

**AN ANALYSIS OF GOOD TEXTBOOK CRITERIA IN
“BAHASA INGGRIS” AT THE TENTH GRADE SENIOR
HIGH SCHOOL BASED ON CURRICULUM 2013**



**A Thesis
Submitted as a Partial Fulfillment of
The Requirement for S1-Degree**

By

**RIZKA FEBRIANTIKA
NPM. 1511040326**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1443 H / 2022 M**

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**Study Program : English Education
Advisor : Dr. Mohammad Muhassin, M.Hum
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ABSTRACT

By

RIZKA FEBRIANTIKA

The objective of this research was to know and analyze whether or not the English textbook “Bahasa Inggris” for grade X Senior High School can fulfill the good criteria. This research was aimed to analyze the quality of fulfillment criteria in Textbook for the tenth grade based on seven criterion whether or not it fulfilled the criteria of a good textbook.

The method of this research was content analysis. This was the type of descriptive qualitative research. The researcher used a textbook as the object of analysis. The data collecting technique of research was content analysis and the instrument was the researcher herself. The researcher uses content analysis because this research focuses on analyzing and interpreting the fulfillment criteria in the textbook.

The research findings showed that the quality of the *Bahasa Inggris* textbook for the grade X of Senior High School over all met the criteria of a good textbook. This could be seen from the result of analysis. The percentage for criteria 1 was 100% which means on good quality, criteria 2 was 93.33% which means on good quality, criteria 3 was obtained 86.67% which mean on good quality, criteria 4 was obtained 60% which means on fair quality, criteria 5 was obtained 80% which means on good quality, criteria 6 was obtained 100% which means on good quality, and criteria 7 was obtained 100% which means on good quality. Therefore, it concludes that there were 6 categories that achieved good criteria and 1 category achieved fair criterion.

Keywords: *Descriptive Qualitative, Textbook Analysis, Quality of Textbook*

DECLARATION

Hereby, I state this thesis untitled “An Analysis Of Good Textbook Criteria In “Bahasa Inggris” At The Tenth Grade Senior High School Based On Curriculum 2013” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they properly acknowledged in the text.

Bandar Lampung, May 2022

Declared by,



Rizka Febriantika

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A thesis entitled: **“AN ANALYSIS OF GOOD TEXTBOOK CRITERIA IN “BAHASA INGGRIS” AT THE TENTH GRADE SENIOR HIGH SCHOOL BASED ON CURRICULUM 2013”**, By: **RIZKA FEBRIANTIKA, NPM: 1511040326**, Study Program: **English Education**, was tested and defended in the examination session held on: **Friday, June 10th, 2022.**

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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

(1) Proclaim! (Or read) in the name of your Lord Who created, (2) created man from a clot of congealed blood. (3) Proclaim! and your Lord is Most Honorable, (4) Who taught by the pen, (5) taught man what he did not know. (QS. Al-Alaq: 1-5)¹



¹ A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp), p. 1162

DEDICATION

This thesis is dedicated to everyone who cares and love me. I would like to dedicated this thesis to :

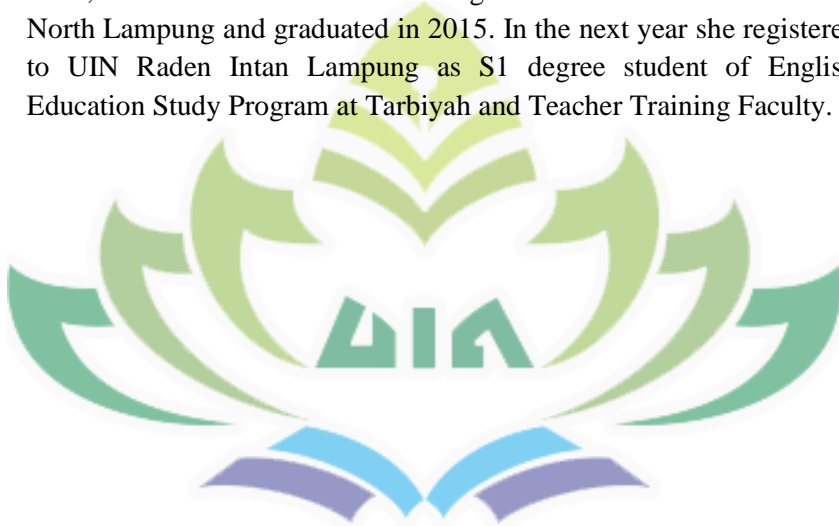
1. My beloved Ayah dan Ibu, Mr. Rozikin Karim and Mrs. Hendar Balanita who always support, educate, accompany and pray for me to be successful in my study and my life.
2. My beloved young brothers Muhammad Akbar Nugraha who always motivate, support, and pray for me.
3. My beloved friend PBI'15
4. My beloved almamater UIN Raden Intan Lampung



CURRICULUM VITAE

The name the researcher is Rizka Febriantika. She was born in Kotabumi on February 1st, 1998. She is the first child of the daughter from Mr. Rozikin Karim and Ms. Hendar Balanita. She has one young brother, his name is Muhammad Akbar Nugraha.

She accomplished her formal education kindergarten at TK Islam Al-Muhajirin Tangerang and continued to Elementary School at SDN 04 Kedondong Pesawaran and graduated in 2009. After that, she continued her study to MTsN 1 Pesawaran and graduated in 2012. Then, she was continued to Senior High School at SMKN 2 Kotabumi North Lampung and graduated in 2015. In the next year she registered to UIN Raden Intan Lampung as S1 degree student of English Education Study Program at Tarbiyah and Teacher Training Faculty.



