

**AN ANALYSIS OF THE ENGLISH TEXTBOOK ENTITLED  
'BAHASA INGGRIS STOP BULLYING NOW' FOR GRADE XI  
OF SENIOR HIGH SCHOOL**

**Submitted as a Partial Fulfillment of the Requirements for S1-  
Degree**

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# AN ANALYSIS OF THE ENGLISH TEXTBOOK ENTITLED “BAHASA INGGRIS STOP BULLYING NOW” FOR GRADE XI OF SENIOR HIGH SCHOOL

## ABSTRACT

By

AMALIA SUCI AZLINDA

The objective of this research was to know and analyze whether or not the English textbook “Bahasa Inggris Stop Bullying Now” for grade XI Senior High School can fulfill the criteria of content, presentation, language, and graphic feasibility based on BSNP. This research was aimed to analyze the quality of fulfillment criteria in *Stop Bullying Now* Textbook for the eleventh grade based on Education National Standard Council (BSNP) 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. There were three steps in analyzing the data namely data reduction, data display, and conclusion drawing.

The research findings showed that the quality of the *Stop Bullying Now* textbook for the eleventh grade of Senior High School based on BSNP over all was met the criteria of very good textbook. This could be seen from the result of analysis in four elements, they were content feasibility, presentation feasibility, language feasibility, and graphic feasibility. For content feasibility there were 4 items that was not available on the textbook as stated in syllabus. They were narrative text, asking and giving information by phone, promotion with pamphlet, brochure, etc and hortatory exposition text. While, there were 2 items in graphic feasibility namely use of letter and typography of book contents because the textbook used too many styles of fonts and letter. Meanwhile, for presentation and language feasibility, all of item were fulfilled the criteria. There were 41 total item questions based on BSNP in this analysis and 38 items were fulfilled the criteria. Therefore, it concludes that over all *Stop Bullying Now* was on very good quality. This textbook could be used for teaching and learning.

**Keywords:** *Textbook Analysis, BSNP, Descriptive Qualitative*

## DECLARATION

I hereby declare this thesis entitled: An Analysis of The English Textbook Entitled 'Bahasa Inggris Stop Bullying Now' For Grade XI of Senior High School is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in this thesis.

Bandar Lampung, Juni 2022  
Declared by,



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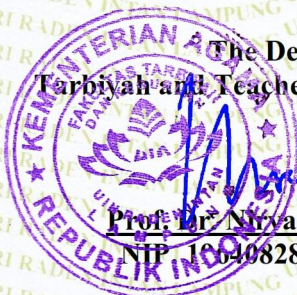
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## MOTTO

يُرِيدُ اللَّهُ بِكُمْ الْيُسْرَ وَلَا يُرِيدُ بِكُمْ الْعُسْرَ وَلِتُكْمِلُوا الْعِدَّةَ

Allah intends for you ease and does not intend for you hardship.<sup>1</sup>  
(Qs.Al-Baqarah ayat 185)



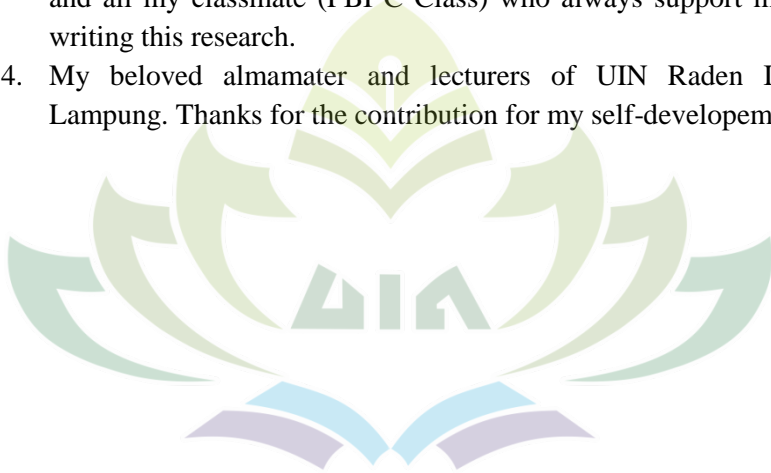
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<sup>1</sup> Abdullah Yusuf Ali, The Holy Qur'an Arabic Text With English Translation, (Thomas Road London, p.95)

## DEDICATION

Praise and gratitude be to Allah the Almighty for His abundant blessing for me, and from the depth of heart my heart, this thesis is dedicated to:

