Evaluating Academic Writing Coursebook for Indonesian EFL Undergraduate Students: A Need Analysis Approach

Rina Husnaini Febriyanti[1,2(✉)], Herlina Usman[1], and Ninuk Lustyantie[1]

[1] Universitas Negeri Jakarta, Jakarta, Indonesia
RinaHusnainiFebriyanti_9906919004@mhs.unj.ac.id
[2] Universitas Indraprasta PGRI, South Jakarta, Indonesia

Abstract. Evaluating teaching materials, particularly a coursebook, requires much attention as integrally in need analysis to enhance learning and teaching quality. Concerning Academic Writing (AW) in a higher education context, this matter needs consideration conscientiously since its artifact demands the outcome of student writing skills. The rapid technology growth, the uncertainty of the pandemic Covid 19 end, and the instability of offline and online class settings lead to reconstructing an AW coursebook. The current research aimed to evaluate the internal academic writing book from faculty and student perspectives. This paper was conducted in a qualitative descriptive case study at a private university in Jakarta, Indonesia. The data collection methods included the questionnaires and interviews that were administered to reveal further or continuing research in developing the AW teaching material to adequate faculty and student needs from manual to platforming into a Learning Management System. The participants included five faculty members and 103 undergraduate students. The data analysis focused on objective, content, organization and design, and methodology. The evaluation investigation of the internally published coursebook yielded that the objective is mediocre, the content needs rectification, the organization and design require updating, and the methodology necessitates more reconsideration. Therefore, the revealed study implies that the academic writing coursebook requires improvement, adaptation, or supplementation with other relevant instructional materials to the current situation and faculty and student needs .

Keywords: need analysis · case study · academic writing coursebook · evaluating · EFL undergraduate student

1 Introduction

Need analysis (NA) is a pivotal approach to achieving a goal in the language curriculum. NA is an integral part of providing teaching and learning elements such as the basis for a lesson plan, a syllabus design, an instructional design, an assessment development, and a material evaluation [1]. Subsequently, NA is a critical section to identify, examine, and ensure the faculties' and students' needs genuinely in the implementation of teaching

and learning action [2]. Thereafter, the main point of establishing NA is as the guideline for a course designer to adequate how and what in a specific course or domain that should include [3]. Thus, one of the keys to a successful education program is determined by the valid, reliable, and careful-planned result of NA.

Evaluating a coursebook is a crucial component as a part to delve the progress of a particular subject. In Academic Writing (AW) subject, the existence of a coursebook is a crucial pedagogical tool to mediate the students in guiding and accomplishing their artifact [4]. Providing AW coursebook evaluation is challenging due to the daunting writing skill. Harmer [5] declared that this skill is distinct from others despite the length of the process and is not conducted instantly. Surkamp and Viebrock [6, p. 123] emphasized that writing is not only in developing linguistic aspects (e.g. accuracy, complexity, fluency, cohesion, and coherence) but also in comprehending metalinguistic knowledge (e.g. planning, monitoring, and evaluating). Furthermore, Hyland [7] advocated some potential reasons AW coursebook intentionally needs evaluating because of its roles namely as language scaffolding, models, reference, and stimulus. Accordingly, McDonough et al. [8] counseled concerning writing materials involve holistically demands such as the basic skills, aims, audiences, and writing organization development that suit the real-world context for learning and educational purposes. Grounded on those elucidations, evaluating the AW coursebook is essential to adequate what precisely faculties and students need to attain the learning target that is relevant and fits their context.

Recently, ample studies have been examined around Asia in the arena of evaluating ELT coursebooks in the diverse landscapes such as investigating the strengths and weakness of ELT textbooks for junior high school in Indonesia [9]; critically evaluating EFT textbooks in Bangladesh's higher secondary level [10]; exploring the Vietnamese English textbooks from an English as an international language (EIL) perspective [11]; analyzing cultural contents in textbooks used in English language teaching in Malaysia [12]; appraising ELT textbook in Iran from teacher's perspectives [13]; assessing ELT coursebooks used at the Turkish public elementary schools [14]; delving localized ELT Textbook by checklist in Thailand [15]; and inquiring the suitableness points in ELT textbook specifically in listening skill for Chinese university students [16]. However, fewer studies evaluating specifically AW coursebooks are namely Akil et al. [17] evaluated new AW teaching materials in the student's perception in the Indonesia context which pointed to the cultural content that needed to be considered; Ghufron [18] assessed AW textbook entitled "Writing Academic English" written by Oshima and Hogue in the teachers and students' lens with dual perspectives that are general attributes and contents; Jou [19] probed the graduate students' perceptions in graduate AW coursebook that was written by Swales and Feak, and responded by the authors; and Li and Cui [4] investigated the teacher and student voices to the AW coursebook that used by the Chinese college student. What's more, the research on utilizing a need analysis approach that focuses on evaluating AW coursebooks in higher education is sparse. To fill this void, the current study attempts to evaluate the internal academic writing book from undergraduate faculty and student perspectives.

