32.3	61.3
Recommend	Having analysed the English coursebook, we should give recommendations for the coursebook improvement.	0	0	25.8	74.2

* 1: strongly disagree 3: agree 2: disagree 4: strongly agree

Table 1 shows that everyone who fills out the questionnaire agrees with the importance of determining which English coursebook will be evaluated. In this case, however, English teachers

decide which English coursebook to evaluate. Furthermore, the evaluation results can help English teachers and their students prepare good and appropriate English learning materials. Moreover, align with the theory (Suroño & Hanun, 2022), all participants believe that English coursebook evaluators (English teachers and ELT experts) should brainstorm ideal English coursebooks based on their criteria. First, they should ask themselves what ideal English textbooks are. Following that, they develop their own specific criteria before evaluating an English coursebook using the comprehensive criteria provided.

The evaluation of an English coursebook can be in the form of a macro or a micro evaluation (Mukundan & Ahour, 2010). In the micro evaluation of English coursebooks, evaluators can pay attention and then evaluate three chapters as representatives of the coursebook's entire contents (Muhammad, 2016). A little more than 6% of respondents are opposed to doing another reading to analyse the coursebook. Despite the fact that only a small number of people disagree, it is worthwhile to consider using micro retrospective evaluation of English coursebooks. Evaluators who use this method do not need to read and analyse the entire contents of the coursebooks they evaluate. Instead, they concentrate on specific chapters that represent the entire contents of the coursebooks. They then examine the chapters they have chosen.

Furthermore, nearly three-quarters of participants agree that outlining recommendations after evaluating the coursebook to improve its quality is a good idea. This is the pinnacle of the evaluation; not only for assigning grades but also for making recommendations to improve the English coursebook under evaluation. The recommendations can be used by coursebook publishers to revise their coursebooks, or they can be used as the foundation for English teachers to develop their own English learning materials as English teachers' edition coursebooks. The dynamic evaluation of English coursebooks is a cyclic process. In addition, the illustration of the SQRAR Flow and a detailed elaboration of each step are provided in Fig. 1.

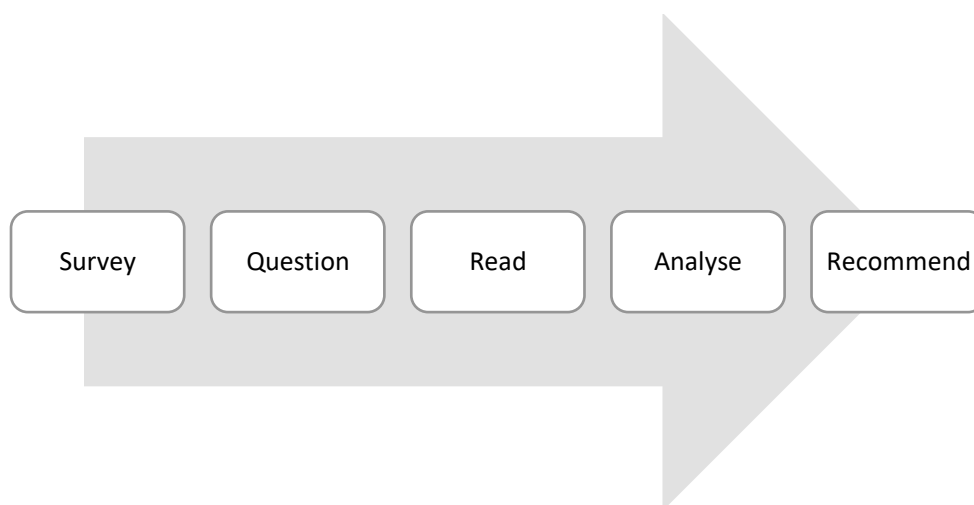


Fig. 1.SQRAR Flow

1) Survey

As evaluators, English teachers and ELT experts search for valuable English coursebooks to evaluate during the Survey stage. It means that the evaluation has specific goals in mind. Aside from professional development in the form of research studies, English teachers accompanied by ELT experts have a number of goals, such as trying to cater to their students' needs with appropriate English coursebooks as a part of a materials selection, conducting research studies as part of teachers' jobs, and developing their own learning materials (Solhi et al., 2020; Tsiplakides, 2011). As a result, English teachers in their organisation or individually look for English coursebooks that are worth investigating.