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Finally, the researcher is fully aware that there are many weaknesses in this thesis. Therefore, the researcher will accept criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, May 2022
The Researcher,

Rizka Febriantika

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Raya



CHAPTER I

INTRODUCTION

A. Title Affirmation

Title affirmation is the clarification of title in detail. It is important to add the title affirmation at the beginning concept to know representation the title of this research. So that there is no misunderstanding to understand all aspects of this research. The title affirmation of this research can be explained as follows:

1. Analysis

Analysis is the detail identification towards something matter that want to be discussed. It also can be defined as getting specific point of an object.

2. Textbook

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. Instructional materials in the form of the textbook are very important for both teacher and learner.

3. Textbook Analysis

Textbook Analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. As a technique, textbook Analysis involves specialized procedure. It is learnable and divorceable from the personal authority of the researcher.

Based on the descriptions above, the researcher concludes that this research will be about analysis entitles “An Analysis Of Good Textbook Criteria In “Bahasa Inggris” For The Tenth Grade Senior High School Based On Curriculum 2013”.

B. Background of the problem

Education is a very important requirement for everyone. In the process of education there is a process of learning English. There are aspects that can affect student learning outcomes. These aspects start from the preparation before teaching, the core activities of the teaching process, or after the preparation and learning takes place. one of the supporting media in the learning process is a textbook. textbook is one of the important factors in learning success. it can develop abilities. teacher and student can use textbook as learning resources. from textbook, they find knowledge and practice.

However, there are currently many authors who publish textbooks. The number of textbooks available, the teacher is confused about determining which books are suitable for use as teaching material in the teaching and learning process. Cunningsworth said that there are so many publishers English language teaching material on the market. It makes the challenging for the teachers to select textbook well.¹ Graves said teachers as course developers.² The teacher must know deeply about the content of English Textbook. Teacher should evaluate it. Evaluate can be conducted before textbook is used, and after use it. Teachers can evaluate the textbook to know the strength and the weakness of the material. Graves also explained that some teachers carry out analysis based on the parts of the skill, because they are the experts in their respective skills.³

Textbook is a book as a standard source of information for formal study of a subject and an instrument for teaching and learning.⁴ Brown adds that the material is clear and tangible

¹ Alan Cunningsworth, *Choosing Your Coursebook*, (London: Mcmilla Publisher Limited, 1995) p.1

² Kathleen Graves, *Teachers as Course Developers*, (New York: Cambridge University, 1996), p.1.

³ *Ibid*, p. 21

⁴ Kathleen Graves, *Designing Language Courses: A guide For Teachers*, (Boston: Heinle & Heinle Publisher, 2000). P. 175

support for the teaching of language comes through textbooks.⁵ The role of textbooks that are prevalent in the teaching and learning process is developed based on the curriculum so that it can be useful as a guide for both teachers and students. Textbooks are an important medium for teaching English, especially in junior and senior high schools, for students, textbooks can guide them to organize their learning both inside and outside the classroom. This helps students to learn material better, faster, clearer, and easily. In textbooks, including materials and speaking activities, students can develop their oral abilities in real life. Cunningsworth said that textbook is the best resource to help students to get aim of learning, because it has already set based on learner's need.⁶ It means that books must match the core competencies and basic competencies contained in the curriculum. Because, in the learning objectives to be achieved is already contained in the applicable curriculum.

Teachers also have a duty of care to ensure that the teaching and learning material which with students and children are presented. or towards which they are directed, are appropriate to their developmental growth and relevant to the achievement of appropriate learning outcomes. For choosing those textbook teachers should at least considered in the two basics rules. There are the content and format that later would be describes in the next chapter.

All of teachers who teach in the class must be used a book as a guideliness for teaching. Textbook is defined as a comprehensive learning resource that is in print or electronic form, or that consists of any combination of print, electronic, and non-print collectively.⁷ It means that textbook is any kind of book

⁵ H. Dauglas Brown, *Teaching By Principles*, (California: Longman, 2000), Second Edition, p.136-137.

⁶ Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMillan Publisher Limited, 1995), p.7.

⁷ Ministry of Education, *Guideliness for Approval of Textbooks*, The Ministry of Education's Website at <http://www.edu.gov.on.ca>, 2006,p.6

that used by teacher for teaching in the classroom, the form of textbook can be in print or electronic.

Meanwhile Pingel states that “Textbook is a resources, it can be printed or soft file forms, schoolbooks’s however, are constructed as educational tools”.⁸ It means that textbooks are the printed or soft file resources that used as educational tools. Materials arrange in many tools textbook is created as a tool of learning.

Textbook will fulfill knowledge, skills, and activities in teaching learning process. The teacher must know how to use it with the appropriate content and class situation. As Williams states that “The textbook is a tool, and the teacher must know not only how to use it, but how useful, it can be.”⁹ From this theory it is clear that there is deep relation between a teacher and textbook.

Teacher must deliver the materials in the book clearly based on the standard education. As a tool, textbook is expected to be usefull sources in guidance teaching. The primary purpose of textbook is to transfer knowledge, values, attitudes, skill and behavior that are a constant.¹⁰ It means that the main purpose of a textbook is to make learners have knowledge, understand the values, having good attitudes, skill and behavior.