Concerning Academic Writing (AW) in a higher education context, this matter needs consideration conscientiously since its artifact demands the outcome of student writing skills. The rapid technology growth, the uncertainty of the pandemic Covid 19 end,

and the instability of offline and online class settings lead to reconstructing an AW coursebook. As Richards [20] advised that currently, the AW could be learned beyond the classroom site otherwise it can be conducted outside the classroom by being provided with the internet, technology, or other media which relevant to the student's needed. Thus, this study undertakes to investigate and evaluate the used AW coursebook partly in developing and designing its material instruction that will be displayed in the Learning Management System (LMS).

1.1 Theoretical Background

1.1.1 Need Analysis Approach

Historically, the need analysis approach in the language field is linked to the constructing, designing, or developing curriculum and instructional part proposed in numerous concepts such as a systemic approach [21]; a learning-centered approach [22]; a learner-centered approach [23]; a communicative approach [24]; a process-system approach [25]; and a task-based approach [26] among some others. In the systemic approach, Richterich and Chancerel [21] suggested that a need analysis is carried out to investigate what the learner needs in the target language and to find out the gaps that need to be filled to be adapted to the required needs according to the relevant needs. Hutchinson and Waters [22] indicated the needs in bicategories namely target and learning needs. In the target needs, an investigation of what the learner needs to undertake achieves the target language. Meanwhile, in the learning needs, exploring what the learner needs to implement aims to learn. The elaboration involves content, obstacles, and expectation. These terms are labeled as necessities, lacks, and wants. Nunan [23] emphasizes needs and goals of the learner are crucial in designing instructional materials that the orientation might be based on the product/process continuum. Drawing on the explicit depiction in analyzing a need previously by advocated approaches, the prior points are to understand the aim and function of conducted need analysis. Subsequently, considering why and to who, it is arranged. Hence, probing the fundamental stage such as evaluating the existed item that needs to be investigated is a pivotal pace.

Ample empirical studies have examined focusing needs analysis specifically in academic writing pedagogical development through a diverse lens. Hanif [27] reported that to establish worth in academic writing courses to achieve the target, the learners needed some enhancement in the part of acquiring writing paces as well, particular writing goals, familiarity with writing genres, and enriching in the dictions and vocabularies use properly. Ghufron, Saleh, Warsono, and Sofwan [28] revealed that cooperation among students and teachers in the AW instruction was crucial such as in sharpening comprehension of scientific writing and relevant textbook since the AW skill is completely needed to accomplish the final task in undergraduate level. Identifying target needs, necessities, and difficulties in the learners' perspectives were underlined as the main points in conducting NA [29–31]. The faculties' roles and voices in illustrating during the AW instruction strengthened to gain the obtained data of NA [31, 32].

1.2 Academic Writing

The demand for academic writing skills requires conceiving on the rhetorical, linguistic constraints, and genre varieties [7, 33]. Writing is a processing activity since it involves several stages such as planning, drafting editing, and final draft [5]. The activities encompass plentiful aspects such as content, medium, purpose, audience, structure, reflection, revision, and recursion [8]. Other considerations in developing academic writing skills comprise ideological thought, honest attitude, collaborative work, critical thinking, and autonomous learning [34]. Additionally, the faculty's attitudes, practices, and background cornerstone leverage to attain the learning target [35]. The motley complexities in studying academic writing instruction trigger the challenges, particularly for EFL student writers.

The defiance in AW specifically in the EFL context empirically has been found in the literature. Xiao and Chen [36] reported that three main difficulties in AW such as from content, mechanic, and grammatical features. Rahmatunisa [37] revealed the issues in acquiring AW namely linguistics, cognitive, and psychological aspects. Ariyanti and Fitriana [38] discovered cohesion and coherence as the concern. Noori [39] found that organization was the major matter. Mubarak [40] observed that the barriers to achieving AW were the focus, style, and convention. Given the depiction of previous studies that indicated that AW is a complex skill to learn and attain. Acknowledging these points, all the components in AW instruction need to be noticed earnestly such as from the faculty, learner, practices, media, pedagogical, material, and so forth.

1.3 Evaluating Academic Writing Coursebook

The presence of a coursebook is central to the teaching and learning process that supports or facilitates accomplishing the teaching goal [22]. Due to the multiple roles of a coursebook as an instructional material (e.g., teaching and learning resource, activity guidelines, core materials, linguistic contents, generating ideas for teaching and learning strategies or methodologies, self-directed learning or self-access reference for the student, and mediating a resource for a beginning faculty), it entails prior attention [41]. However, McGrath [42] asserted that while students acknowledge the worth of coursebook materials and activities, students and teachers can have diverse perspectives on which materials and activities are more useful to them and how they are beneficial. Additionally, Richards [43] emphasized that the principle of the coursebook mediates the learner as a scaffolder in acquiring the learned skill contextually. Therefore, to adequate what the learner needs in obtaining the AW skill, the coursebook evaluation is necessarily important to be conducted.