1. My greatest inspiration of my life, beloved father and mother, Azwan and Elindawati, who always pray for my success. Thanks for all motivation and support.
2. My beloved sister, Rezki Azlinda who always cheers me up until the completion of this thesis. Thanks for supporting and being my nice sister.
3. My beloved friends, Ayu Lestari, Joko Widianoro, Reni Angesti, and all my classmate (PBI C Class) who always support me in writing this research.
4. My beloved almamater and lecturers of UIN Raden Intan Lampung. Thanks for the contribution for my self-development



## **CURRICULUM VITAE**

Amalia Suci Azlinda was born on August 19th 1997 in Bandar Lampung. Amalia is the younger child of Mr. Azwan and Ms. Elindawati. She has one sister, her name is Rezki Azlinda.

She accomplished her formal education at SDN 1 Waydadi in 2009. Then, she was continued to at SMPN 24 Bandar Lampung and graduated in 2012. Next, she continued at SMA Negeri 12 Bandar Lampung and graduated in 2015. After finishing at SMA Negeri 12 Bandar Lampung she continued her study to UIN Raden Intan Lampung in English Education Study Program.





## ACKNOWLEDGEMENT

All praise is merely to Allah the Almighty, the Lord of the world, the most beneficent, and the most merciful who has bestowed upon the observer in completing this thesis. Then, peace and salutation may be upon the great messenger prophet Muhammad peace be upon Him, who has bought us from the darkness to the lightness. This thesis entitled An Analysis of The English Textbook Entitled ‘Bahasa Inggris Stop Bullying Now’ For Grade XI of Senior High School is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1 – degree. Then, the observer would like to thank the following people for their ideas, time, guidance, support, encouragement, and assistance for this thesis accomplishment:

1. Prof. Dr. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Dr. Moh. Muhassin, M. Hum the chairman person of English Education Study Program.
3. Rohmatillah, M.Pd as the advisor of the researcher who has contributed and guided the investigator in the accomplishment of the thesis.
4. Dian Reftya Wati, M.Pd as the second advisor, who has always patiently guided and given suggestion in arranging this thesis until finished.
5. The English Department lecturers of UIN Raden Intan Lampung.
6. All friends in English Education UIN Raden Intan Lampung 2015 especially all of my classmates (PBI Class C 2015).

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

Bandar Lampung, 2022

Amalia Suci Azlinda  
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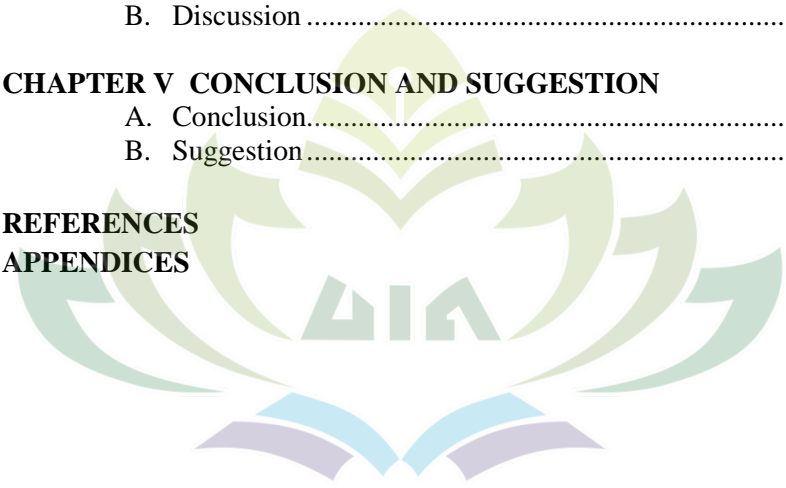
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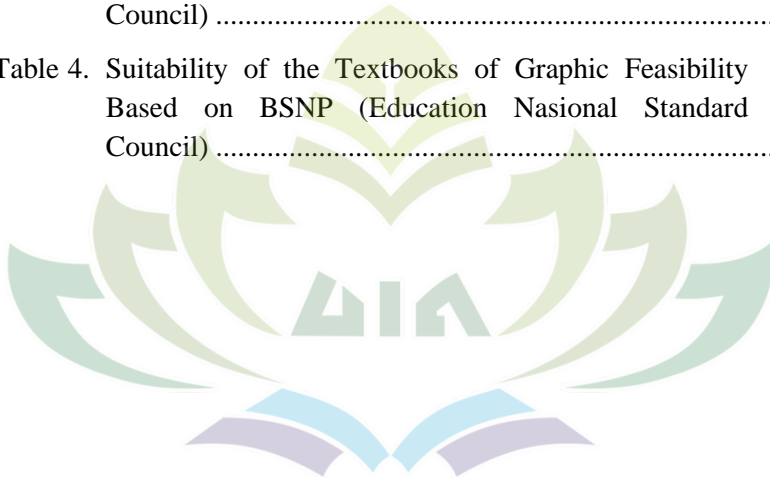
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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

