

LINGUIST, LECTURER, AND STUDENTS' PERSPECTIVES ON THE APPROACH AND METHODOLOGY OF THE LISTENING TEXTBOOK

Yella Dezas Perdani*

Digital Language Learning Center, Computer Science Department, Faculty of Humanities, Bina Nusantara University
Jakarta, Indonesia, 11480
yella.dezas@binus.ac.id

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ABSTRACT

The development of listening textbooks in language education has become essential due to the critical role of listening skills in foreign language acquisition, especially the approach and methodology. The approach is how the listening textbook is put together, and methodology is the specific methods and steps used to put these theories into practice. The research investigated the respondents' perspectives on the approach and methodology in the listening textbook at one university in Indonesia. A quantitative research approach was utilized. There were nine respondents in the research: two linguists, one lecturer in the listening course, three students who had used the textbook, and three students who had not. The data collection was evaluation forms, which consisted of 18 statements. The evaluation form was utilized to collect the respondents' perspectives on the approach and methodology associated with the listening textbook. The findings demonstrate three main findings related to the approach and methodology based on the respondents' evaluation. First, the aims and objectives of the textbook are in line with the course's objective. Second, the textbook has a positive influence on the students' ability to listen. Third, the materials contained within the textbook are suitable for the students' ability level. The findings show the extent to which the listening textbook aligns with theoretical principles and practical teaching requirements. The findings can also assist textbook authors, educators, and curriculum designers in developing engaging and learner-centered listening materials that enhance the students' understanding.

Keywords: listening textbook, listening course, foreign language

INTRODUCTION

Listening activities are commonly remarked as a challenging aspect for English as a Foreign Language (EFL) students in achieving proficiency in English in higher education, especially those who are English majors. It is an essential skill for acquiring a foreign language as it offers input to the students (Nunan in Yen & Waring, 2022). Furthermore, the listening course is fundamental for students pursuing an English major and is often perceived as challenging, particularly in nations where English is a secondary or non-native language. As specified by Zhang (2020), the skill of listening, which involves the acquisition and comprehension of spoken discourse, is acknowledged as significant in the learning of English as a foreign language.

Besides, an infinite number of educational resources are available to students in the current era of globalization. According to Serasi et al. (2021), students can acquire knowledge from various sources, such as the Internet, television, or by enrolling in an English course. Moreover, it is also argued that language classrooms are not conducive to developing listening skills, leading to various obstacles that restrict the students' progress in improving listening skills (Bakhsh & Gilakjani, 2021). Overpopulated classrooms present numerous challenges for lecturers and students in teaching and acquiring listening skills. Hence, as stated by Wuttisrisiriporn and Usaha (2019), textbooks are a highly favored resource for learning. Anyone can acquire knowledge by utilizing a textbook at their convenience and anywhere.

Moreover, the textbook is a primary source

for their learning practice, especially for students. For many lecturers, a textbook is an instructional manual used in the classroom. It can assist students in addition to the lecturer's explanation. Based on Alsulami (2021), textbooks are one of the instructional materials that can be used as the source of teaching and learning activities in the classroom to assist lecturers in delivering instruction and achieving the objectives of the instructional materials. Currently, a wide range of English textbooks are published to meet students' specific requirements during the teaching and learning process. It is in line with Perdani (2023), who argues that the key factor in using textbooks effectively is for lecturers to try to involve students in the content they will be learning. Textbooks are regarded as the most valuable resource for learning English worldwide.

Then, textbook evaluation is the process of assessing the suitability of materials for a specific objective. Evaluation is based on relative merits and the fact that there are no good or bad materials, only varying degrees of suitability for the intended purposes. It has been found that the evaluation of textbooks must be a straightforward and analytical process so that it has solutions (Akbarjono et al., 2021). The textbook evaluation must be direct and analytical to clearly identify strengths, weaknesses, and gaps in content, approach, and methodology. By concentrating on specific criteria such as relevance to learners' needs, alignment with learning objectives, and efficacy of instructional strategies, the evaluation can produce actionable solutions that improve the textbook's overall quality and appropriateness for its target audience.