Along with a coursebook evaluation is a vital quality control check regarded to utility and quality, it becomes pivotal to establish it [44]. Brown [45] pointed out that a coursebook should be at the treatment of the teachers and students and every effort should be produced to find a spacious variety of contextually relevant criteria for its evaluation. Subsequently, a selected coursebook can determine its success or failure, so it is necessary to be appraised concerning its integration, contribution, and short or longer-term [46]. Cunningsworth [41] and Richard [47] a coursebook should represent

the purpose, approach, and value. McDonough [8] informed that evaluating a coursebook involves the audience, level of proficiency, contexts, methods, and ideology. The other elements they address that request researchers' concern throughout the outboard evaluation incorporate the aim of the materials if they are core or supplementary, the role and availability of a teachers' guide, the existence of a glossary, visuals use, cultural sensitivity of the materials, the presence of digital materials, and the integration of assessment tools. Meanwhile, Tomlinson and Masuhara [48] underlined that the success of learning can be indicated from the coursebook used as the learning laid. Accordingly, a qualified evaluation and revision is a crucial part. Therefore, evaluating a coursebook may sustain faculties and students to reflect on its book usage to accommodate students' AW expansion, and recognize how the coursebook can be used more effectively. For these rationales, the study will attempt to answer the following research question: *How do the faculties and the students evaluate the existed Academic Writing coursebook in their perception?*

2 Method

The current study employed a qualitative description that delved into a problem and expanded a particular grasping of a central phenomenon [49]. Yin [50] defined a case study methodology as selected when the research question is concentrated on reflecting an event or phenomenon and organizing the behavior of the event is not possible and is focused on a contemporary event. Depicting and recognizing the bounds of the case, or unit of analysis, is crucial in case study research, and this study is delineated as the perception of the Indonesian five faculty members, and 103 undergraduate students.

The existed AW coursebook was established by several internal AW faculties and led by the AW coordinator in the current research site. The coursebook was crafted without conducting a need analysis previously since the faculties have recognized well-known the student's characteristic in their arguments. Due to the inexistence of the AW coursebook, they established and accomplished it in a short time. Thus, the AW coursebook is in the first publication and published by the internal institution and labeled on the AW coursebook cover that it is for internal only.

The questionnaires were administered to five faculty members and among 103 undergraduate students who were mostly between the ages of 16 and 25 and adhered to an Academic Writing course in English Education major at a private university, in Jakarta, Indonesia. Being the participants, they volunteered to fill out the questionnaire form that was shared via *Google form* by using convenience and purposive sampling procedures.

The data were gathered in the period at the end of the academic year 2020- 2021. The students were given adequate time to answer the items. For their convenience, the questionnaires were answered anonymously. The researcher was present on the online platform via *Google Meet* for the direct instructions (synchronous) and *Whatsapp Group* (synchronous and asynchronous) for detailed instructions. The data derived from the evaluation as a part of the need analysis questionnaire were analyzed descriptively. The final results were then used as the basis for the qualitative evaluation of the coursebook by the researcher. The questionnaire items were underpinned by Grant [51], Cunningsworth [41], and Akil et al. [17] focused on gaining an evaluation of the AW coursebook's

objective, contents, organization, design, and methodology. The collected data were added by interviews that were conducted with two faculties inconvenience sharing their thought to expand the result from the shared questionnaire.

3   Results and Discussion

The major items were split into four dimensions of evaluation that included objective, contents, organization and design, and methodology. The number of all items consisted of 24 points that deployed an overview regarded to the existed AW coursebook. The following are the result of the questionnaire:

Table 1 displays the four dimensions (objective, content, organization and design, and methodology) from the faculty members' and students' perspectives regard to the existed AW coursebook. The result reveals three selection responses they are Yes (Y), Partly (P), and No (N).

Firstly, in the point of the objective to the existed coursebook viewed by the faculty members and the students as the mediocre, particularly in the part of the accordance to the writing proficiency, 40% stated by the faculties, and 47% defined by the students, and the relevance to the student need, 40% declared by the faculties and 28% stated by the students. The perception is indicated that the objective of the AW coursebook only has been fulfilled the dominantly only in the part that the faculties and the students' needs. However, the objective has already been relevant to the syllabus which is seen in 82% of the participants' agreeing. Meanwhile from the result of the following interview excerpt:

"The objective of the AW coursebook is no longer relevant to the current situation since the learning is implemented online because of Covid-19. Besides, the AW orientation has changed to the product orientation that is the student is expected to produce a research paper." (HS, 30/07/21, 16:06).