To clarify the subject of this thesis, it is better to provide an understanding of the important words contained in the title "An Analysis of The English Textbook Entitled 'Bahasa Inggris Stop Bullying Now' For Grade XI of Senior High School". This explanation was intended to make the subject matter that will be discussed in this thesis more visible. In this case the words that was dissected or given a further meaning are, analysis, textbook analysis, BSNP and the English textbook entitled 'Bahasa Inggris Stop Bullying Now'.

According to Keraf, "Analysis is a process to study more about the things that need to be clarified. It is about find the appropriateness between one aspect to the others".<sup>1</sup> In this case, it means that to analyze something, it must be done slowly and in detail but still have a correlation like a puzzle. Because it was hoped that in analyzing something, we could get the advantages and disadvantages that have been sought so far. From the understanding of the above analysis, it seems very relevant and supports this research. Researcher analyzed textbook with the same system as the definition of analysis above, namely by analyzing every part of the book starting from the cover to the end of the book.

According to Cunningsworth, a good English textbook must have the standard of completeness. The textbook must gain some criteria that makes the suitability of the textbook includes for material and the design of textbook itself such as language, cover, color, spacing, etc. To find out that a textbook meets the criteria or it is not necessary to do a book

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<sup>1</sup>Keraf G, *Komposisi: Sebuah Pengantar Kemahiran Berbahasa*, (Nusa Indah: Ende, 2004), p.24

analysis.<sup>2</sup> It can be concluded that textbook analysis is an effective way of knowing which textbooks are in full use and whether or not they are worth it to be used. Researcher analyzed the textbook using the criteria from the National Education Standards Agency (BSNP) in order to find out how good the book is to be used as a teaching tool. The researcher analyzed based on BSNP. In BSNP, there are 4 criteria: (1) eligibility of content (2) Eligibility of presentation (3) Eligibility of language (4) Eligibility of graphic.

Regulation of the Minister of National Education of the Republic of Indonesia Number 2 of 2008, Article 4 paragraph 1 (in the Ministry of Education and Culture in 2016) states that textbooks at the primary and secondary education levels are assessed for their feasibility first by the National Education Standards Agency (BSNP) before use by teachers and students as a learning resource in educational units.<sup>3</sup> The eligibility of textbooks was determined by the Minister. In this case, it means that BSNP is an important thing in determining the feasibility of a textbook before it is used for the teaching and learning process. There were 4 criteria for BSNP, namely content, presentation, language, and graphic. The researcher used the 4 criteria set by BSNP to examine the textbook entitled 'English Stop Bullying Now'.

The textbook entitled 'Bahasa Inggris Stop Bullying Now' was an English textbook used for SMA / MA / SMK / MAK in the eleventh grade. This textbook was published by the Ministry of Education and Culture of the Republic of Indonesia in 2017. This book is used by several of its special schools in Bandarlampung. Researchers analyzed the feasibility of this book in order to know whether this book was appropriate for use or not.

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<sup>2</sup>Cunningsworth A, *Choosing Your Coursebook*, (Macmilan: Heinemann, 1995), p.78

<sup>3</sup>Peraturan Menteri Pendidikan Nasional No.02 Tahun 2018 tentang Pengertian Buku Teks, (Jakarta: Depdiknas), p.1



From the explanations above, it was hoped that it can further clarify the direction of the objectives of this thesis so that it can become a benchmark in subsequent chapters. That way this thesis would be more focused and in accordance with the path that should also be able to emphasize the subject so that the making of a thesis entitled analysis was good and useful.

## **B. Background of the Problem**

Textbook is a book as a standard source of information for formal study of a subject a media or instrument for teaching and learning.<sup>4</sup> It means that textbook is a tool that used in the process of teaching learning. It can be called as a media used by schools or in education 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.

Pingel said that textbook is a resource, it can be printed or soft file forms, school books's however, are constructed as educational tools.<sup>5</sup> 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. Williams added that the textbook is a thing that used for teaching and learning. The teacher must know how to use it appropriately.<sup>6</sup> 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.

