EVALUATION ON AN ENGLISH COURSEBOOK IN ONLINE LEARNING: VOICES FROM TEACHERS

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Abstract: The COVID-19 pandemic has changed how teaching and learning is implemented in Indonesia. To prevent the possibility of spreading the virus, students learn from home through online learning. The research is aimed at investigating teachers' voices on the suitability of coursebook in online learning and teachers' strategies to make the materials more relevant to teaching and learning context. Data gathered from four English teachers at SMAN 1 Indramayu, a public school situated in West Java, Indonesia, through closed and open questionnaires. The results showed that the coursebook was suitable to be used in online learning despite the fact that it was first used in traditional classrooms. To meet students' needs and expectation, teachers adapted the materials by employing several strategies such as combining the materials with other resources, redesigning, and reordering.
Keywords: *coursebook; online learning; materials adaptation; teachers' strategies; teachers' voices*

INTRODUCTION

2020 was the year of unexpected changes for the whole world. It has been the year of people embracing fundamental changes in life due to the coronavirus (COVID-19) pandemic. To prevent the possibility of spreading the coronavirus, the government in Indonesia started imposing large-scale social restrictions or *Pembatasan Sosial Berskala Besar/PSBB* in April 2020. This policy, of course, has transformed the way how teaching and learning is implemented. The Ministry of Education and Culture has made various learning adjustments during the pandemic. There are hundreds of thousands of schools closed and students studying at home through online learning. Both in the area of teaching and in mainstream education, online learning is becoming rapidly popular for over a decade (Hockley & Clandfield, 2010). White (2003) defined online learning as an approach to teaching and learning that includes the use of Internet technologies for learning and teaching. Similarly, Ko & Rossen (2010) asserted that online learning means delivering a course completely or partly over the internet. So, internet plays an important role in online learning. Within the literature, the term "online education" is variously mentioned such as online learning, e-learning, distance learning, or web-based learning. Despite their substantial differences, they share similar features as mentioned above.

Dealing with the online learning, the use of technology plays a vital role. Internet and supported learning applications contribute to the success of online learning such as WhatsApp, Discord, Google Classroom, Google Meet, Zoom, YouTube, Facebook, etc. However, the sudden transition in education driven by the COVID-19, the implementation of teaching and learning process is not without challenges. This has raised the awareness of researchers to investigate the challenges faced by teachers and students in online learning. In Indonesian context, Lestiyanawati & Widyantoro (2020) summarized three major problems faced by teachers: (1) lack of teacher knowledge to adapt teaching using technology, (2) lack of technical support from the school, and (3) difficulties in presenting the materials, while students' main issue is the ability to access the internet due to their economic family background who may not be able to afford internet data or smartphones. In addition, online learning also has caused anxiety for some students due to the difficulties in understanding the lessons (Simamora, 2020). So, online learning has changed the instructional system and it affects teachers' performance and the quality of education

(Rasmitadila, Aliyyah, Rachmadtullah, Samsudin, Syaodih, Nurtanto, & Tambunan 2000).

Among considerable research on the challenges perceived by teachers and students in online learning, none has apparently researched the suitability of coursebook by eliciting teachers' voices. In fact, coursebook is also "a central element in teaching-learning encounters" (McGrath, 2006, p.171). It is a key component in English language teaching which determines the success of the teaching programs at schools (Tok, 2010). So, understanding teachers' voices on a coursebook is immensely important especially in online learning. The materials and tasks provided in the coursebook may not be relevant to students' needs and expectation. Therefore, teachers should be able to understand how suitable the coursebook is for students through a coursebook evaluation. In general, coursebook evaluation is a procedure of where judgments are made by the users to assess its potential values (Tomlinson, 2003). Tomlinson asserts that what becomes a major concern in evaluation is the users and their judgements which means it tends to be subjective. Regarding this subjectivity, Graves (2000) pointed out that teachers' teaching experience, the established beliefs, and their understanding determine their evaluation. In other words, context is the key to the evaluation process to consider before using the coursebook. The purpose of coursebook evaluation is to estimate the suitability of materials following the existing teaching and learning context (Mishan & Timmis, 2015).