"The AW coursebook seems less in strengthening the focus on guiding the students' steps to create the students' artifacts." (AR, 30/07/21: 16:06).

In the excerpt from the objective's dimension, it can be illustrated that the AW coursebook has not met yet what the faculties and students need in the pedagogical process. As Cunningsworth [41] and Richard [47] underlined that the main core in evaluating a coursebook begins from the aim/purpose, and when not meeting the need, it should be improved. The current study is in line with [18] that the AW coursebook is lack relevancy due to dissimilar context and orientation. The shifting of the learning model and the process should be in line with the used material so that it can be potential in facilitating and accommodating the faculties and the students in achieving the learning goals. Therefore, the existed AW coursebook is suggested to be reconceptualized.

Secondly, the section of content resulted in various reactions from the faculties and the students. From Table 1 the average in the content area represents the most aloft number that is 69% in the part of the topics of essay/article models only partly met the reflection of culture and social condition of the society where the student lives. Next, 68% of the participants responded that the components of the AW content seemed to only

partly. In addition, on the side of the artifact models were displayed in a partly interesting way that is shown in point 60%. Meanwhile, tasks and activities were presumed less interesting since only 55% of the participants answered in partly option. In the same line, 48% of the participants argued that the AW coursebook little provides technology integration, and 49% the absence of space in allocating extensive writing for the students.

Table 1. Percentage of Faculty Members and Student Perception in Evaluating The Existed AW Coursebook

Evaluation Dimension	Items	Faculty Members (%)			Students (%)			Average (%)		
		Y	P	N	Y	P	N	Y	P	N
Objective	The coursebook objective is relevant to the student's needs	60	40	0	68	28	4	64	34	2
	The coursebook objective is relevant to the syllabus	100	0	0	64	33	3	82	17	2
	The coursebook suits the writing proficiency level of the students	40	40	20	44	47	9	42	44	15
Content	The coursebook is complete and provides all components of Academic Writing	20	80	0	40	55	5	30	68	3
	The coursebook presents various essay/article types.	80	20	0	34	52	14	57	36	7
	Topics of model essays/articles discuss various subjects.	60	40	0	52	36	12	56	38	6
	Topics of essay/article models are interesting.	40	60	0	27	59	14	34	60	7
	The choice of topics is relevant to the student's needs and interests.	60	40	0	37	57	6	49	49	3
	Topics of essay/article models are the reflection of the culture and social condition of the society where the student lives.	20	80	0	24	57	20	22	69	10
	Explanations are easy to be understood.	60	40	0	41	54	5	51	47	3

Table 1. (*continued*)

Evaluation Dimension	Items	Faculty Members (%)			Students (%)			Average (%)		
		Y	P	N	Y	P	N	Y	P	N
	The tasks and activities are interesting.	40	60	0	39	49	12	40	55	6
	Tasks and activities help the student express their knowledge, experiences, and interests in writing by using various essay/article types.	80	20	0	53	37	10	67	29	5
	Presenting technology supports helps the student in mediating the writing process (in exercises/tasks).	20	60	20	21	35	44	21	48	32
	Provide supplementary materials which provide the student with extensive writing.	0	60	40	33	38	28	17	49	34
	Provide opportunities for outcome feedback	20	20	60	27	25	48	24	23	54
	The contents of the coursebook are based on teaching and learning writing principles/approach	60	40	0	39	47	14	50	44	7
Organization and Design	The coursebook is well-arranged from unit to the subunit.	60	40	0	69	29	2	65	35	1
	The coursebook is organized from the easy materials to the difficult ones.	40	40	20	60	32	8	50	36	14
	Pictures and illustrations are attractive.	20	0	80	21	53	26	21	27	53
	The whole content of the coursebook is interesting.	0	100	0	32	65	3	16	83	2

Table 1. (*continued*)

Evaluation Dimension	Items	Faculty Members (%)			Students (%)			Average (%)		
		Y	P	N	Y	P	N	Y	P	N
Methodology	The coursebook helps the student to write step by step from planning, drafting, revising, to editing.	60	40	0	51	46	3	56	43	2
	The writing process helps the student to express the ideas accurately and fluently.	40	40	20	32	50	18	36	45	19
	Writing the student's topics help his/her to express ideas fluently.	20	0	80	39	47	14	30	24	47
	The coursebook helps the student to become an independent learner.	0	100	0	33	43	24	17	72	12