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<sup>4</sup> Graves, K, *Designing Language Courses: A Guide for Teachers*, (Boston: Heinle & Heinle Publisher, 2000), p.175

<sup>5</sup>Falk Pingel, *UNESCO Guidebook on Textbook Research and Textbook Revision*, (Braunschweig: Unesco Sector, 2010),p.46

<sup>6</sup>David Williams, *Developing Criteria Strategy for Textbooks and Learning Materials*, (France: The United Nations Scientific and Cultural Education, 2005), p.1

Furthermore, William explained that textbook as a tool is expected to be useful sources in guidance teaching. The primary purpose of textbook is to transfer knowledge, values, attitudes, skill and behavior that are a constant.<sup>7</sup> It means that the main purpose of a textbook is to make learners have knowledge, understand the values, having good attitudes, skill and behavior.

English learning that is applied in Indonesia at this time uses the 2013 Curriculum which considers the use of English textbooks. English textbooks are very important to broaden the horizons and skills of students who will learn English. The government will always develop the existing curriculum in Indonesia so that the teaching and learning process becomes more qualified<sup>8</sup>.Of course this is a very good thing to do, textbooks play an important role in the world of education. Evaluating material that is not suitable for students and teachers is one of the right ways to support government work to develop curriculum and can improve the quality of textbooks. Textbooks should contain appropriate material, grammar that is easy to understand and can attract students' interest because books are a bridge of knowledge. So many books have been published to support students' English skills. In addition to attracting students' interest in reading, of course textbooks have criteria that must be met in order to become a good textbook as a learning guide.

Generally, the students' problem in learning from textbook is about the material that is not fulfill the good criteria of learning or can be simply not interesting for the students to open the textbook after teaching learning at the classroom. However, there are currently many authors who publish textbooks. The number of textbooks available, the teacher is confused about determining which books are

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<sup>7</sup>*Ibid.*

<sup>8</sup>Sonita, E., &Helmi, *Peningkatan SDM MenujuKemandirianUMKM Melalui Kualitas Pendidikan dalamMewujudkan Sustainable Development Goals*, (JurnalSosialdanIlmuEkonomi, 4(2), 2009), p.88-97.

suitable for use as teaching material in the teaching and learning process. Cunningswroth said that there are so many publisher English language teaching material on the market. It makes the challenging for the teachers to select textbook well.<sup>9</sup> Graves said teachers as course developers.<sup>10</sup> 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.<sup>11</sup> It means that the ones who is responsible to the teaching learning process is a teacher. Therefore, she/he must select a good textbook that is appropriate to be applied in the classroom.

There was a pre-research that was conducted by the researcher in order to see the phenomenon that happens to the students and teacher in using a textbook. It was conducted at SMAN 12 Bandar Lampung, especially at the eleventh grade. This pre-research was simply about interview with English teacher. The teacher said that the use of textbook is really important for teaching in the classroom because there are many materials that had been created by the author for teacher. But the teacher argues that textbook must be interesting enough to be used and to be seen by the students, because an interesting material involved in the textbook affects the students' activities in learning. The example of interesting material such as the content, the language, the way an author presents the table, picture, etc and also the color of textbook, because colored textbook or colored material in the

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<sup>9</sup>Alan Cunningsworth, *Choosing Your Coursebook*, (London: Mcmilla Publisher Limited, 1995) p.1

<sup>10</sup>Kathleen Graves, *Teachers as Course Developers*, (New York: Cambridge University, 1996), p.1.

<sup>11</sup>*Ibid*, p. 21

textbook could make the students interested in learning. It would not be monotonous for them.

It is important to analyze and reconsider the use of textbook or which textbook that is suitable to be used. As we know, during the Covid 19 pandemic, the teaching and learning process was carried out online, which means that students are required to understand the subject matter without a teacher near them. Seeing this situation, of course, a textbook is needed as a tool in the teaching and learning process. At first glance, the book that will be researched is very interesting to use because it is colorful. Based on this explanation, the researcher wants to analyze this book based on the criteria listed in the BSNP.

There are many experts who apply the criteria in textbooks, for example, Sheldon (1988), Grant (1987), Cunningsworth (1995), Harmer (2007) and Greene and Petty (2006). In addition, there are criteria set by BSNP. The BSNP explains how to choose a good textbook. There are steps that must be taken, namely studying the curriculum, studying the content or material of the textbook, checking the attractiveness of the textbook, checking the understanding of the textbook and checking the readability of the textbook. The researcher is interested in the criteria presented by BSNP so that the researcher wants to analyze the English textbooks used by students using the steps presented.