Textbook evaluation is also a method for determining the textbook's effectiveness and efficiency and the perspectives of various interested parties regarding the textbook. According to Ayu and Inderawati (2018) and Perdani (2023), textbook evaluation involves a simple and analytical process of matching needs with available solutions. It is also argued that the textbook evaluation process includes the selection of a suitable textbook based on its potential to facilitate effective teaching and learning. Then, the specific requirements and benefits of the educational context also need to be considered. Based on Wuttisrisiriporn and Usaha (2019), utilizing an appropriate evaluation checklist can help the lecturers and institution to select the most appropriate textbook for the students.

Additionally, the evaluation of the textbook's approach and methodology is crucial to be done by the lecturers and institutions. The approach includes all perspectives on the nature of language, as well as the nature of language instruction and acquisition (López-Medina, 2021; Perdani, 2023). Methods define what and how students must learn to constitute an approach. In other words, the approach relates to the student's needs and the instruction method. In addition, the methodology describes various strategies for presenting language to students in an organized manner. It is also argued by Brown that methodology

depends on what students need to learn, the most effective way to match their learning style, and how to present and practice the language. Methodology effectively presents the material to fulfill the student's needs and learning styles. It related to the textbook's purpose and its suitability to the students' needs, interests, and learning styles. It also assesses whether the textbook suits the curriculum and the teaching and learning environment.

Textbook evaluation aims to identify the most effective teaching resources for English language students. The predominant medium in the education system is the textbook, designed to facilitate effective teaching and learning. However, selecting an appropriate textbook poses a challenge for lecturers, as it can facilitate enhanced comprehension of the material for students (Akbarjono et al., 2021). Hence, examining textbooks is crucial to comprehensively comprehending the content and its alignment with the course objectives. As stated by López-Medina (2021), researchers have increasingly examined the selection and analysis of textbooks in the EFL field.

The significance of the listening course textbook is acknowledged, and the textbook evaluation needs to be conducted (Nursyahriifa et al., 2019). The analysis and evaluation of the listening textbook provide a great insight into the suitability of the textbook for the listening course. Therefore, the appropriateness of the listening textbook is determined by analyzing the textbook's approach and methodology. The listening course aims to enhance students' listening skills and language proficiency. Moreover, it encourages engagement and confidence and improves the students' comprehension of texts that contain the native speakers' speech. It is in line with Deregözü (2021) who has argued that the listening course is an important part of learning a language because it helps students to improve their overall skills, subject literacy, and creativity.

Furthermore, more attention needs to be given to listening comprehension in research and practical applications compared to other language skills. The existing studies on listening comprehension in foreign language education primarily concentrate on instructing learners in listening strategies and examining their impact on listening comprehension within a traditional classroom setting (Deregözü, 2021). One of the media used is the listening textbook. It is a compilation of three books assembled by the department lecturers. The materials consist of one textbook, one exercise book, and one lecturer's handbook put together and used for one semester.

Therefore, research on listening textbook evaluation is needed. The research answers this question: Are the approach and methodology presented well in the Listening 1 course textbook? The research aims to discover whether the approach and methodology of the Listening 1 textbook are distinctly and efficiently structured and executed to facilitate the desired learning outcomes. Besides, it also indicates whether the textbook's approach and

methodology are suitable for the course objectives and comprehensible for the students. An effectively designed textbook should be logically organized, engaging, comprehensible, and consistent with best practices in language instruction to significantly improve students' listening abilities.

METHODS

The research attempts to determine whether the textbook's approach and methodology are effectively presented. Textbook evaluation is divided into three types: pre-use, evaluation during use, and evaluation after use (Cunningsworth in Wuttisrisiriporn & Usaha, 2019). The research is an evaluation of the textbook while it is used. It lets lecturers see whether the textbook is strong or weak. The textbook evaluation helps to predict, evaluate, and review the overall quality of a textbook used to teach and learn English and improve students' English listening skills.

The research employs quantitative research methods. Based on Leavy (2017) and Creswell and Creswell (2018), a comprehensive understanding of the perceptions of the various roles of respondents in using textbooks can be achieved through the evaluation data. Through the utilization of an evaluation form that comprises the evaluation form, quantitative data obtained through closed statements has yielded a quantifiable statistical picture, including the percentage of agreement regarding the efficacy of the methodology and approach.