Deciding on the criteria for coursebook evaluation is a substantial element especially when the evaluators attempt to match these criteria with their context. It requires relevant criteria so that the results of the evaluation can attain the suitability where the coursebooks are being used. Similar to the purposes and types of coursebooks evaluation, a variety of evaluation criteria have been proposed by the scholars (Ur, 1996; Cunningsworth, 1995; Singapore Wala, 2003; Tomlinson, 2003). For the purpose of this research, the criteria from Cunningsworth (1995) are used which orientate to investigate in-depth analysis into the materials. The following are eight criteria provided by Cunningsworth (1995, pp.3-4) for coursebooks evaluation: aims and approaches. design and organization, language content, skills, topic, methodology, teachers' book, practical

consideration. Sheldon (1988) contended that different users use different criteria in their coursebook evaluation due to contextual differences. Therefore, in this study, only five criteria are used which are aims and approaches, language content, language skills, topic, and methodology because these criteria bring major information regarding the suitability of the coursebook in online learning.

The next step after evaluating the coursebook is to find ways how to make the materials more relevant so that learners can learn more effectively from their coursebooks. This process is called materials adaptation or "a very practical activity carried out mainly by teachers to make their work more relevant to the learners" (McDonough & Shaw, 2003, p.85). Adapting the materials require the principles of why the new version of materials is needed. There are three principles of adaptation described by McDonough & Shaw (2003) which are personalizing, individualizing, and localizing. In the first principle, teachers adapt the materials to meet the learners' needs, interests, and goals. The second principle is to individualism of the materials to address learner differences and the last is to make the materials more relevant to the cultures and traditions of where the coursebook is used. Material adaptation also has various techniques that can be used by the teachers. Islam & Mares (2003) listed some techniques of adaptation that they conclude from the other researchers such as McDonough & Shaw (1993) and Cunningsworth (1995). First, teachers can make a quantitative change by extending the activities with similar type of materials or make a qualitative change by providing more activities which have different type of materials to support students' learning. Second, teachers delete the activities quantitatively to make the material shorter. Third, teachers simplify the activity, for example by rewording the instruction to be more understandable for their learners. Fourth, teachers reorder the sequence of tasks according to the level of difficulty and the stages of the teaching approach they adopt. Last, teachers replace the material which is more relevant to their context by taking from other sources such as the internet, newspaper, and videos. In addition, McDonough & Shaw (2003) added one more technique called modifying. In this technique, teachers modify the material to be more relevant.

Previously, several studies on coursebook evaluation have been carried out. Purwanti (2019) evaluated an ESP coursebook entitled "Get Along with English for the Hotel Industry" for vocational high school students published by Erlangga in 2012. The evaluation was conducted under seven categories which are language content, selection and grading of language items, presentation and practice of new language items, developing language skills and communicative abilities, supporting materials, motivation and the learner, and conclusions and overall evaluation. The result showed that the coursebook was appropriate for the students, but modifications should be made to meet the course objectives. Besides, Karsudinto (2019) also evaluated a coursebook entitled "When English Rings the Bell" published by the Ministry of Culture and Education of Indonesia for junior high school students grade eight. To collect the data, he used a questionnaire consisting of eight parts: overall evaluation, organization and structure, activities, vocabulary and grammar, language level, supporting resources, practical considerations, physical appearance, and content pages. The result indicated that the teachers had positive perceptions on the suitability of the coursebook but with some improvement in some aspects. Similarly, Handayani, Suwarno, and Dharmayana (2018) evaluated the "Think Globally Act Locally" coursebook used by junior high school students in grade nine by eliciting teachers' perspectives. It was found out that the coursebook had strengths (e.g., the physical and utilitarian aspect, the objectives and supplementary materials, content, and language skills) and shortcomings (e.g., were unnatural coursebook illustrations, lack of teaching aids, boring exercises, lack of vocabulary building, and lack of audio materials). Based on the previous studies above, it can be seen that there is still a lack of research dealing with the coursebook evaluation in online learning especially during the COVID-19 pandemic. Therefore, the coursebook evaluation in online learning is also important to be investigated. On top of that, this research also investigated teachers' strategies to compensate for the drawbacks of the coursebook to meet students' needs and expectation which have not been studied by researchers on this topic.