The analysis of textbook in this research followed the criteria by National Education Standards Agency (BSNP that consists of four namely content eligibility, presentation eligibility, language eligibility and graphic eligibility. Content eligibility was the appropriateness of conformity with the description of the material standard of competence (SK) and basic competence (KD) contain in the relevant curriculum subject. Presentation eligibility was the way author present the material in textbook, it involves images, illustration, sentence structure, or example of use in everyday life that corresponds to the topic that was presented. Language eligibility was about

the language in textbook must be interesting, clear, precise, objective, does not cause double meaning, etc. Graphic eligibility was about the appropriateness color, margin, font, cover, etc in the textbook that must be interested and does not contrast to see and read.<sup>12</sup> It means that there were for standard of a good textbook that must be covered by an author of a textbook, in order to make the textbook was worth it to use.

The steps listed above were an outline in selecting textbooks for teaching, there are subsections which are children of these steps. Based on the description above, the writer wanted to evaluate the textbooks used by class XI students. The novelty of this research was about analyzing all fulfillment good aspects in textbook including the color, shape, looks, layout, etc beside the content, language and presentation. The English textbook entitled 'Bahasa Inggris Stop Bullying Now' was published by the Ministry of Education and Culture of the Republic of Indonesia 2018. The researcher chose this topic because a textbook must fulfil the good criteria. It makes the teacher easier to deliver the material and the material that would be given to the students will have a good quality.

This research has relevancy to education because a teacher must be able to chose appropriate textbook for the students. By reading and seeing the result of this research, people (including a teacher) might know that a textbook has some qualities criterion that make it qualified enough to be used. In this case, the researcher analyzed all of the parts or feasibility criteria of textbook because not all of the researcher discussed about graphic. Most of previous studies analyzed about content, language and presentation feasibility. It made the researcher wanted to present graphic feasibility of textbook. Graphic feasibility is also important. It makes the students interested enough to read the textbook and they

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<sup>12</sup>Peraturan Menteri Pendidikan Nasional No.02 Tahun 2018 tentang Pengertian Buku Teks, (Jakarta: Depdiknas), p.1

probably would not feel bored if a textbook fulfil the graphic feasibility criteria.

The textbook 'Bahasa Inggris Stop Bullying Now' has been used by senior high schools in Bandar Lampung, for example SMAN 12 Bandarlampung, SMAN 13 Bandarlampung and SMA Al-Azhar 3 Bandarlampung. Therefore, this research entitled "An Analysis of the English Textbook Entitled "Bahasa Inggris Stop Bullying Now for Grade XI of Senior High School".

### **C. Focus and Sub-Focus of the Study**

#### **1. Focus of Study**

The focuses of this study was about analysis the fulfillment of a good criteria of a textbook "Bahasa Inggris Stop Bullying Now" based on National Education Standards Agency (BNSP). Good criteria of a textbook determine the successful of learning, because the teaching learning will be interested to do.

#### **2. Sub-Focus of Study**

The sub-focuses of this study are content, presentation, language, and graphic eligibility based on National Education Standards Agency (BNSP). The researcher analyzed these criteria whether the content, presentation, language and graphic eligibility can fulfill all of the aspects of a good textbook.

### **D. Formulation of the Problem**

Based on the problem above, the researcher formulated the problem as follows:

How the English textbook "Bahasa Inggris Stop Bullying Now" for grade XI Senior High School fulfill the criteria of content, presentation, language, and graphic eligibility based on BSNP?

### **E. Objectives of the Study**

Based on the formulation of problem, the objective of this research as follows:

To know and analyze whether or not the English textbook “Bahasa Inggris Stop Bullying Now” for grade XI Senior High School can fulfill the criteria of content, presentation, language, and graphic eligibility based on BSNP.

### **F. Significance of the Study**

Based on the research objectives to be achieved, this research was expected to have benefits in education, either directly or indirectly. The benefits of this research are as follows:

#### **1. Theoretically**

Theoretically, the results of this study are expected to be useful, namely:

- a. Provides information about the feasibility of this analyzed book so that the teaching materials are of good quality and can be a guide for students in learning English as a Second Language.
- b. As a reference for further studies.

#### **2. Practically**

Practically this research can be useful as follows:

##### **a. For Teacher**

As information to the teacher about the fulfillment of a good textbook to be used.