Notices:
Y: yes
P: partly
N: no

Another concern is the content of the topics chosen was believed less relevant to the student's needs and interests due to the result partly selected 49%. Subsequently, the section on the material deployment in the AW coursebook was doubted since 47% responded in partly option. At the crucial point that the AW coursebook was stated 54% that was a lack of feedback place. While the rest content issues were not a concern since the numbers were on the average below 23–38%. To add more information, the excerpt voices related to the content are as follows:

> *"The content displayed lack of stimulating high order thinking skill, motivating on self-study, incorporating to technology, and facilitating feedback." (HS, 30/07/21, 20:30).*
>
> *"The depth of the AW coursebook content has less guided to the artifact production steps and linked materials among each chapter." (AR, 30/07/21: 19:53).*

The content of the AW coursebook is the essential part that it can be a scaffolder for both faculties and the student [43]. Thus, when its role is lacking in complying with the needs, it indicates that something missing and needs to be appended. In addition, the principle of the content may be beneficial, particularly for the students such as in enhancing their understanding and practicing their skills, and for the faculties can be as the reference that may inspire them in the part of procedures, approaches, methods, or

alternative sources [42]. On the other side, if the contents less of those benefits, it means that it needs to be fixed with certainly a deep need analysis. The displayed excerpt that discusses the content, implies that the existed AW coursebook requires improvement since the content is a substantial part of the key to its success and failure. The result of the current study is in line with [2] that the content part only satisfies a small part of the teacher and student's needs. To sum up, the present depiction of content parts can be concluded that needs rectifying.

During the organization and design, four points were delivered to the participants. The salient result reveals in the item of the whole content of the coursebook was less interesting since the percentage was 83% stated only partly. While the organization of the easiness to the complex one was stated 50%, it has already assumed being displayed. In the same line, the section unit arrangement was viewed as quite well organized which was illustrated in 65% stating Yes (Y). On the other side, the part of pictures and illustrations were presumed less attractive due to 53% stating in No (N) answer. To append the yielded data, the following are some interview data regarding the organization and design:

"The layout is quite well-organized particularly in the display of the unit to subunit and from the simple materials to the complex one. Nonetheless, the section on illustration is less interesting because of deficiently irrelevant." (HS, 30/07/21, 16:06).

"The organization and design are crucial to assist the student to clarify from each material explanation, so it is supposed to provide attractive and friendly aspects." (AR, 30/07/21: 19:53).

The essence of organization and design are exhibited for the audiences to make the text more meaningful and colorful, also far from monotonous display [41]. Additionally, the notable in this segment provides simpleness, accessibility, and interest to be learned [52]. This study yielded differently to [17] that the image and visual are indirect supplement information that can assist clarity of the coursebook material deployment. Hence, in the current section, it can be concluded that the existed AW coursebook needs reupdating and rectifying.

On the final dimension, methodology, four items were conveyed. Initially, 45% of the participants declared that the AW coursebook only partly assisted the student to express their ideas accurately and fluently. Next, the participants mentioned that the AW coursebook help them partly as their score is 43%. Accordingly, the AW coursebook less helped the student to become independent learners due to fact that only 72% of the participants responded partly (P). At last, about, the AW coursebook that generated and developed the ideas were presumed 47% stated in lack of assistance. At the same time, the interview data-informed as follows:

"The existed AW coursebook, slightly assisted the students in generating the idea of writing and less encouraged them to become independent learner since the approaches used was inconsistent." (HS, 30/07/21, 16:06).

The methodology that is exposed in the AW coursebook should represent the elaboration of approaches and the material stimulation to enhance the students' comprehension

of the nature of writing [8]. Consistency is pivotal in applying the methodology in the AW coursebook [41]. On the contrary, if the AW coursebook is lack deciphering the function and less in delivering the benefits then it can be concluded that it needs improvement and revision. Additionally, [4] the methodology part in the AW coursebook may generate and build students' autonomy, particularly in producing writing skills. As the current study is in line with [2] that depicted the infused methodology in the AW coursebook supposed to lead the students to have internalization in capturing the materials as well. Hence, in this elucidation, it can be pointed out that the existence of the AW coursebook requires reconsideration and revision.

The existed AW coursebook originally was established to aid both the teachers and students in enhancing academic writing skills. All the dimensions inside were designed to guide the students and imbue the faculties with the AW instruction. However, grounded by the evaluation approach that was responded by the faculties and students implied the diverse reaction. The voices from the faculties and students toward the existed AW coursebook are crucial specifically when they have utilized it in the pedagogical process [22]. As Nunan [23] underscored that the supremacy of a coursebook should essentially employ all that the students needed involving the four dimensions (objective, content, organization and design, and methodology).

Given the objective part of the current study, viewed by the faculties indicated the relevancy and accordance require refinement. Grounded by the objective is less focused since the proportion of the AW coursebook is divided into two centers those are crafting essays and a research paper.