METHOD

The research was conducted at SMAN 1 Indramayu, a public school situated in West Java, Indonesia. According to Bambang Mohamad Kartono, the Assistant Principle of Academic Affairs and Curriculum of SMAN 1 Indramayu, the school has prepared the management systems for online learning. They use Discord as the communication management system to interact with students and Google Classroom as the learning management system. Teachers are also allowed to use other supporting systems such as YouTube, Google Form, Google Sheet, Zoom, etc. In terms of materials, they use the same coursebook as used in traditional classrooms. With this regard, the researcher would like to find out teachers' voices regarding the suitability of coursebook "Erlangga Straight Point Series English" by Lidwina (2019) for high school students in online learning and teachers' strategies to make the materials more relevant to teaching and learning context.

With regards to the aims mentioned above, the following are research questions this study attempted to address: 1) What are teachers' perspectives on the suitability of coursebook in online learning? 2) What strategies do teachers use to make the materials more relevant to teaching and learning context? This research employed a mixed method and the triangular technique was selected. So, the quantitative and qualitative data collected from the research instruments were analyzed separately and the results were combined to find the convergence, corroboration, and correspondence (Greene, Caracelli, & Graham, 1989). The quantitative method was used to examine the data from the closed questionnaire and the qualitative method was used to analyse the data from the open questionnaire. The participants involved in this research were four English teachers (teachers a, b, c, and d) at SMAN 1 Indramayu including a mixture of male and female participants. The teachers have distinct teaching experience and backgrounds.

A Likert scale, the most widely used approach, was selected because it can gauge the views of respondents with greater accuracy and offer more flexibility (Wilkinson & Birmingham, 2003). This questionnaire was distributed among teachers to investigate their perspectives on the coursebook used in online learning during the pandemic. There are 21 items in the Likert-scale questionnaire under five categories (aims and approaches, language

content, language skills, topic, and methodology) adapted from Cunningsworth (1995). Considering the small number of participants in this research, exploratory data analysis approach was selected. So, to process the data, teachers' voices in the Likert Scale questionnaire were calculated quantitatively to find the frequencies and percentages for each item and to gain deeper information related to their perspectives regarding the coursebook, open questionnaire was shared consisting of 12 questions.

RESULTS AND DISCUSSION
Teachers' perspectives on the suitability of coursebook
There are 5 categories involved in this study regarding teachers' perspectives on the suitability of the coursebook in online learning.

Aims and approaches
The teachers' perspectives on the suitability of coursebook related to aims and approaches in online learning are understood from four items (see Table 1). The trend of their perceptions can be regarded as positive as the majority believed that the coursebook corresponded with the aims of the teaching program at the school (100% agreed), suited to the online learning environment (25% strongly agreed and 50% agreed), provided them a good resource (75% agreed), had flexibility (100%). Upon a closer examination, no respondents disagreed on the items in this category which may suggest that there is relevance between the aims and approaches in the coursebook with the virtual environment.

Table 1. *Aims and approaches*

Item	Statement	SA	A	NAD	D	SD
1	The aims of the coursebook correspond closely with the aims of the teaching program (online learning) at my school.	0%	100%	0%	0%	0%
2	The coursebook is suited to the online learning environment at my school.	25%	50%	25%	0%	0%
3	The coursebook is comprehensive. It provides me a good resource to teach online.	0%	75%	25%	0%	0%
4	The coursebook is flexible. I can use the materials to teach in online learning.	0%	100%	0%	0%	0%

In addition to this, one of the respondents (teacher B) claimed:

> "Aims are designed to be applied at national level, so all publishers must use it as the standard. It is the same as the coursebook that I use, the aims are suited whether for online or face to face learning. In general, the approach is different, because it is designed for offline learning. However, the approach can be blended or combined into online approach which I use, blended learning (synchronous and asynchronous)."