In addition, the research focuses on an evaluative research design that entails methodical data gathering and examining the quality of the multimedia textbook materials, with particular emphasis on the methodology and approach. Furthermore, the quantitative method is employed to analyze the data obtained from the evaluation form (Edmonds & Kennedy, 2017; Scharrer & Ramasubramanian, 2021). The evaluation result helps to understand how the respondents evaluate the textbook.

The research respondents are selected through a purposive sampling technique, ensuring they are easily accessible when additional information is required (Creswell & Creswell, 2018). Purposive sampling enables the selection of the most pertinent and informative samples to meet the research objectives for textbook evaluation. Furthermore, purposive sampling permits research to concentrate on subjects that provide the most valuable data, thereby conserving time and resources. Selected respondents are readily accessible and express an interest in participating. The respondents are one listening course lecturer, two linguists, three students who have previously used the textbook, and three students who have never used the textbook. Based on Perdani (2023), the linguists are language experts who have studied and taught English to students who are learning it as a foreign language. In addition, the research is done at a university in Indonesia that uses listening textbooks.

Table 1 Converting Respondents' Responses

Categories	Grade
Totally agree	4
Agree	3
Less agree	2
Not agree	1

Source: Roni et al. (2020)

The evaluation form is used as the data collection instrument (Öz, 2019). Eighteen statements use the Likert scale to determine the respondents' opinions: totally agree, agree, less agree, and not agree (see Table 1). After collecting the data, the researchers score them using the grade in Table 1. According to López-Medina (2021), checklists should have a sufficient number of items that are not too difficult for users to complete.

$$\bar{x} = \frac{\sum x}{n} \quad (1)$$

Furthermore, the mean grade is calculated using the equation. Based on the equation, \bar{x} is the the mean score (average grade), $\sum x$ is the total of respondents' grades, and n is the number of respondents. Then, the results are converted into four descriptions (see Table 2), which have for description: very good, good, poor, and very poor.

Table 2 The Conversion of Score into the Description

SCORE	DESCRIPTION
3.51–4.00	Very good
2.51–3.50	Good
1.51–2.50	Poor
1.00–1.50	Very poor

The research is conducted in three stages: pre-evaluation, in-evaluation, and post-evaluation (see Figure 1). First, during the pre-evaluation stage, the evaluation form is developed in accordance with the course book evaluation criteria established by Cunningsworth as referenced in Wuttisrisiriporn and Usaha (2019). During the development of the evaluation form, the textbook is simultaneously put together as the textbook is compiled from various sources. The evaluation stage has been conducted as the second stage. The evaluation forms are distributed to the respondents. Upon completion of the form, the files are gathered. The final stage is post-evaluation. The evaluation forms are analyzed, and the outcomes are examined in the final stage. Following that, the results are described.

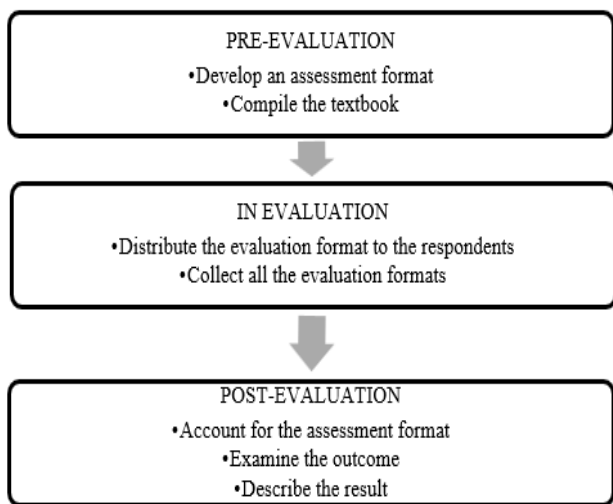


Figure 1 Research Procedure

RESULTS AND DISCUSSIONS

The research identifies three primary findings derived from the evaluation form data. According to López-Medina (2021), the statements in the evaluation form are implemented as instruments to evaluate the extent to which textbooks have contributed to the course's learning objectives or to ascertain their appropriateness for specific contexts. The outcomes

comprise goals and objectives, impact, and materials. The evaluation form data are counted and analyzed, as shown in Table 3. The statements in Table 3 can be seen in Appendix.