Subsequently, in the content section, the data yields less in assisting since the linearity of the objective and the content is deficiently adequate. Whereas, the content is the core that supposes to be a bridge and elevator in achieving the instruction goal. Ample aspects in the content are believed less supported such as the topics, activities, tasks, feedback spaces, resources, and technology integration. The topics, tasks, and activities are important to build engagement among the students to the lesson learned. Thus, the better are displayed in creative, innovative, collaborative, relevant, familiar, and contextual ways. Regarded the learning setting that is mostly conducted online, means that the content of the coursebook ought to facilitate the students' autonomy since the teacher limits direct explanations to the students. Therefore, a learning tool such as technology integration is needed since it is relevant to the current time and supports self-study. In addition, the feedback is a pivotal space due to the monitoring of learning progress for both faculties and the students.

The next important segment is the design and organization that display the structure and entice of the AW coursebook. At this point, the faculties and students are convinced that the structure is slightly well enough. On the other side, the design needs rectifying. The underlined part of the design is a matter of illustration and visuals. Due to design as the crucial element in aiding the student to stay in tune and enjoy the learning process upon using the AW coursebook, its displaying supposed to be interesting for them.

The ultimate dimension is related to the methodology in the existed AW coursebook. The context of the writing process is the essential point for the students as the guidance aid in crafting the artifact. The evaluation result yielded that the existed AW coursebook is less in assisting the student in enhancing their writing process and crafting their

artifact. Additionally, it is also less stimulating for them to be independent learners since the displayed steps shows inconsistent and undetailed. Hence, the existed AW coursebook needs to emphasize the methodology that is congruent with the objective, content, organization, and design.

4   Conclusion

The results of the current study yield the four dimensions those are the objective, content, organization, and design, and methodology. As in the objective part needs consideration of relevancies aspects such as context and orientation. Subsequently, the content requires more balance elaboration between deployment of the topic of the materials and enhancement of the practical skills. While the organization and organization views, it entails more attractively polished. Lastly, the methodology demands consistency and alignment from the initial to the final of the coursebook. Thus, the evaluation that is viewed from the faculties and students' perspectives revealed in various responses, and all dimensions are suggested to be rectified specifically when it will be presented on a sophisticated diverse platform. This present study implies that the essence of a depth evaluation of an existed coursebook is necessary to be conducted to gauge its effectiveness from the user lens, particularly upon modifying into a distinct media. Due to the analysis of the existed AW coursebook focusing on the case of local context and the limited numbers of the participants in this study, further research is recommended to be more explored in different areas and expanded participants.

Authors' Contributions. All the writers conceived and designed the present study. The first author wrote the manuscript and was the correspondence author. The second author collected and filtered the data. The third author analyzed and interpreted the data. Three authors gathered the ideas, proofread, edited, and revised the manuscript.

References

1. H. P. Widodo, "Approaches To Needs Analysis in Esp Curriculum Development," *Eur. J. Appl. Linguist. TEFL*, vol. 18, no. 3, pp. 127–146, 2017.
2. N. Rashidi and R. Kehtarfard, "A need analysis approach to the evaluation of Iranian third-grade high school English textbook," *SAGE Open*, vol. 4, no. 3, pp. 1–9, 2014, doi: https://doi.org/10.1177/2158244014551709.
3. W. Y. Chiu, G. Z. Liu, N. E. Barrett, M. L. Liaw, G. J. Hwang, and C. C. Lin, "Needs analysis-based design principles for constructing a context-aware English learning system," *Comput. Assist. Lang. Learn.*, vol. 0, no. 0, pp. 1–27, 2021https://doi.org/10.1080/09588221.2021.1905666

4. J. Li and X. Cui, "Evaluating College English Textbooks for Chinese Students' English Academic Writing: Voices of Students and Teachers'," *Asia-Pacific Educ. Res.*, vol. 30, no. 1, pp. 47–58, 2021, doi: https://doi.org/10.1007/s40299-020-00513-1.

5. J. Harmer, "How to Teach Writing." Pearson Education, Inc., Essex England, p. 31, 2004.

6. C. Surkamp and B. Viebrock, *Teaching english as a foreign language: An introduction.* Deutschland: Springer Nature, 2018.

7. K. Hyland, *Second Language Writing*, vol. 53, no. 9. Cambridge University Press, 2004.

8. J. McDonough, C. Shaw, and H. Masuhara, *Materials And Methods in ELT*. Oxford: Wiley-Blackwell, 2013.

9. R. Hanifa, "EFL Published Materials: An Evaluation of English Textbooks for Junior High School in Indonesia," *Adv. Lang. Lit. Stud.*, vol. 9, no. 2, p. 166, 2018, doi: https://doi.org/10.7575/aiac.alls.v.9n.2p.166.