Teacher B was aware of the fact that the coursebook was designed for traditional classrooms, but he believed it could be used in online learning too. He also mentioned that synchronous and asynchronous learning modes could be used by teachers to teach with the coursebook. Reasons for its relevance were given by teacher A and teacher C, respectively:

> "Because it provides suitable materials for Senior High School students"; "the book contains the material and also the exercise in balance so when

> the teacher asks the students or discuss with them they have a good resources."

Thus, it can be concluded that the materials in the coursebook are still effective to be used in online learning and they are also equipped with good contents and exercises which help teachers to interact or discuss with students virtually.

Language content
To understand the suitability of the coursebook for language contents in online learning, three items are used. As seen, the majority claimed that the coursebook covers the main grammar items (75% agreed); though 25% disagreed on this item. Regarding the vocabulary, the coursebook offers adequate materials in terms of quantity and range of vocabulary (100% agreed). Nevertheless, there are two perceptions concerning the perceptions of teachers on the coverage of pronunciation in the coursebook (25% strongly agreed, 25% agreed, and 50% disagreed). But, in general, the teachers

believed the coursebook had good language contents even when it was used in online learning. In the open questionnaire, teacher B and C also stated:

> "Like the material in general, all the language contents are well suited for online learning". (teacher B)

> "Yes, I think so because they can study by themselves and the teacher only try to help them if there is a word or vocabularies that they don't know the meaning and get wrong pronunciation

so the teacher will guide them into correct one after they try to follow the book ". (teacher C)

Judging from the two responses above, the respondents were assured that the coursebook contained grammar, vocabulary, and pronunciation which could be presented in online learning. However, students do need teachers' assistance when they encounter, for instance, some problems in understanding the lessons. That is to say, students require teachers' guidance to comprehend the language contents in the coursebook in online learning.

Table 2. *Language content*

Item	Statement	SA	A	NAD	D	SD
1	The coursebook covers the main grammar items which are appropriate for my students.	0%	75%	0%	25%	0%
2	The material for vocabulary online teaching is adequate in terms of quantity and range of vocabulary.	0%	100%	0%	0%	0%
3	The coursebook provides materials for pronunciation work (e.g., individual sounds, word stress, sentence stress, and intonation).	25%	25%	0%	50%	0%

Language skills
For the language skills, teachers' perspectives are elicited from six items. Surprisingly, there are no negative responses to the statements which indicates that the suitability of the coursebook regarding language skills can be reckoned positive. The teachers believed that the coverage of language skills in the coursebook was good as recorded in item 1 (50% strongly agreed and 50% agreed). It is then followed by integrated skills work (25% strongly agreed and 75% agreed) and reading skills

(100% agreed) which receive without disagreement. The high responses are also for listening skill (25% strongly agreed and 50 % agreed) and speaking skills (75% agreed) even though 25% of respondents neither agreed nor disagreed with each of these skills. This indicates that the coursebook provides teachers with comprehensive language skills and the skills can be presented in online learning despite they were designed for traditional classrooms.

Table 3. *Language skills*

Item	Statement	SA	A	NAD	D	SD
1	The coursebook covers four language skills (listening, reading, speaking, and writing).	50%	50%	0%	0%	0%
2	The coursebook provides integrated skills work (e.g., speaking and listening; speaking and writing; reading and listening, etc).	25%	75%	0%	0%	0%
3	Reading passages are suitable for my students to study in the online learning.	0%	100%	0%	0%	0%
4	Listening materials are well-recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension.	25%	50%	25%	0%	0%
5	Materials for spoken English are well-	0%	75%	25%	0%	0%

	designed to equip my students for real-life interactions.					
6	Writing activities are suitable in terms of the amount of guidance/control, degree of accuracy, organisation of longer pieces of writing and use of appropriate styles.	0%	100%	0%	0%	0%

To strengthen the positive outcome above, one of the teachers, teacher C, expressed:

> "Yes, in that book there are part of dialog by scanning barcode (listening), pronounce it by read to pronounce in good way or perform the role play by following the instruction in the book (speaking) and they try to make an essay or produce the text (writing) and comprehend by answering the question from the text (reading)".