As a result, they select the English coursebooks to be evaluated. The targeted English coursebooks could be those recommended by the government, those used by MGMP members, or those owned privately by teachers. As a result, because the forum is involved in continuous professional development, this study should primarily evaluate the English coursebooks used by MGMP. The

evaluation results will be useful to both the evaluators and the members of MGMP. Following the evaluation, the recommendations are useful for English teachers as well as writers and publishers. English teachers can use the evaluation results to create supplementary English learning materials to meet the needs of their students (Alkhaldi, 2010). To have a newer edition of the English coursebooks, writers or publishers can revise their English coursebooks based on the recommendations of the research study. As a result, the survey stage is critical for obtaining useful evaluation results.

2) *Question*

Before evaluating an English coursebook, evaluators, particularly teachers, must have used a variety of learning materials to teach students. As a result, they have a good understanding of the criteria for good English learning materials. The learning materials in this case are compiled in the form of English coursebooks. Furthermore, before evaluating an English coursebook, English teachers who act as evaluators will evaluate the coursebooks and even involve students in the process. They discuss the learning materials criteria that should be included in ideal coursebooks (Banegas & Tavella, 2021).

As a result, a teacher and an ELT expert acting as a coursebook evaluator have a thorough understanding of an ideal English coursebook. Obviously, those criteria generally include curriculum, detailed materials that students should learn, teaching methods, typography, appearance, students' needs, and the need for English as a future means of communication, since teachers and ELT experts must prepare students for their future and current lives (Setiawan, 2023). That is, coursebooks should include futuristic criteria such as the impact of the Fourth Industrial Revolution, Society 5.0, and 21st-century skills. Aside from those three aspects, they should receive character education based on local wisdom and culture. Character education is rooted in culture and local wisdom, and it is incorporated into learning materials and activities. All of them, however, rely on the sensitivity of English teachers (Drake, 2012) to cultivate the content and English learning activity to prepare students for their future lives.

However, when evaluating English coursebooks, English teachers and ELT experts apply comprehensive criteria. The criteria they set to serve as prior knowledge are based on their actual experiences with English coursebooks and their ideas about an ideal English coursebook (Supriyanto, 2019). Meanwhile, ideas about ideal English learning materials in the form of English coursebooks which are based on theories and extensive classroom experiences interacting with students using learning materials are used as inputs or suggestions for each of the aspects of the evaluated English coursebooks. Those aspects are matched with the items of the instrument used by the researcher to gather the needs analysis data.

3) *Read*

After forming an overall picture of an ideal English coursebook based on specific criteria, the evaluators read and review the chosen English coursebook. The evaluators thoroughly read the coursebook before evaluating it. Furthermore, while reading the English coursebook, evaluators should pay close attention to the elements embedded in the coursebook (Banegas & Tavella, 2021; Mukundan & Ahour, 2010). At this stage, the evaluators may read the entire English coursebook for a macro evaluation or a selection of chapters for a micro evaluation. The more evaluators read the English coursebook being evaluated, the better their understanding of the English coursebook being evaluated (Renandya et al., 2015). Evaluators can read the criteria they will use in the evaluation while reading the English coursebook, or they can read the instrument before reading the coursebook so that they can focus on all aspects to be evaluated (Saputri et al., 2022). This is the first reading before diving into the coursebook in the online application.

4) *Analyse*

The next step after the evaluators reading the coursebook is a step in which the evaluators analyse it using comprehensive criteria from a model of English coursebook dynamic evaluation. At this point, the evaluators have read the coursebook at least twice (Banegas & Tavella, 2021; Renandya et al., 2015). The evaluators match what is actually in the English coursebook with the criteria in this model (SQRAR). Based on the criteria provided, the evaluators determine the quality of the English coursebook: 1 for poor, 2 for fair, 3 for good, and 4 for excellent. If they choose 1 (poor), 2 (fair), or 3 (excellent), the evaluators must provide constructive comments and/or suggestions (good) (Joshi et al., 2015). Meanwhile, if they select 4 (excellent), the evaluators are not required to make any comments or suggestions. After selecting numbers 1, 2, or 3, the evaluators make coursebook revision

suggestions on a specific section of the English coursebook based on the criteria they refer to and are working on (Sato, 2013). The comments or suggestions are based on criteria for good English learning materials that are based on certain theories and practical experiences in classrooms when students use English coursebooks.

5) *Recommend*

While and after analysing the English coursebook, the evaluators make recommendations for English coursebook revisions and/or the creation of new learning materials in the form of teachers' edition English coursebooks, learning materials designed by English teachers, and supplementary English learning materials (Supriyanto, 2019). As a result, the revised English coursebook will be appropriate for the curriculum, students with various learning styles, and other criteria (Alsagoff et al., 2012; Skierso, 1991; Yilmaz & Tugrul, 2017). Actually, the evaluators could also provide comments and suggestions while evaluating the English coursebook by selecting numbers 1, 2, and 3 (Joshi et al., 2015). Furthermore, at the end of the analysis, they provide both specific and general comments (Sato, 2013).