##### **b. For Student**

The results of this study are expected to foster the students' interest and motivation in learning because the textbook is interested to read from some sides such as the language is not too difficult to understand. The color, picture, font, etc are interesting which makes them want to read more. The more they want to read, the much knowledge they can get.

c. For School

As a consideration in preparing learning programs and determining appropriate learning methods and media to develop student abilities.

d. For Writer of Textbook

As an information to make the writers realize that when they want to write a textbook, they need to consider the fulfilment of good criteria of textbook, especially from BSNP.

## G. Relevance Studies

The research that has been conducted by Ria Mahampang is a relevant research. The research objective was to determine the quality of the 10th grade English textbooks used in the area, as well as to find out the opinions of students and teachers about the quality of the books analyzed. The research method used is qualitative research methods. The results showed that the textbooks she analyzed were very good textbooks to be used in her area. The book gets a score of 93.75% because it has complete content eligibility and is in accordance with the first criteria of the BSNP. Meanwhile, from the results of her research too, the second criteria about presentation feasibility almost fulfills all the points needed, it's just that there is a lack of balance points between each chapter, there is a discontinuity between one material and another, thus making the final point not 100%. For the language eligibility criteria, the books he analyzed were in accordance with the criteria requested and in accordance with what students needed. For the graphic feasibility side, all the required items are fulfilled completely, thereby making students interested in reading the analyzed book.<sup>13</sup> From the description above, it can be concluded that the research

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<sup>13</sup>Mahmudah R, "The Quality of the English Textbooks Used by English Teachers for the Tenth Grade of Man Model Palangka Raya Based on Education National Standard Council (BSNP)", Thesis. Palangkaraya : The Graduate School, State Islamic Institute Palangka Raya, 2016.



conducted by Ria Mahampang has found common ground that the books she is researching are suitable for use by students and teachers in the teaching and learning process.

In addition, there is also a research conducted by Anisa Novita Sari, she analyzes the quality of English textbooks for grade VII based on BSNP. The results of her research showed the same score as the research conducted by Ria Mahampang, namely 93.75%. In her research, not all criteria are clearly met from the content feasibility side. The suitability of the description of the KI and KD material, the accuracy of the material and the supporting capacity of the learning material still have shortcomings, while for the element of presentation feasibility there are still deficiencies in the technical points of presentation, learning presentation, and presentation completeness. For the language feasibility side, all the indicator items are clearly fulfilled. Finally, book size, cover design, and book content design do not meet the graphic eligibility criteria.<sup>14</sup> It can be concluded that the research conducted by Anisa Novita Sari obtained good results, showing that the books she was researching could be used well and could increase students' English skills.

The analysis of textbooks using BSNP criteria was also carried out by Maya Arianingsih. The research objective was to test whether the class VIII English textbook that he was researching was in accordance with the BSNP criteria or not. Her research shows a score of 79%. The book she researched fulfilled 31 of the 43 existing items. In terms of content, the books she researched have a weakness, namely that there are too many texts included in the book.

In terms of language, there are deficiencies in the aspect of cohesiveness between units, in which the topics presented do not show unity between units. In the aspect of presentation, it

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<sup>14</sup> Sari A.N, "*An Analysis Of Textbook Entitled "Headline English "Published by Srikandi Empat of seventh grade of junior High School"*", Thesis. Lampung : The Graduate School, Raden Intan State Islamic University of Lampung, 2019.

has weaknesses in reference, summary and reflection, glossary, and index. However, the books she researched are still categorized as good books to be used in the teaching and learning process, referring to the criteria contained in the BSNP.<sup>15</sup> It can be concluded that the research conducted by Maya Arianingsih shows that the books she is researching can be used for the teaching and learning process, but there are still deficiencies in the book that should be improved.

By looking at the results of textbook research using the BSNP criteria above, it shows that BSNP is appropriate to be used in analyzing textbooks. In the end, it is known whether the textbook under study is appropriate or not, and its shortcomings are also known. Reviewing the previous research, the researcher used the same theory to analyze the eleventh grade English textbook entitled 'English Stop Bullying Now'.

## **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.<sup>16</sup> It means that qualitative research was 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 "English Stop Bullying Now" for class XI.

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<sup>15</sup>Arianingsih M, "An Analysis Of The Appropriateness of junior High School English Textbook Entitled When English Rings A Bell For Viii Grade based On Bsnp Criteria", Thesis. Palangkaraya: The Graduate School, State Islamic Institute Palangka Raya, 2017.

<sup>16</sup>Donald Ary, et al., *Introduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p.22

### 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.<sup>17</sup> 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 'English Stop Bullying Now'. 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 "English Stop Bullying Now" for class XI using the 4 criteria of BSNP as a good book to use.