She made sure that even in virtual learning, students can still learn comprehensive language skills with the coursebook. So, it is no wonder that the majority had similar views on this category.

Topic

Topics for language learning should be carefully selected in a way that it arouses students' interest. The suitability of coursebook in reference to topic in online learning is gauged from four items. Looking through the table below, Strongly Agree and Agree dominated the overall responses. Visualized on the table, teachers believed that the materials aroused students' interest (75% agreed), the topics expanded students' awareness and enriched their experience (100% agreed), the topics had variety and range of topics (100% agreed), and the topics were relevant to students' level (100% agreed). It illustrates that the topics in the coursebook have suitability with students' interest even when it is learnt in online learning.

Data from open questionnaire also explicate the positive views:

> "Yes, I do. The students are interested using this book." (teacher A)

> *"Cukup menarik. Karena isi buku ini sdh simple dan cukup bisa dimengerti oleh mayoritas peserta didik sy selama PJJ."* (teacher B)
> ("Quite interesting because the book content is simple and understandable for the majority of my students during distance education." (teacher B))

> *"Topiknya sangat menarik."* (teacher C)
> "The topic is very interesting." (teacher C)

With this regard, this coursebook consists of various topics whose suitability is relevant with students' interest.

Table 4. *Topic*

Item	Statement	SA	A	NAD	D	SD
1	There are sufficient materials of genuine interest to my students.	0%	75%	25%	0%	0%
2	The topics help expand my students' awareness and enrich their experience in learning a foreign language.	0%	100%	0%	0%	0%
3	There is sufficient variety and range of topic.	0%	100%	0%	0%	0%
4	The topics are sophisticated enough in content which are relevant to my students' level.	0%	100%	0%	0%	0%

Methodology

Methodology is the last category used to explore the suitability of coursebook. To understand this category, four categories are employed. Based on the teachers' voices recorded in the following table, the positive outcome outnumbered the negative. 75% agreed that the approach adopted in the coursebook is appropriate to language learning, 75% agreed that it has relevant activities with students' learning styles and experiences, the techniques introduced in the coursebook are also suitable for online learning (25% strongly agreed and 50% agreed), and it provides students with advice on study skills and learning strategies (75% agreed). In other words, the coursebook has flexibility in which teachers can use it for both face-to-face and online learning.

Table 5. *Methodology*

Item	Statement	SA	A	NAD	D	SD
1	The coursebook offers approaches which are appropriate to language learning/teaching situation (online).	0%	75%	25%	0%	0%
2	The activities in the coursebook match my students' learning styles and expectations.	0%	75%	25%	0%	0%
3	The techniques used in the coursebook to present/practise new language items are suitable for my students in the online learning.	25%	50%	25%	0%	0%
4	The materials provide some advice/help to students on study skills and learning strategies in the online learning.	0%	75%	0%	25%	0%

Supporting the positive views aforementioned, teachers a, b, and d gave further information:

"Yes, I do. They have good methodology." (teacher A)

"Ya. Karena kegiatan-kegiatan yg ada dalam buku ini masih bisa dilakukan oleh mayoritas peserta didik walaupun tanpa bantuan penjelasan dr guru secara langsung." (teacher B)
("Yes. Because activities in the book is still can be done by the majority of the students even though without the help of teacher's explanation." (teacher B))

"Yes sure because in this book the students can do the activity by reading that book then they will know what the book wants from them but once again it depends on their thinking and the level of understanding of each students are different so in here the teachers should know what method or technique that they can do for making the students clear or understand it." (teacher D)

As seen, the coursebook promotes autonomous learning in which learners can learn it by themselves. This condition is relevant to the nature of online learning where learners study on their own pace (asynchronous learning mode) especially at SMAN 1 Indramayu which utilizes Discord and Google Classroom as the communication management system and learning management system. This could be the reason why teachers tend to believe that the methodology of coursebook is suitable for online learning.