The first finding is about the aim and objective of the textbook as part of the approach and methodology. The aim of the listening textbook is clearly stated in the textbook. The evaluation scores that each respondent provides serve as proof. The result is rated as good, with a 3.22 score (see I1 in Table 3). In conformity with Wuttisrisiriporn and Usaha (2019), textbooks are crucial resources in language teaching and learning as they aid lecturers and students in reaching specific class objectives.

Then, it is found that the objectives of the listening textbook are the same as those of the listening course. The score of 3.33 (see I2 in Table 3) is good and satisfactory. According to Passakornkarn and Vibulphol (2020), the final step in the material development process involves assessing materials based on predetermined objectives. Ensuring compatibility between the teaching objective of the textbook and the course objective is of great importance.

In addition, the listening textbook is written to meet the students' requirements. It is proven by the assessment score that every respondent gives. The score is 3.44 or in the good category (see I3 in Table 3). According to Wuttisrisiriporn and Usaha (2019),

Table 3 Results of Evaluation Score

I	R	1	2	3	4	5	6	7	8	9	S	D
1	3	2	4	3	3	3	3	4	4	3.22	G	
2	3	3	4	3	3	3	4	4	3	3.33	G	
3	3	4	3	3	4	3	4	4	3	3.44	G	
4	2	3	3	3	4	3	4	4	4	3.33	G	
5	3	3	3	3	4	3	4	4	3	3.33	G	
6	3	3	3	3	3	3	3	4	4	3.22	G	
7	3	3	3	3	4	3	4	4	4	3.44	G	
8	2	3	3	3	4	3	3	4	4	3.22	G	
9	3	2	4	3	3	3	3	3	4	3.11	G	
10	4	3	3	3	4	3	4	4	4	3.56	VG	
11	3	3	4	3	3	3	3	4	4	3.33	G	
12	2	3	4	3	4	3	4	4	4	3.44	G	
13	2	2	4	2	3	3	3	4	3	2.89	G	
14	2	2	3	2	3	3	3	4	4	2.89	G	
15	2	3	2	3	4	3	3	4	4	3.11	G	
16	2	3	3	3	4	3	3	4	4	3.22	G	
17	3	2	3	2	3	3	3	4	4	3.00	G	
18	3	4	3	4	4	3	4	4	3	3.56	VG	
AG		2.67	2.83	3.27	2.89	3.56	3.00	3.44	3.94	3.72	3.23	G

Note: R: respondent, I: item of the statements in evaluation form, S: score, AG: average score, D: description VG: very good, and G: good.

the EFL textbook evaluation checklist effectively assesses the quality and appropriateness of evaluated textbooks. The checklist aids lecturers in identifying or developing supplementary materials to help students to accomplish their learning goals.

Moreover, the objective of the listening textbook is to meet students' expectations. The evaluation score given by all respondents proves this. A score of 3.33 is classified as satisfactory (See I4 in Table 3). It is in line with Santos (2020) that foreign language teaching and learning serve various objectives, and each approach has its distinct aims, strategies for instruction and learning, methods for managing the classroom, and contributions from the textbook.

Furthermore, the objective of the listening textbook is to facilitate students' learning. The score of 3.33 is deemed acceptable (see I5 in Table 3). According to Pei and Suwanthep (2020), incorporating videos and authentic listening materials can enhance students' engagement and enjoyment. Following Sultan et al. (2020), textbooks are a tool for incorporating multicultural values into the learning process. Textbooks possess extensive influence and are frequently reviewed by students on multiple occasions.

The second finding is related to the impact of textbooks on students. It is found that the textbook encourages students' participation in the learning process. As indicated by the evaluation result, the score is 3.33 (see I11 in Table 3), classified as good and satisfactory. According to Harmer in Ayu and Inderawati (2018), engaging students with textbook content is the most important part of textbook use.

The textbook provides an engaging educational experience through various learning activities. The evaluation result shows a score of 3.44 (see I12 in Table 3), which corresponds to the good quality category. According to Nursyahriana et al. (2019), textbooks play a crucial role in language teaching and learning by providing students with materials that stimulate their cognitive and psychomotor abilities.

Additionally, the textbook facilitates the identification of students' learning styles. The evaluation score provided by all respondents serves as proof. The score obtained is 2.89 and is classified as good (see I13 Table 3). According to Gavenila et al. (2021), listening material has to facilitate students with more pleasurable development of listening skills.