### 4. Data Collecting Technique

There are many different types of qualitative research. The researcher used descriptive qualitative. Descriptive qualitative is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. Denzin and Lincoln give the important features of qualitative research in investigating the literature, such as the researcher is the key of instrument that reads the literature thrifty, the research is done descriptively which elaborated in the form of words or pictures than numbers, and the process is more priority than result, because literature establishes interpretations.<sup>18</sup> The researcher analyzed the textbook according to the criteria contained in the BSNP namely content, presentation, language, and graphic eligibility. Firstly, the writer read and understood the textbook entitled "English Stop Bullying Now", then analyzing the content, presentation, language, and graphic in the textbook, after that the researcher described the data analysis in form of

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<sup>17</sup>*Ibid*, p.29

<sup>18</sup> Denzin, N. K., & Lincoln, Y. S, *The SAGE Handbook of Qualitative Research*, (Dill, L. J: Sage, 2015), p.62

words description, finally making conclusion whether or not the textbook meet the good criteria based on BSNP.

## 5. Research Instrument

The major characteristics of qualitative research which distinguish this research from other research are the method and 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”.<sup>19</sup> 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

According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.<sup>20</sup> It means that in analyzing the data in the type of qualitative research, there are some activities to get the data of research, they are data reduction, data display and conclusion drawing. The researcher followed some steps of data analysis which stated by Miles and Huberman as follows:

### 1) Data reduction

Data reduction is about the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

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<sup>19</sup>Arikunto S, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p.24

<sup>20</sup> Miles B Mathew and Huberman A Michael, *Qualitative Data Analysis*, (London, Sage Publications, 1994), p.10

## 2) Data display

Data display is about an organized, compressed assembly of information that permits conclusion drawing and action.

## 3) Conclusion drawing

Conclusion drawing is the final activity of research that the researcher need to conclude the research finding related to the research question.

Based on the explanation above, it means that the researcher 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

To make the research findings of this research valid, the researcher must do trustworthiness by using a triangulation data. Triangulation is the criteria based on the process of observing something from different viewpoints in order to get a fix on its true location. The triangulation of criteria has been led into content data analysis. According to Miles and Huberman, triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at least, do not contradict it. It means that triangulation aims to assess the result of research in order to validate the data of research itself. Lincoln and Guba states that there are the quality criteria of qualitative research as follows:

### 1) Credibility

Credibility establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original view.

### 2) Transferability

The researcher facilitates the transferability judgment by a potential user through quick thick description.

3) Dependability

Dependability involves participant's evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study.

4) Confirmability

Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data.

5) Reflexivity

It is the process of critical self-reflection about oneself as researcher own biases, preference, preconceptions to the research.

Based on the explanation above, the researcher used confirmability triangulation. In other words, the researcher is responsible for providing a complete set of notes on decision made during the research process, reflective thoughts, sampling, research material adopted, emergence of the findings and information about the data management.<sup>21</sup> In this research, the researcher validated the research findings in order to make it valid. The person who validated the research findings of this research was the Lecturer of English Education in Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung that relates with the title of this research.

## I. Systematics of the Discussion

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

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<sup>21</sup> Lincoln Y.S and Guba E.G, *Naturalistic Inquiry*, (California: Sage Publications Taylor and Francis Group, 1985), p.121

- I. 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.

- II. Chapter II, consisted of the theories such as: the theory of curriculum, textbook, analysis, etc.

This chapter is an overview of textbooks, the curriculum currently used as a reference and the criteria for good textbooks contained in the BSNP.

- III. Chapter III, consisted of object overview, data collecting technique and the instrument of research.

This chapter describes the general description of the object and the presentation of facts and data needed during research.

- IV. Chapter IV, consisted of research findings and discussion.

This chapter describes the result of research that found and analyzed by the researcher. It also described in form of discussion.

- V. Chapter V, consisted of conclusion and suggestion.

This chapter describes the final activity that was taking conclusion. The researcher made conclusion based on the research findings then gave some suggestions related to the title of research.





## CHAPTER II

### THEORETICAL BASIS

#### A. Curriculum

##### 1. Definition of Curriculum

What is the curriculum? As students or even ordinary people, of course we often hear the term curriculum, whether we hear it directly during the learning process or see it in the newspaper or watch on television. But what is the definition of the curriculum itself? Many experts have defined curriculum, including those said by Lake and Winterbottom in Kattington, the curriculum is rules that provide good benefits to students by equipping them to practice learning about school and social lessons, exploring student interests, responsibility to others, shaping character, and recognizing and helping society.<sup>1</sup> Judging from the definition of the curriculum above, we can conclude that the curriculum has a good impact on students and the environment. Because through the curriculum, students are not only shaping their character but also being taught to be socially responsible.