Teachers' strategies
To address the second research question related to teachers' strategies, the researcher found several points through qualitative analysis from the open questionnaire. First, the majority believed that the coursebook was of paramount importance in online learning.

"Absolutely important." (teacher A)

"It is strongly important. It helps teaching easier, provides steps of teaching, save teachers' time preparing teaching. In case of if it is not suited, teachers can redesign it easily than comparing to the teachers write the coursebook from beginning that is much more difficult." (teacher B)

"Sangat penting sekali." (teacher D)
("It is very important." (teacher D))

Teacher B also explained the coursebook provided him with teaching procedures which made teaching easier and it could save his time from lessons preparation. However, the respondents also realized that teaching with coursebook in online learning cannot be without obstacles. Most issues they mentioned are related to teachers' guidance in the sense that further explanation should be given because the instructions written in the coursebook may not be understood by students.

"Guiding and facilitating are more difficult in virtual or online learning." (teacher B)

"How to make the clear and make a good step in instruction so that the students can be more understand the material and how to guide the students in understanding by using the book maximally." (teacher C)

"Banyak bagian dari buku tsb harus dijelaskan secara terperinci." (teacher D)
("Many parts of the book needed to be explained in details" (teacher D))

With that being said, several strategies applied by the teachers to cope the problems in online learning.

"I can mix the resources by using online activities. Give an extra instruction to modify the coursebook activities." (teacher A)

"The suited materials are taken and reordered to be in line with online faces. The blended learning does not need much changing. It is just redesigned, reordered and combined with other materials whitout harming copyright." (teacher B)

"I use it by modifying it and suit it or relate that book by the condition of the students at home. And also not to forget I always try to use the things around them at home and suit the topic from the book into their real life." (teacher C)

"Saya harus mencari sumber lain untuk PJJ sebagai pelengkap tambahan." (teacher D)
("I need to look for other sources for distance education as an addition." (teacher D))

Analyzed from the extracts of the teachers' responses above, some common trends are found. The respondents agreed to combine the materials in the coursebook with other resources in online learning. Furthermore, they also mentioned that additional materials or instructions were needed to help students learn (teacher A and D). Teacher B also stated that the coursebook did not need to be massively changed but redesigning, reordering, and combining materials were immensely important. This proves despite having good contents, the coursebook needs to be adjusted to meet students' needs especially when it is taught in online learning.

Discussion
Teachers' perspectives on the suitability of coursebook
Based on the findings revealed in the previous section, generally the teachers demonstrated positive attitudes towards the suitability of coursebook in online learning despite the fact that the coursebook was initially used in traditional classrooms. For the first category (aims and approaches), items 1 and 4 mark the highest percentage of agreement. As illustrated in table 1, there was closed correspondence between the coursebook and the aims of teaching programs at SMAN 1 Indramayu. It shows the coursebook provides particular aims and objectives which contribute to the context of language teaching and learning (online learning) (Cunningsworth, 1995). Flexibility of materials in the coursebook also assists teachers in teaching online and the

respondents 100% agreed on the flexibility of the coursebook. Flexibility is important because coursebooks may have inadequacy (different needs of every student that the coursebook cannot embrace), irrelevance (the coursebook may not provide the topics that interest students), limitation (it blocks teachers' initiative and creativity), homogeneity (lack of variety in contents for different ability and knowledge), and over easiness (teachers act more like mediators of content in the coursebook) (Ur, 1996). Yet, seeing from the positive outcome, the teachers seems to be able to adapt the coursebook to meet students' needs.