In this research, the researcher would like to analyze one of assessment criteria of a good textbook. Over all it is about the whether the content in the textbook appropriate with the syllabus and KI KD or the criteria needed. The researcher would like to analyze textbook namely Bahasa Inggris for grade X. there are 7 criteria that would like to analyzed by the researcher namely (1) Give introductory guidance on the presentation of language items and skills (general) (2) Suggest aids for the teaching of pronunciation: e.g. phonetic system (speech) (3) Offer meaningful

⁸ Falk Pingel, *UNESCO Guidebook on Textbook Research and Textbook Revision*, (Braunschweig: Unesco Sector, 2010),p.46

⁹ David Williams, *Developing Criteria Strategy for Textbooks and Learning Materials*, (France: The United Nations Scientific and Cultural Education, 2005), p.1

¹⁰ *Ibid.*

situations and a variety of techniques for teaching structural units (grammar) (4) Distinguish the different purposes and skills involved in the teaching of vocabulary (vocabulary) (5) Provide guidance on the initial presentation of passages for reading comprehension (reading) (6) Demonstrate the various devices for controlling and guiding content and expression in composition exercises (writing) (7) Contain appropriate pictures, diagrams, tables, etc (technical).¹¹

Based on description above, in this research intended to analyze the materials of an English textbook for tenth grade senior high school entitled “Bahasa Inggris”. Therefore, this research entitled “An Analysis Of Good Textbook Criteria In “Bahasa Inggris” For The Tenth Grade Senior High School Based On Curriculum 2013”.

C. Focus of The Research

In this research focused the analyzes whether the material of “Bahasa Inggris” textbook fulfill the good criteria.

D. Research Question

How is the quality of “Bahasa Inggris” textbook material for The Tenth Grade Senior High School Based On Curriculum 2013

E. Objective of the Research

Based on the formulation of the problem, the objective of the research was to know the quality of “Bahasa Inggris” textbook material for The Tenth Grade Senior High School Based On Curriculum 2013.

¹¹ Kahlid Mahmood, *The Process of Textbook Approval: A Critical Analysis*, (Pakistan: Buletin of Education and Research, 2006), A Journal Vol.28, No.1, Published on June,p.3

F. The Significance of the Research

To inform for English teachers choosing the appropriate English textbook that will be useful for their students and teachers can predict whether the contents are difficult, plain, or easy to use in daily activities.

G. Relevant Study

There were some researchers who was conducted the research about analysis textbook. Intan Permata Sari in 2018 entitled “An Analysis of the Activities in Bahasa Inggris Textbook for Grade 10th Students Published By the Indonesian Ministry of Education and Culture”.¹² This research is the descriptive research that aimed to analyze the quality of the English textbook in term of the activities provided by this book. The object of this research was the *Bahasa Inggris* textbook for 10th grade students published by the Indonesian Ministry of Education and Culture. This research used an analysis format as the instrument to guide the researcher in analyzing the English textbook. The analysis format contained of six categories which was made based on the principles of good textbook proposed by the experts; the categories are providing the information and opinion gap activities which require the learners to communicate each other, asking the students to make up or write a story, asking the student to make grammatical discoveries from a simple drill, providing readiness activities, providing activities enable the students to recognize language input consciously and subconsciously, and providing activities stimulate the use of both right and left-brain. The result of this research showed that this English textbook can be categorized as good textbook since only one category that was rarely found in this textbook; asking the student to make

¹² Intan Permata Sari, *AN ANALYSIS OF THE ACTIVITIES IN BAHASA INGGRIS TEXTBOOK FOR 10TH GRADE STUDENTS PUBLISHED BY THE INDONESIAN MINISTRY OF EDUCATION AND CULTURE*, (Padang: English Language Teaching Study Program of FBS Universitas Negeri Padang, 2018), p.426

grammatical discoveries from a simple drill. However, the other criteria had enough number as the activities provided by this book.

Another research was conducted by Devi Audina Pratama in 2017 entitled “ An Analysis of Textbook Entitled “Pathway to English” Published By Erlangga at the First Semester of the 11th Grade of Senior High School”¹³. The purpose of this study was to find out whether the Pathway to English textbook of the eleventh grade at the first semester fulfilled syllabus points of the 2013 curriculum and how broad they presented. The researcher used descriptive qualitative research. The data would be gathered from document analysis of an English textbook entitled Pathway to English published by Erlangga. The Pathway to English textbook had fulfilled syllabus points of 14 from 16 items of basic competence and 6 from 6 items of learning material. Each basic competence was provided in some exercises of 4 English skills. The learning materials were successfully included and developed supported materials which interpreted about social function formed cooperating tasks, text structures were available and related the other rules of text structures, and language features were available and were developed based on suitable vocabulary, exercise of pronunciation and intonation, and related grammar to support the materials of modals, adverb, tenses, connector, etc. It was also provided and developed appropriate topics and multimedia using based on the syllabus guidance. On the other hand, this textbook had weakness about there were not available BC 4.5 and BC 4.6 criteria and lack notes of enrichment vocabulary and pronunciation.