Overall, SQRAR is a structured and systematic approach to problem-solving that can be used in the coursebook evaluation. Using SQRAR as a method for coursebook evaluation can help ensure that the coursebook is effective in meeting needs of the target audience and achieving the desired learning objectives. It serves comprehensive evaluation since SQRAR provides a structured approach to evaluating a coursebook that ensures all-important aspects of the book are considered. It also ensures the coursebooks' consistency. By using a structured SQRAR framework, the evaluators can ensure that the evaluation is consistent across different coursebooks or different evaluators. This can help make evaluations more reliable and accurate. It also highlights learning objectives since SQRAR helps to focus the evaluation on the learning objectives of the coursebook. This ensures that the evaluation is aligned with the goals of the course and helps to identify whether the book is effective in achieving those goals. It could also propose clear recommendations. By using SQRAR to evaluate the coursebook, the evaluators can generate clear recommendations for improvements that can be made to the coursebook. This can help the instructors and curriculum developers to make informed decisions about how to improve the coursebook.

3.2. Discussion

The study addresses the critical role of English coursebooks in language teaching and learning, highlighting their significance in providing language input, exercises, and activities (Richards & Renandya, 2002; Soviyah & Fatimah, 2021). Despite their importance, there is a recognized need for coursebook evaluation models to ensure they meet educational standards and curriculum requirements as mandated by government regulations (Ansary & Babaii, 2002; Mishan, 2022). Previous research has primarily focused on static evaluation methods, necessitating the development of a dynamic evaluation approach to address the limitations of traditional assessment methods. The introduction of the SQRAR model, integrating dynamic assessment principles, aims to fill this gap by offering a structured and systematic method for evaluating English coursebooks (Azarnoosh et al., 2018; Maley, 2016; Savova & Azarnoosh, 2022).

The study's results underscore the urgency and importance of dynamic evaluation models, particularly in the context of English coursebooks used in formal education. Survey findings reveal strong agreement among English teachers regarding the need for dynamic evaluation based on established criteria (Surono et al., 2022). The development of the SQRAR model emerges from this need, synthesizing dynamic assessment principles with a cyclic process of identifying weaknesses and providing recommendations for improvement. The SQRAR model's implementation involves surveying, questioning, reading, analyzing, and recommending improvements, aligning with the purpose of the study to address the shortcomings of existing evaluation methods (Agustina & Mukhtaruddin, 2019; Cheng & Zhao, 2020).

Compared with previous research, which primarily focused on static evaluation approaches such as SQ3R, SQ4R, THIEVES, and QAR, the introduction of the SQRAR model represents an advancement in coursebook evaluation methodology (Nurdiana & Junita, 2020; Rybicki, 2002; Tsiplakides, 2011). While traditional methods mainly emphasize reading strategies, SQRAR adopts a comprehensive approach, integrating dynamic assessment principles and emphasizing interaction and negotiation in the evaluation process. Furthermore, the results highlight the benefits of dynamic

evaluation in providing clear recommendations for coursebook improvement, fostering engagement, and enhancing language outcomes (Cheng & Zhao, 2020; Solhi et al., 2020; Yilmaz & Tugrul, 2017).

4. Conclusion

Overall, SQRAR has become a suitable solution to evaluate coursebooks dynamically. Most participants saw that the SQRAR process is needed, practical, and beneficial for their coursebook evaluation. It is suggested that the coursebook evaluator apply SQRAR to dynamically evaluate the coursebook to meet the suitable component materials for the students. Furthermore, the method is not only limited to English coursebook users. It is also applicable for the coursebook users and practitioners from other disciplines. Moreover, for the further researcher, it is expected and suggested to conduct further research regarding SQRAR or to develop the method. In conclusion, the study contributes to the field of language education by introducing a dynamic evaluation model explicitly tailored for English coursebooks. The SQRAR model offers a practical and systematic approach to evaluating coursebooks, ensuring alignment with learning objectives, consistency, and clear recommendations for improvement. Future research directions may include further refinement and validation of the SQRAR model and its applicability to other disciplines beyond English language teaching.

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I support *English Language Teaching Educational Journal (ELTEJ)* in maintaining high standards of personal conduct, practicing honesty in all our professional practices and endeavors.
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