The second category discusses language content. Among three items provided, vocabulary obtains the highest percentage of agreement (100%). It is then followed by grammar (75% agreed and 25% disagreed) and pronunciation (25% strongly agreed, 25% agreed, and 50% agreed). It indicates the coursebook has facilitated teachers with ready-made materials to support their teaching (Woodward, 2001). Yet, without ignoring the negative responses, the coursebook may not be perfect as some respondents felt the coursebook did not provide enough grammar and pronunciation materials. This condition is considered normal because coursebooks are, somewhat, not clear in 'what' and 'how' to teach (Gabrielatos, 2004); therefore, materials adaption plays a vital role.

The third category explores language skills, the majority expressed positive responses on the suitability of coursebook in terms of language skills (listening, speaking, reading, and writing). It accounts that, generally, the coursebook has included four language skills in the syllabus and presents a good structure for teaching (McGrath, 2002). Also, complaints are not given in the open questionnaire too indicating the language skills in the coursebook can be presented virtually.

The fourth category is the topic which also receives positive perceptions. Topics in the coursebook could be boring for students because, according to Ur (1996), the coursebook can have topics which might not match what learners truly need. In other words, the topics could be either too difficult or too easy for the students. However, this coursebook seems to be able to meet learners' expectations and needs as recorded in table 4. The respondents seemed happy with the selection of topics provided because they aroused students'

interest, expanded students' awareness, were varied and relevant to learners' levels.

The last category is the suitability of coursebook in online learning concerning methodology. Upon a closer look in table 5, overall, the coursebook offers good methodologies and practical guidance that support teachers in teaching (Ur, 1996). The appropriacy of approaches introduced by the coursebook helps teacher teach in online environment. In other words, it provides valuable information for students to know what they have to learn. McGrath (2002) contends that it is one of the advantages of coursebook. Yet, one respondent assumed that the coursebook did not provide advice and learning strategies for learners in online learning which could be a note for teachers to make sure that students are able follow and comprehend the lessons especially in online learning.

Teachers' strategies
Given the fact that the respondents have positive perceptions towards the use of coursebook in online learning for reasons as explained in the previous section, they realized that teachers' guidance is still important. That is to say, it is needed to make sure that students are able to comprehend the materials or language instructions especially in online learning. Moreover, students may not be in proficient language users, so they may find some difficulties to learn the coursebook without being guided by their teachers especially in online learning.

With this regard, it is found that teachers employ several techniques adaptations such as combining the materials with other resources or Islam & Mares (2003) name it as a quantitative change that is by extending the activities with similar type of materials and making a qualitative change by providing more activities which have different type of materials to support students' learning. The other techniques noted are reordering and redesigning materials. Reordering can be done to meet learners' needs (Islam & Mares, 2003) and redesigning is applied to make it more relevant with the teaching context to produce better input for students (McDonough & Shaw, 2003).

Adapting the materials require the principles of why the new version of materials is needed. The transition of teaching and learning process from face-to-face learning to online learning may invite teachers to make some adaptations in order to meet students' needs and expectations.

CONCLUSION
Online learning brings a new experience not only for students but also teachers. It invites them to be able to use technology to continue the teaching and learning process. Internet and learning applications such as WhatsApp, Discord, Google Classroom, Google Meet, Zoom, and YouTube play important roles because the classes are conducted virtually. With this regard, it is important to evaluate the English coursebook to find its suitability in online learning because it is one of the key components in English language teaching. Using closed and open questionnaires, the research investigated teachers' voices on the suitability of coursebook used at SMAN 1 Indramayu. In this school, teachers use Discord and Google Classroom as the communication and learning management systems. The coursebook they use is Erlangga Straight Point Series English (2019). Generally, the teachers had positive perceptions on the suitability of the coursebook regarding five categories (aims and approaches, language content, language skills, topic, and methodology). The teachers believed that the coursebook was suitable to be used in online learning despite the fact that it was first used in traditional classrooms. However, the respondents also realized that materials adaptation was needed due to the fact that face-to-face learning and online learning are different. The strategies they used are combining the materials with other resources, reordering, and redesigning in order to meet students' needs and expectations especially in online learning.

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