10. M. S. Islam, M. B. Stapa, and M. M. Rahman, "Promises and pitfalls of the higher secondary english textbook of bangladesh: A critical evaluation," *Mextesol J.*, vol. 45, no. 3, pp. 0–2, 2021.

11. T. T. M. Nguyen, R. Marlina, and T. H. P. Cao, "How well do ELT textbooks prepare students to use English in global contexts? An evaluation of the Vietnamese English textbooks from an English as an international language (EIL) perspective," *Asian Englishes*, vol. 23, no. 2, pp. 184–200, 2021, doi: https://doi.org/10.1080/13488678.2020.1717794.

12. H. A. Rahim and A. J. Daghigh, "Locally-developed vs. Global Textbooks: An Evaluation of Cultural Content in Textbooks Used in ELT in Malaysia," *Asian Englishes*, vol. 22, no. 3, pp. 317–331, 2020, doi: https://doi.org/10.1080/13488678.2019.1669301.

13. R. Sahragard and S. A. Rahimi, "Textbook Evaluation of Family and Friends Series Based on Teachers ' Perspectives," *J. Appl. Linguist. Lang. Res.*, vol. 5, no. 2, pp. 68–85, 2018.

14. M. Solhi, M. S. Masri, S. Sahin, and H. S. Yilmaz, "Evaluation of the english language coursebooks used at the turkish public elementary schools," *J. Lang. Linguist. Stud.*, vol. 16, no. 3, pp. 1282–1308, 2020, doi: https://doi.org/10.17263/jlls.803714.

15. N. Wuttisrisiriporn and S. Usaha, "The Development of a Localized ELT Textbook Evaluation Checklist: A Case Study from Thailand," *Thaitesol J.*, vol. 32, no. 2, pp. 46–64, 2019, [Online]. Available: https://www.tci-thaijo.org/index.php/thaitesoljournal/article/view/229325.

16. X. Zhang, "Evaluation of Suitability of a Listening Textbook for English Majors in Universities of China," *Adv. Lang. Lit. Stud.*, vol. 11, no. 4, p. 87, 2020, doi: https://doi.org/10.7575/aiac.alls.v.11n.4p.87.

17. M. Akil, A. Hamra, H. Atmowardoyo, and M. Tjalla, "Evaluating a New Writing Material: Students' Perception towards the Use of a Teacher-made Coursebook," *J. Lang. Teach. Res.*, vol. 9, no. 3, p. 525, 2018, doi: https://doi.org/10.17507/jltr.0903.11.

18. M. A. Ghufron, "Evaluating Academic Writing Textbook: Teachers' and Students' Perspectives," *Arab World English J.*, vol. 7, no. 1, pp. 326–340, 2016.

19. Y. Jou, "Hidden challenges of tasks in an EAP writing textbook: EAL graduate students' perceptions and textbook authors' responses," *J. English Acad. Purp.*, vol. 30, pp. 13–25, 2017, doi: https://doi.org/10.1016/j.jeap.2017.10.001.

20. J. C. Richards, "The changing face of language learning: Learning beyond the classroom," *RELC J.*, vol. 46, no. 1, pp. 5–22, 2015, doi: https://doi.org/10.1177/0033688214561621.

21. R. Richterich and J.-L. Chancerel, *Identifying the Needs of Adults Learning a Foreign Language.* Oxford: Pergamon Press, 1978.

22. T. Hutchinson and A. Waters, "English for specific purposes: A learning-centred approach," *English for Specific Purposes*, vol. 7, no. 2. Cambridge University Press, New York, pp. 137–145, 1988, doi: https://doi.org/10.1016/0889-4906(88)90032-4.