Then, there was also a researcher Nurkasina Husen in 2020 who was conducted the research “An Analysis of Three English Textbooks for Eleventh Grade of Senior High School”.¹⁴

¹³ Devi Audina Pratama, *An Analysis of Textbook Entitled “Pathway to English” Published By Erlangga at the First Semester of the 11th Grade of Senior High School*, (Lampung: English Education: Jurnal Tadris Bahasa Inggris, 2017), p.326

¹⁴ Nurkasina Husin, *An Analysis of Three English Textbooks for Eleventh Grade of Senior High School*, (Pekanbaru, Jurnal AKRAB JUARA Volume 5 Nomor 4, 2020), p.253

The objectives of this study were to: (1) see whether the textbooks used for learning English meet the criteria of a good textbook and (2) reveal the strengths and weaknesses of the textbook. This research was conducted using content analysis because the data were collected from textbooks. Observation data through and document analysis. The data were analyzed through qualitative research. The object of this research is the English textbook used for class XI SMA students. The results of the study found that English to stop bullying currently fulfills the twelve criteria of a good textbook by Mukundan containing 1) Books related to syllabus and curriculum, 2) Methodology, 3) Suitability with students, 4) Physical and utilitarian attributes, and 5) Efficient spending of complementary materials, 6) General, 7) Speaking, 8) Reading, 9) Writing, 10) Vocabulary, 11) Grammar, and 12). Sports. Furthermore, the study also found that the advantages of English in relation to current bullying are providing appropriate communicative activities with students, providing teachers' books, and samples of material that are familiar to students. Meanwhile, the weakness of this textbook is that it does not provide assignments to develop students' listening and pronunciation skills. Also, the text and images are not up-to-date.

Based on these studies, the researcher found that there were differences among these studies with this research. The first study was about analyzing the quality of the English textbook in term of the activities while this research was about analyzing quality of the textbook only without the analysis of activities in the textbook. The second study was analyzing about whether the textbook fulfilled syllabus points of the 2013 curriculum and how broad they presented while this research based on syllabus. The last study was analyzing 3 textbooks, while this research was in 1 textbook only.

H. Research Methodology

1. Research Design

In conducting this research, the researcher used descriptive qualitative research. Qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural setting.¹⁵ It means that qualitative research is a research design that evaluates about social phenomena from someone's perspective but must be related with the accurate theory.

2. Research Subject

The subject of this research was a textbook "Bahasa Inggris" for The Tenth Grade Senior High School Based On Curriculum 2013

3. Research Data

The type of analysis can be textbooks, newspaper, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.¹⁶ It means that there are some analysis that uses in the type of document analysis but in this research the researcher will analyze textbook. The textbook entitled "Bahasa Inggris". It is an effective way to be used in this study because it can describe the conditions and situations specifically so as to get the necessary conclusions. This research aimed to analyze in depth the textbook " Bahasa Inggris " for the tenth grade using the 7 criteria as a good book to use theory stated by Mahmood.

4. Data Collecting Technique

There are many different types of qualitative research. The researcher will use document or content analysis. Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material.¹⁷ It means that document analysis is

¹⁵Donald Ary, et al., *Introduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p.22

¹⁶*Ibid*, p.29

¹⁷*Ibid*, p.457

the method on a research that aims to identify the specific purposes of research made by the researcher. Document analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The researcher used document or content analysis because this research focuses on analyzing and interpreting the fulfillment criteria in the textbook. The researcher described the data analysis in form of words description, finally making conclusion whether or not the textbook has good quality to be used for teaching and learning.

5. Research Instrument

The major characteristics of qualitative research which distinguish this research from other research are the method and an instrument which uses to collect and analyze the data. Arikunto states that “The researcher is very important in qualitative research. The main instrument of the research is the researcher himself”.¹⁸ It means that the main instrument of this research was the researcher, who was collected and analyzed the data based on the researcher’s interpretation. Then, the researcher described and related it with theory applied to support the analysis. Therefore, the result of the research was determined by the researcher’s point of view in describing the analysis of the research.

6. Data Analysis

Qualitative data analysis is inductive, the analysis based on the data obtained. Arikunto explained that data analysis in qualitative research is the process and the preparation are systematically obtained from the technical documentation, by way of organizing data into categories, describe into units, synthesize, organize into a pattern, choose what is important and that will be studied and make conclusions invitation of words or phrases separated by category.¹⁹ It means that in analyzing the data in the type of qualitative research, there were documentation, organizing data into categories, describe into units, synthesize, organize into a

¹⁸ Arikunto S, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p.24

¹⁹ *Ibid*, p.84

pattern, and taking conclusion. The researcher followed some steps of data analysis which stated by Endraswara as follows:

- 1) Clarifying or classifying data based on the specification of each focus research problem.
- 2) Analyzing data based on data clarification.
- 3) Making a conclusion.²⁰

It means that the researcher will read the textbook, classifying the data based on the focus of study, then analyzing the data. In the end, the researcher made conclusion based on the result of analysis.

7. Trustworthiness of the Research

Triangulation is the criteria based on the process of observing something from different view points in order to get a fix on its true location. The triangulation of criteria has been led into content data analysis. According to Neuman, there are four types of triangulation. They can be explained as follows:

1. Triangulation of measure.

It is applied when the researcher takes multiple measures of the same phenomenon.

2. Triangulation of observers.

It refers to the multiple observers' point of view are collected in a research in order to gain alternative perspective.

3. Triangulation of theory.

It is a multiple theoretical perspective undertaken when the data interpreted.

4. Triangulation of method.

It means mixing qualitative and quantitative styles of research and data.²¹

²⁰ Endraswara S, *Metodologi Penelitian Sastra: Epistemologi, Model, Teori, dan Aplikasi*, (Yogyakarta: Media Presindo, 2008),p.17

The researcher used the type of triangulation theory. It is a multiple theoretical perspective undertaken when the data interpreted.²² In this case, the researcher analyzed the research based on the grand theory. The research findings must be appropriate with the theory of analysis that is the fulfillment criteria of a good textbook.