After that, the textbook assists in the identification of learning strategies among students. A score of 2.89 is classified as good (see I14 in Table 3). According to Cunningsworth in Ayu and Inderawati (2018), textbooks are a valuable tool for self-directed learning, providing useful presentation material, ideas, and activities and as students' reference sources. Additionally, textbooks can serve as a syllabus, reflecting predetermined learning objectives and supporting less experienced lecturers who are still building their confidence.

Besides, it is found that the textbook is compatible with various English learning strategies. The evaluation scores provided by all respondents

demonstrate this. The score of 3.11 is deemed acceptable (see I15 in Table 3). A series of cognitive and metacognitive listening strategies that have been meticulously selected can and should be taught to assist students in developing their listening skills, particularly when they are listening to academic texts or other content-heavy text types (Gavenila et al., 2021).

The textbook encourages students to investigate their knowledge, experiences, and abilities. It is demonstrated by the evaluation scores provided by all respondents, which result in a good score of 3.22 (see I16 in Table 3). As found by Aruan et al. (2020), the recent progress in innovative teaching and learning methods has been rapid. Lecturers start to uncover the initial sides of the teaching and learning process. The benefits of using textbooks for teaching and learning are indisputable.

Likewise, the textbook enables independent study for the students. The evaluation scores serve as proof. The result is rated very good with a 3.56 score (see I18 in Table 3). According to Gavenila et al. (2021), students can foster self-directed and independent learning by utilizing easily accessible materials in the textbook.

The last finding is related to the material in the listening textbook. The appropriateness of the material in the listening textbook corresponds to the students' ability levels. The evaluation score provided by all respondents serves as proof. The score of 3.22 is classified as good (see I6 in Table 3). Previous research has asserted that textbooks play a significant role in language acquisition's teaching and learning process (Salsabila & Susanto, 2022). Textbooks are regarded as a valuable resource due to their inclusion of a curated collection of materials and activities. Textbooks also have a crucial role in teaching and learning by enabling lecturers to effectively teach information within a specific scope and in great detail. According to Perdani (2023), providing an appropriate textbook is one of the most important aspects of teaching and learning. The materials contained in the textbook need to be appropriate for the students' abilities and needs. It is also claimed that textbook evaluation can assist lecturers, curriculum designers, and material developers in recognizing and examining textbooks' fundamental characteristics, such as their approach and methodology (López-Medina, 2021).

The textbook also assists students in listening to English effectively. The evaluation score provided by all respondents demonstrates this result. A score of 3.44 is considered good (see I7 in Table 3). According to Fakhruddin et al. (2020), developing teaching materials, particularly information technology-based, has become prominent in English education and instruction in Indonesia. Moreover, the students are able to effectively follow the instructions in the textbook, as evidenced by the data findings, which yield a score of 3.00 (see to I17 Table 3).

The textbook material provided in the listening course positively boosts the student's motivation

because the textbook contains multimedia material. A score of 3.22 is considered acceptable (see I8 in Table 3). According to Şahin and Alıcı as cited in Fakhruddin et al. (2020), multimedia material is an effective icebreaker, positively influencing students' motivation and engagement in learning English. The findings suggest that students exhibit a serious yet enjoyable approach to learning listening when using lecturers' instructional materials. The textbook's listening approaches are designed to assist students in improving their ability to process information rapidly, similar to what they will encounter in real-life listening situations. The students experience a learning process that involves repeated and supported practice to develop their ability to respond automatically. It is achieved using comprehensible and enjoyable listening materials to facilitate comprehension and interpretation (Rozak et al., 2021).

Furthermore, the material in the textbook improved students' self-confidence and English communication skills. The evaluation result indicates that the score is 3.11 (see I9 in Table 3). It is classified as good. Textbooks are a crucial component of English teaching programs, as they serve as a central framework for lecturers and students. Their primary function is to enhance students' linguistic and communicative abilities. Consistent with Zhang (2020), they represent the aims, values, and methods of the specific teaching and learning context.