23. D. Nunan, "The Learner-Centred Curriculum," *Learn. Curric.*, 1988, doi: https://doi.org/10.1017/cbo9781139524506.

24. J. Munby, *Communicative syllabus design : a sociolinguistic model for defining the content of purpose-specific language programmes.* New York: Cambridge University Press, 1989.
25. K. Graves, *Designing Language Courses: a Guide for Teachers.* Boston: Heinle & Heinle Publishers, 2000.
26. M. H. Long, *Second Language Needs Analysis.* Cambridge University Press, 2005.
27. H. Hanif, "An IELTS Writing Course Based on the Need Analysis of Saudi Learners," *Lang. Sch. J.*, vol. 0, no. 2, 2016.
28. M. A. Ghufron, M. Saleh, . Warsono, and A. Sofwan, "A Model of Research Paper Writing Instructional Materials for Academic Writing Course: Needs & Documents Analysis and Model Design," *English Lang. Teach.*, vol. 9, no. 3, p. 1, 2016, doi: https://doi.org/10.5539/elt.v9n3p1.
29. L. E. Rahmawati, S. Suwandi, K. Saddhono, and B. Setiawan, "Need Analysis on the Development of Writing Competency," *Humanit. Soc. Sci. Rev.*, vol. 7, no. 3, pp. 467–471, 2019.
30. Ratnawati, D. Faridah, S. Anam, and P. Retnanindyah, "Exploring Academic Writing Needs of Indonesian EFL Undergraduate Students," *Arab World English J.*, vol. 9, no. 4, pp. 420–432, 2018.
31. Helaluddin, H. Wijaya, Nurmadiah, S. V. N. Rante, H. Tulak, and M. Guntur, "A Need Analysis in Academic Writing by Using Integrative-Based Approach: The Perspective of University Students," *Adv. Soc. Sci. Educ. Humanit. Res.*, vol. 461, no. Icllae 2019, pp. 172–177, 2020, doi: https://doi.org/10.2991/assehr.k.200804.033.
32. G. Sakkir, S. Dollah, S. Arsyad, and J. Ahmad, "Need Analysis for Developing Writing Skill Materials Using Facebook for English Undergraduate Students," *Int. J. Lang. Educ.*, vol. 5, no. 1, pp. 542–551, 2021, doi: https://doi.org/10.26858/ijole.v5i1.14856.
33. M. C. Astorga, "Teaching Academic Writing in the EFL Context: Redesigning Pedagogy," *Pedagog. An Int. J.*, vol. 2, no. 4, pp. 251–267, 2007, doi: https://doi.org/10.1080/15544800701670089.
34. J. Mallia, "Strategies for Developing English Academic Writing Skills," *SSRN Electron. J.*, vol. 8, no. 2, pp. 3–15, 2018, doi: https://doi.org/10.2139/ssrn.3005555.
35. Y. E. Jin, "Bridging theory and practice for L1 influence in L2 writing development in the expanding circle," *Asian Englishes*, vol. 19, no. 3, pp. 273–282, 2017, doi: https://doi.org/10.1080/13488678.2017.1349857.
36. G. Xiao and X. Chen, "English academic writing difficulties of engineering students at the tertiary level in China," *World Trans. Eng. Technol. Educ.*, vol. 13, no. 3, pp. 259–263, 2015.
37. W. Rahmatunisa, "Problems Faced By Indonesian Efl Learners," *J. English Educ.*, vol. 3, no. 1, pp. 41–49, 2014.
38. A. Ariyanti and R. Fitriana, "EFL Students' Difficulties and Needs in Essay Writing," in *Advances in Social Science, Education and Humanities Research (ASSEHR) Proceedings of the International Conference on Teacher Training and Education 2017 (ICTTE 2017)*, 2017, vol. 158, pp. 111–121.
39. A. Noori, "An Investigation of Undergraduate English Major Students' Difficulties in Academic," *J. Foreign Lang. Teach. Learn.*, vol. 5, no. 2, 2020, doi: https://doi.org/10.18196/ftl.5249.
40. A. A. Al Mubarak, "An Investigation of Academic Writing Problems Level Faced By Undergraduate Students At Al Imam Al Mahdi University- Sudan," *English Rev. J. English Educ.*, vol. 5, no. 2, pp. 175–188, 2017, doi: https://doi.org/10.25134/erjee.v5i2.533.
41. A. Cunningsworth, *Choosing Your Coursebook.* Macmillan Publisher Ltd., 2008.
42. I. McGrath, *Materials Evaluation and Design for Language Teaching.* Edinburgh University Press, 2006.
43. J. C. Richards, And, and T. S. Rodgers, *Approaches and Methods in Language Teaching Second Edition.* Cambridge: Cambridge University Press, 2002.

44. J. P. Vitta, "The Functions and Features of ELT Textbooks and Textbook Analysis: A Concise Review," *RELC J.*, no. 2017, 2021, doi: https://doi.org/10.1177/00336882211035826.

45. J. D. Brown, *The Elements of Language Curriculum A Systemic Approach to Program Development*. Heinle & Heinle, 1995.

46. L. E. Sheldon, "Evaluating ELT textbooks and materials," *ELT J.*, vol. 42, no. 4, pp. 237–246, 1988, doi: https://doi.org/10.1093/elt/42.4.237.

47. J. C. Richard, *Curriculum Development in Language Teaching*. Cambridge University Press, 2001.

48. B. Tomlinson and H. Masuhara, *The Complete Guide to the Theory and Practice of Materials Development for Language Learning*. Wiley, 2018.

49. J. W. Creswell, *Educational Research*. Boston: Pearson Education Ltd., 2012.

50. R. K. Yin, *Case study research: Design and methods (5 ed.)*. Sage, 2014.

51. N. Grant, *Making The Most of Your Textbook*. London: Longman, 1996.

52. B. Tomlinson, *Developing Materials for Language Teaching*. Bloomsbury Publishing Plc, 2014.