I. Systematics of the Discussion

To provide a systematic and easy-to-understand description, this thesis is structured with a systematic discussion as follows:

- 1) Chapter I, consisted of introduction such as: title affirmation, the background of problem, identification of problem, etc. The introduction of chapter I contains, title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective or purpose of the study, benefits of the study, previous research, research method and systematics of the discussion.
- 2) Chapter II, consisted of the theories such as: textbook, criteria of a good textbook, textbook analysis, etc. This chapter is an overview of textbooks, the curriculum currently used as a reference and the criteria for good textbooks.
- 3) Chapter III, consisted of the general description of the object and the presentation of facts and data needed during research.
- 4) Chapter IV, consisted of research finding and discussion.
- 5) Chapter V, consisted of conclusion and suggestion.

²¹ Neuman LW, *Social Research Methods: Qualitative and Quantitative Approaches*, (New York: Allyn & Bacon, 2003),p.165

²² *Ibid*, p.171

CHAPTER II

THEORETICAL REVIEW

A. Textbook

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. Instructional materials in the form of the textbook are very important for both teacher and learner. In making teaching preparation and conducting the teaching for example, a teacher needs textbook. As Richard states that “The textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in”.²³ It means that without textbook, teacher will have difficulties in constructing written evaluation.

For the learner, textbook also plays an important role. The learner who do not have textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create the less success of teaching.

A textbook has many functions. According to Tomlinson, the textbook has many functions as follows:

- 1) Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

- 2) Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities,

²³ Jack C Richard, The Role of Textbooks in a Language Program, A Journal from <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>, Retrieved on June, 18th 2020 at 10:46pm, 2010,p.1

recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

3) Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4) Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.²⁴

From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

B. Textbook Analysis

Analysis is a method by which a thing is separated into parts, and those parts are give rigorous logical, detailed scrutiny, resulting. In a consistent an relatively complete account. While Textbook Analysisor textual analysisis a methodology in the social sciences for studying the content of communication.

Krippendorff states that “Textbook Analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. As a technique, textbook Analysis involves specialized procedure. It is learnable and divorceable from the personal authority of the researcher. As a research technique also, the textbook Analysis provides new insights, increases researcher understanding of

²⁴ Tomlinson, *Material Development in Language Teaching*, (Cambridge: Cambridge University Press, 1998),p.27

particular phenomena, or inform practical actions. This textbook Analysis could be likely a research tools”.²⁵ It means that an analysis of textbook is needed, in order to increase better understanding of the content and could see the goodness and weakness of a book.

This kind of techniques hopes to be reliable. Moreover, it is specify that this kind of research techniques should have a research finding in replicable one. That is why, the researcher should working at different point of view of the circumstances should get the same result when applying the same techniques to the same data. Replicability is the most important as a core pattern to find reability.

It describes qualitative methods in greater detail. With qualitative methods of textbook analysis depth presides over breadth. As such, the results tend to be richer with regard to understanding the way that information is presented in a text yet more difficult from which to make generalizations.

Researchers have long debated the respective merits of “quantitative” and “qualitative” approaches to textbook Analysis...Most writers on textbook Analysis have made quantification a component of their definition of textbook Analysis. In effect, therefore, they exclude the qualitative approach as being something other than textbook Analysis.

Textbook Analysis as a research method is a systematic and objective means of describing and quantifying phenomena. It is also known as a method of analyzing documents. Textbook Analysis allows the researcher to test theoretical issues to enhance understanding of the data. Through textbook Analysis, it is possible to distil words into fewer content related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning.

²⁵ Krippendorff K, *Textbook Analysis an Introduction to Its Methodology*, (Thousand Oaks, CA: Sage Publication Inc, 2004),p.6

Textbook analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action. The aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon. Usually the purpose of those concepts or categories is to build up a model, conceptual system, conceptual map or categories.²⁶ It means that an analysis of textbook could have good outcome for example to build up content, model, knowledge, etc.

Based on the explanation above, the researcher concludes that textbook is a published printed material that serve as a source and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book, work book or subject book. Textbook is the most frequently used of all printed educational materials. The textbook becomes one of many aids to assist students in acquiring clear concepts of subject matter.

C. Function of Textbook

A good textbook is very crucial for both teacher and student. For teacher, it serves as a guide for each lesson. Textbook for language learning consists of several chapters. Each chapter was discussed different types and level of language skill. Textbook not only can provide general ideas for teacher to develop activities suitable for every topic, but also give a brief view for student on what they should expect for next learning session and at the same time serve as their reference for practices.

As a resource in achieving aims and objectives that have been set in terms of learners' need, Cunnigsworth listed a few roles textbook can serve as in ELT;

- 1) A resource for presentation material (spoken and written).

²⁶ Neuendorf KA, *The Textbook Analysis Guidebook*, (Thousand Oaks, CA: Sage Publication Inc, 2002), p.2

- 2) A source of activities for learner practice and communicative interaction.
- 3) A reference source for learners on grammar, vocabulary, pronunciation, etc.
- 4) A source of stimulation and ideas for classroom language activities.
- 5) A syllabus (where it reflects learning objectives which have already been determined).²⁷

From the theory above, the researcher concludes that there are five roles of textbook that can serve in ELT. Firstly it should serve presentation material both in written or oral. Secondly, it should serve activities for learner practice and communicative interaction, then it should provide source for learners on grammar, vocabulary, pronunciation, etc. After that, it can be used as stimulation and ideas for classroom language activities and the last it should be appropriate to the syllabus.

D. The Role of Textbook in English Language Teaching (ELT)

Based on the important role of textbook learning activity, good textbook should be selected in order to support the success of teaching and learning but if teacher used textbook without selecting the quality, it is possible that teaching will deviate from the objective.