The textbooks also enhance students' auditory abilities, enabling them to utilize them effectively. The evaluation result indicates a score of 3.56 (see I10 in Table 3) under the very good category. In agreement with Zhang (2020), a listening textbook's primary goals are to enhance students' listening abilities and techniques, expand their comprehension and awareness of society and life, cultivate their global perspective, and enhance their humanistic literacy.

In addition, based on Weir and Roberts in Alsulami (2021), evaluating teaching materials should be done for two main reasons. The first one is to provide evidence that resolves theoretical disagreements about the best course of action for lecturer education or language instruction. The second one is that the textbook evaluation can serve as a tool to signal the suitability of specific approaches or techniques. The evaluation scores demonstrate this result with the overall average score of 3.23 which is categorized as good (see AG in Table 3).

Based on the findings, the three roles of respondents have provided different viewpoints. First, the students observe the textbook's effectiveness in facilitating their comprehension of listening material, including the difficulty level, the relevance of the topic to their requirements, and the textbook's ability to enhance their listening skills in real-world scenarios. Second, the lecturers evaluate textbooks according to the efficacy of the methodology and approach employed. They calculate the textbook to accommodate their instructional strategies, the material's comprehensiveness, and its adaptability

to the specific requirements of the class. They also see its compatibility with the relevant curriculum and educational standards. Third, the linguists assess the textbook with a more theoretical and critical perspective. They review the textbook's veracity, linguistic approach, and alignment with the most recent language learning theories. Their viewpoints frequently emphasize the scientific validity of the methodology and approach employed in the book.

In short, the approach and methodology of the listening textbook provided by the institution are presented well. The aims and objectives, impact, and material of the textbook are presented well in the textbook. Moreover, the variations in the roles of respondents present a substantial overview. Respondents offer data based on distinct perspectives, illustrating their experiences, needs, and expectations related to listening to textbooks. The variations enhance the research outcomes and uncover aspects that may be overlooked when relying solely on a single participant role.

CONCLUSIONS

The research discovers three main conclusions from the data: the textbook's aims and objectives, impact, and materials. The research is conducted with the intention of assisting other researchers who are interested in determining the quality of an English listening textbook. Additionally, it can assist lecturers and educational institutions in selecting appropriate textbooks, which will allow both students and lecturers to achieve the objectives of the curriculum. Moreover, the research is restricted to data collection and only utilizes an evaluation format throughout the process. Future research can employ additional data collection methods, such as interviews and observations, to evaluate the alignment of the textbook with classroom approaches and methodologies. In addition to the approach and methodology, further emphasis can be placed on additional aspects.

The research contributes to the evaluation of textbooks, the study of teaching and learning materials, the learning of foreign languages, adult learning, and the learning behaviors of older adults. The readers will understand how the contents of textbooks can significantly influence the behaviors and motivation of students. Moreover, the findings can be used by lecturers and institutions to decide on appropriate textbooks for listening courses. Future research can be done by adding more data collection techniques such as tests and observation. A larger number of respondents will also add more and varied data.

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APPENDIX

Evaluation Form

No.	Statements
1	The aim of the Listening 1 textbook is clearly stated.
2	The objectives of the Listening 1 textbook are the same as those of the Listening 1 course.
3	The aim of the Listening 1 textbook is to meet the students' needs.
4	The aim of the Listening 1 textbook is to fulfill the students' wishes.
5	The aim of the Listening 1 textbook is to meet students' learning goals.
6	The material in the Listening 1 textbook is appropriate to the students' ability level.
7	The Listening 1 textbook is effective in helping students to listen to English.
8	The material in the Listening 1 textbook provides input and has a positive impact on increasing students' motivation.
9	The material in the Listening 1 textbook can increase students' self-confidence and ability to engage in English communication.
10	The Listening 1 textbook helps to develop students' listening skills so that students are able to use them properly.
11	The Listening 1 textbook is able to encourage students to be involved in the learning process.
12	The Listening 1 textbook presents an interesting learning experience from learning activities.
13	The Listening 1 textbook helps students to find their learning style.
14	The Listening 1 textbook helps students to find their learning strategies.
15	The Listening 1 textbook can be used with different English learning strategies.
16	The Listening 1 textbook helps students to explore their knowledge, experiences, and abilities.
17	There are clear directions in the Listening 1 textbook on how to use the textbook most effectively.
18	The Listening 1 textbook allows students to study independently.