Standardized of textbook is important to know. The author of textbooks must make it clear what those limitations are for example, whether or not the textbook is intended as a self-study too or for classroom use by a teacher and a group of learners. So consumers of textbook should know how good

²⁷ Alan Cunningsworth, *Choosing Your Coursebook*, HandbookZZ.org, A Journal Retrieved from <https://www.scribd.com/document/354608184/Alan-Cunningsworth-Choosing-Your-Coursebook-Han-BookZZ.org> on June, 19th 2020 at 11:44am

standards of textbook is.²⁸ It means that a textbook must be required the standadized, even it is yet appropriate to be applied. That is why the teachers need to analyze more about the textbook that would be used by them.

Teachers and students also need a source to be used as guidance in the classroom. Therefore, textbooks become the main sources on daily basis. However, textbooks must be used appropriately in order to achieve the objectives. Here are some of the roles of textbook in teaching. Firstly, a textbook is an aid of teaching and learning. Secondly, a textbook can also become the supplement for teachers' instruction in classroom. Thirdly, a textbook for inexperienced teachers can provide ideas on kinds of materials and techniques.

In addition, a textbook can be the guidance for teachers in giving the systematic materials for the students. It is generally accepted that the role of the textbook is to be at the service of teachers and learners but not to be their master. According to Mahmood the standardized of textbook as teaching materials takes into account factors, they are as follows:

1. The purpose of learning.
2. The structure of the curriculum and education programs.
3. The level of development of school tuition or target
4. The condition and school infrastructure facilities.
5. The conditions in the wearer.²⁹

Based on the standardized of textbook above, it can be concluded that the great textbook should have standard in arrangement which consisted of purpose of learning based on

²⁸ Novita Sari, *An Analysis of Textbook Entitled "Headline English" Published by Srikandi Empat of Seventh Grade of Junior High School, 2019*, Retrieved from <https://repository.uin/analysis-textbook.pdf>, on June 18th 2020 at 11:05pm

²⁹ Kahlid Mahmood, *The Process of Textbook Approval: A Critical Analysis*, (Pakistan: Buletin of Education and Research, 2006), A Journal Vol.28, No.1, Published on June, p.3

current curriculum and syllabus and consisted of the adaptation of infrastucture in common school.

E. Criteria of A Good Textbook

Criteria of English textbook as Second language or foreign language must be different approach with the other. So, the target of learning could be achieved. According to Mahmood the ESL textbook, should:

1. Give introductory guidance on the presentation of language items and skills (general).
2. Suggest aids for the teaching of pronunciation: e.g. phonetic system (speech).
3. Offer meaningful situations and a variety of techniques for teaching structural units (grammar).
4. Distinguish the different purposes and skills involved in the teaching of vocabulary (vocabulary).
5. Provide guidance on the initial presentation of passages for reading comprehension (reading).
6. Demonstrate the various devices for controlling and guiding content and expression in composition exercises (writing).
7. Contain appropriate pictures, diagrams, tables, etc (technical).³⁰

Based on the explanation above, the researcher concludes that there are seven criterias of a good textbook. English textbook should maintain English skills of reading, writing, listening, speaking and the items of vocabulary, grammar, pronunciation, and technical. Therefore textbook as learning tool performs well, it can also measure quality of teaching learning process.

³⁰ *Ibid.*

F. The Advantages of Textbooks

There are advantages of using textbooks in the classroom and both teachers and students can benefit from these. Below the advantages of textbook:

1. Textbooks are attractively presented.
2. Textbook are prepared with a good structure than offer a coherent syllabus.
3. Prvide satisfactory language control and motivating texts and tapes.
4. Many students like textbooks because they feel that they have achieved something when they finish chapter after chapter, and then finally the whole book, because progress encourages them in a positive way.
5. Using textbooks saves the teacher a great deal of time. Teachers can use this time for teaching instead of producing material themselves. Teacher feel that it would be very difficult, impossible sometimes, to teach and give instructions from one day to the other without the help of textbooks and teachers guides.
6. If a teacher uses the same textbook in all of his or her classes the students were worked with the same material and content.³¹

Based on the advantage of textbook above, the researcher concludes that using textbook helps teacher to guide the students. It also helps students to accept the material more easier. Textbook usually provide good structure of the material with the good instructions, picture, theme, etc even it still need a revise from teacher in order to make the material clearly and suitable to the teaching and learning situation.

³¹ Maria Etsling Vannestal, *Textbook and Alternatif Material*, Vaxjo University School of Humanities English, 2006,p.3

G. The Disadvantages of Textbooks

There are also disadvantages of using textbooks, they can be described as follows:

1. Some teachers do not approve of textbooks at all. These teachers claim that both they and their students are bored by using textbooks due to the fact that they many times contain material that is not interesting enough. Furthermore, they claim that there is little variation in textbooks, which makes teaching and learning stifling.
2. Teachers who do not approve of textbooks like to use their own imagination, alternative material such as pieces from books and magazines and ideas that students give them etc.
3. The risk of using textbooks is that teachers and students can become too attached to the textbook they are using and ignore all other sources of material. As a consequence, the textbook was controlled the teaching and learning in the classroom.
4. Teachers who base their teaching on textbooks can become deskilled. If they can not decide what instructions to give themselves and let textbooks do this for them, their function as teachers has become reduced because then they only present what others have written.
5. Another disadvantage of using textbooks is that their content is not always 100 % genuine and objective.³²

Based on the explanation above, it can be concluded that the textbook is based on the teacher's way in teaching. If the teacher cannot deliver or explain the material clear enough, then the students would be hard to accept it. Another disadvantages is textbook makes teachers to become diskills, if they teach only followed the structure of textbook itself. They must have other skills, so that the combination of teacher's skill and textbook could be cover up the students' lackness.

³² *Ibid*, p.4

H. Definition of Curriculum

In education, a curriculum (/ kə'rikjələ /; plural: curricula / kə'rikjələ / or curriculums) is broadly defined as the totality of student experiences that occur in the educational process.³³ The term often refers specifically to a planned sequence of instructions, or to a view of the student's experiences in terms of the educator's or school's instructional goals.³⁴ Basically the curriculum has three dimensions of definition, namely the curriculum as a subject, curriculum as a learning experience and curriculum as the planning of the learning program.

Curriculum may incorporate the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.³⁵ It means the curriculum is a tool to achieve educational goals. Its development is carried out by the school and interpretation, explanation, detail and guidance on competencies, learning outcomes, indicators and subject matter are still needed in the curriculum.

Bobbitt said that curriculum, as an idea, he explaining the curriculum as the course of deeds and experiences through which children become the adults they should be to succeed later in life.³⁶ According to Bobbitt, the curriculum is a social engineering arena. From the cultural presumptions and social definitions, curricular formulation has two notable features: (i) that scientific experts would best be qualified to and justified in designing curricula based upon their expert knowledge of what qualities are desirable in adult members of society, and which experiences would generate said qualities; and (ii) curriculum defined as the deeds-experiences the student ought to have to become the adult

³³ A. V. Kelly, *The curriculum: Theory and practice*. (Newbury Park, CA: Sage, 2009) p. 13

³⁴ Jon Wiles, *Leading Curriculum Development*. (2008) p. 2.

³⁵ Adams, Kathy L.; Adams, Dale E, *Urban Education: A References Handbook*. (2003) p. 31–32

³⁶ John Franklin Bobbitt, *The Curriculum*. (Boston: Houghton Mifflin, 2003) p. 19

he or she ought to become.³⁷ Hence, he defined the curriculum as an ideal, rather than as the concrete reality of the deeds and experiences that form who and what people become.

I. Curriculum 2013

The formulation of 2013 curriculums' aim is based on the objectives of national education outlined in UU No. 20/2003 about education national system, particularly in article 3 Chapter II about the basis, function, and the objective of national education which states that: "Education functions as developing individuals' dignified skills, characters, and civilization in order to make intellectual generations and to develop learners' potentials to be healthy, intellectual, skillful, creative, independent, democratic, and responsible individuals who believe in God and who possess noble characters".³⁸ It suggests that the educational process and its outcomes are intended to create students to be completely useful people who have aptitudes and great characters and who are proficient to mindful of their potential, and can execute their abilities for the general public's and their own advantages.

According to Permendikbud No. 68 in the year 2013, 2013 curriculum is designed with the following characteristics:³⁹

- a. Developing the balances between spiritual and social developed attitude, curiosity, creativity, cooperation with intellectual skill and psychomotor.
- b. School is part of society which gives planned learning experience where students apply what they learn in school into society and make it useful as learning sources.

³⁷ Ibid, p. 25

³⁸ UU No. 20/2003 available on-line at: <https://kemenag.go.id/file/dokumen/UU2003.pdf>, on 24/08/2019

³⁹ Permendikbud Nomor 68 Tahun 2013, *Tentang Kerangka Dasar dan Kurikulum 2013*.

- c. Developing attitude, knowledge, and skill also applying it in any situations in school and society.
- d. Giving free time to develop attitudes, knowledge, and skills.
- e. Competence is expressed in the form of core competence which is detailed more in subject basic competence.
- f. Class core competences become organizing elements basic competence, where all basic competences and learning process are developed to achieve core competences.
- g. Basic competences are developed based on the accumulative principle, mutually reinforce and enrich inter subjects and education level.

Therefore, 2013 curriculum was developed with philosophical foundation which provides basis for the development of learners' potential to be a qualified Indonesian human as stated on the objectives of national education.

According to Yani in his book *Mindset Curriculum 2013* states that in the Curriculum 2013 the signs of Achievement of Core Competence (KI) and Basic Competence (KD) are caught in 4 domains, namely the spiritual domain, the social domain, the domain of knowledge and the skill domain.⁴⁰ Which are described as follows:

- 1) The domain of spiritual attitudes has the level of the quality of students' experience of his religion there are five of receiving, running, appreciating, mengahayati and practice.
- 2) The domain of social attitudes listed in the Core Competence from the lowest to the highest level is twelve points: honest, disciplined, responsible, polite, caring, tolerant, cooperative, cooperative, peace-loving, confident, responsive (responding, encouraging, responsive), and proactive (the ability of a person to immediately take decisions wisely and responsibly in addressing a problem that it faces).

⁴⁰ Ahmad Yani, *Mindset Kurikulum 2013*, (Bandung: Alfabeta, 2014), Pages. 84-91

- 3) The domain of knowledge is also called cognitive domain. The cognitive domain according to Bloom has six levels ranging from the lowest ability to the highest, that are knowledge, understanding, application, analysis/synthesis, and evaluation.
- 4) The domain of skill consists of four levels that is hunting, managing, reasoning and creating.

Similarly the assessment of learning outcomes and curriculum results is measured from the achievement of competence. The success of the curriculum is defined as the achievement of the planned competencies in the curriculum document by the learners. Competencies for the 2013 curriculum are planned as follows:

- a. Contents or curriculum content of competence expressed in the form of Core Competence (KI) class and further details in the Basic Competence (KD) subjects.
- b. Core competence (CI) is a categorical description of the competencies in attitude, knowledge, and skills (cognitive and psychomotor) aspects that learners should learn for a school, class and subject. Core competence is the quality that a learner should have for each class through KD learning organized in an active student learning process.
- c. Basic Competence (KD) is a competency that learners learn for a theme for SD / MI.
- d. Core competence and basic competence in junior secondary education is preferred in the area of attitude while at secondary education level on intellectual ability (high cognitive ability).
- e. Core Competence becomes organism (Basic Competence) Basic Competence is all KD and learning process developed to achieve competence in Core Competence.
- f. Basic competencies developed are based on accumulative principles. Mutually reinforced and enriched between subjects and levels of education (horizontal and vertical organizations).

- g. The syllabus is developed as a learning plan for a theme (SD / MI) or one class and one subject (SMP / MTS, SMA / MA, SMK / MAK). In the syllabus all KDs are listed for themes or subjects in the class.
- h. Learning implementation plan developed from each KD for the subject and class.

Indonesia has experienced several changes Curriculum is applied, until the Curriculum 2013 which is still refined at this time. The curriculum 2013 is developed due to the various social and technological styles that are growing today.

J. Content Analysis

According to Berelson & Kerlinger, content analysis is a method for learn and analyze communication systematically, objectively, and quantitative view of the message.⁴¹ While According to Budd, content analysis is a systematic technique for analyzing content message and message processing or a tool to analyze and analyze open communication behavior of the selected communicator.⁴²

Content analysis has several characteristics⁴³ as follows:

1. Objective

One of the important features of content analysis is that it is objective. The research was carried out to get a picture of the content as it is, without it intervention from researchers. Research eliminates bias, bias, or particular tendency of researchers. Content analysis does use humans, but this must be limited in such a way that this subjectivity is not appear. The results of the content analysis are truly reflective of the

⁴¹ B. Berelson, *Content analysis in communication research* (New York: Hafner Publishing Company, 1971)

⁴² R.W.Budd, , *Content analysis of communications* (New York: Macmillan Company, 1967)

⁴³ Ibid. 16.

content of a text, and not the result of subjectivity (desire, bias, or inclination certain) from researchers.

2. Systematic

In addition to being objective, content analysis must also be systematic. This systematic means, all stages and research processes have been clearly and systematically formulated (Riffe, Lacy and Fico). This systematic also means every category that is used uses a specific definition, and all materials are analyzed by use the same categories and definitions.

3. Replicable

One of the important features of content analysis is that it must be replicable. Research with certain findings can be repeated by producing the same findings also. The results of the content analysis along using the same materials and techniques the same, should also produce the same findings. This same finding applies to different researchers, different times, and contexts different.⁴⁴

4. Contents that Appear (manifest)

The visible content is the part of the content that is visible in reality, is in in the text (in this research news), and there is no need for interpretation find it.

5. Summarizing

Another feature of content analysis is that it is intended to summarize / summarizing. Content analysis is generally made to create an overview characteristics of a content / message. Content analysis on the contrary does not pretend to present in detail one or more cases of content. Content analysis can categorized as a nomothetic type research aimed at making generalizations from messages, and not idiographic type

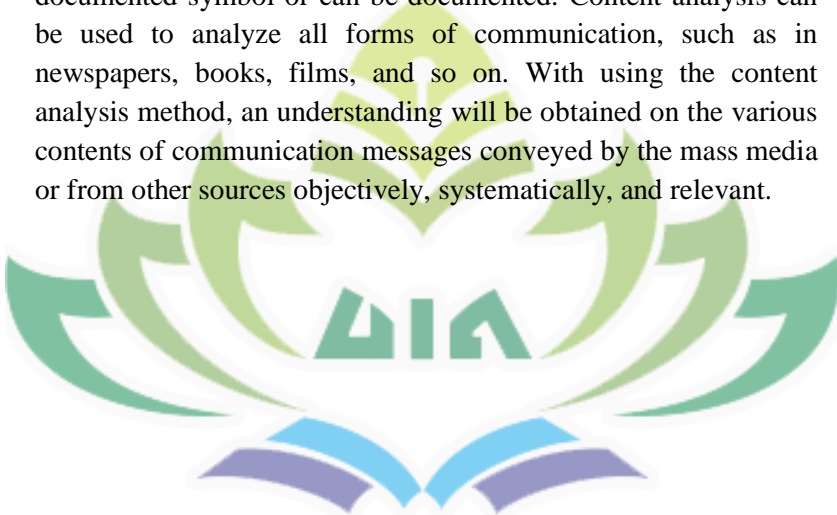
⁴⁴ Ibid. 21

research generally aims at making a detailed description of a phenomenon.⁴⁵

6. Generalization

Content analysis does not only aim to summarize but also pretending to generalize. This is mainly if the content analysis uses a sample. The results of the analysis are intended for provide an overview of the population. Content analysis is not intended for analyze in detail one case at a time.

It can conclude that content analysis is used to obtain information from communication delivered in the form of a documented symbol or can be documented. Content analysis can be used to analyze all forms of communication, such as in newspapers, books, films, and so on. With using the content analysis method, an understanding will be obtained on the various contents of communication messages conveyed by the mass media or from other sources objectively, systematically, and relevant.



⁴⁵ Ibid, 29

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