According to Wortham that the curriculum is a set of planned teaching tools and materials designed for teachers to regulate the teaching and learning process at certain age levels.<sup>2</sup> The conclusion that can be drawn from Worthan's statement is that the curriculum very important because with the curriculum the teacher can manage the teaching and learning process to be more effective and right on the targets or needs of students.

The curriculum can be seen as a set of plans and arrangements that include objectives, content, and teaching

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<sup>1</sup> Lake, V.E., & Winterbottom, C, *Handbook of Curriculum Development*, (New York: Nova Science Publishers, Inc, 2010), p.101

<sup>2</sup> Wortham, *Early Childhood Curriculum –Developmental Bases for Learning and Teaching*, (New Jersey: Pearson Education Inc, 2006), p.18

materials that are used as instructions for implementing learning to achieve educational goals, this is stated in law number 20 in 2003.<sup>3</sup> It can be concluded that the curriculum is a set of plans and limitations regarding the objectives, content and learning materials that are used as instructions for carrying out learning in order to achieve the desired educational goals, so that competent learners are created.

Judging from the curriculum definitions above, it can be concluded that the curriculum is very important in the teaching and learning process. The curriculum is also always updated so that it is right on target. Likewise in Indonesia, the curriculum currently used in Indonesia is the 2013 curriculum. Without the curriculum, the subject matter in the book will become disorganized, even if there is a curriculum, the teaching materials in the book may not be appropriate to use. Therefore the researcher want to analyze the textbooks that have been used by teachers today.

## **2. Curriculum of 2013**

According to Mulyasa, the 2013 curriculum is a curriculum that emphasizes character education, especially at the basic level which will become the foundation at the next level.<sup>4</sup> This means, through the development of a character-based and competency-based 2013 curriculum, we hope that this nation, apart from having broad and capable knowledge to compete with other nations, is expected to have good character to use in everyday life.

The above statement is reinforced by Muzamiroh in her book. She stated that the 2013 curriculum was designed as an effort to prepare Indonesia's 2045 generation (100 years

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<sup>3</sup> UU No. 20/2003 available on-line at: <https://kemenag.go.id/file/dokumen/UU2003.pdf>,

<sup>4</sup> Mulyasa, *Pengembangan dan Implementasi Kurikulum*, (Bandung: PT Remaja Rosdakarya, 2013), p.6.

of Indonesian independence).<sup>5</sup> That means the curriculum is very important to make today's generation a competent generation. This method can be effective to be used, namely by giving as much lessons as possible to the younger generation from an early age until eventually becoming people who are intelligent in their fields and can be a driver of national life.

The 2013 curriculum is divided into 4 parts namely, curriculum as material, curriculum as product, curriculum as process and curriculum as contextual praxis. The curriculum as material here means that the curriculum as a vehicle to convey knowledge, the teacher carries out learning by continuing what they know to students in accordance with the syllabus that has been determined.

The curriculum as a product has been used in Indonesia since 2000, triggered by market needs that must be mastered by educated graduates. The curriculum as a process is to evaluate the learning process continuously through monitoring the process itself and the achievements are carried out strictly, the final results can be different for each student according to their talents and interests.

Finally, the curriculum as a contextual praxis, this is a new understanding in the curriculum. Mastery of learning material is obtained through a continuous cycle of action and reflection. The importance of the teacher's role in generating commitment from students to achieve certain targets that have been set.

As stated by the Minister of Education and Culture, the 2013 curriculum will be applied at various levels of education, from elementary schools to secondary schools.<sup>6</sup> This 2013 curriculum is expected to be able to improve the ability of students, even though students' catch ability has

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<sup>5</sup> Muzamiroh, L.M, *Kupas Tuntas Kurikulum 2013*, (Jakarta : Kata Pena, 2013), p.111.

<sup>6</sup> Kementerian Pendidikan dan Kebudayaan, *Konsep dan Implementasi Kurikulum 2013*, (Jakarta: Permendikbud, 2014), p.1.

different levels. Here students will be honed by their talents and interests, so that they become qualified students in the future and in order to realize the ideals of the Indonesian nation.

## **B. Textbook**

### **1. Definition of Textbook**

Textbooks are teaching materials used to guide the learning process in schools. Textbooks are not the only teaching material that can be used, but it is an important thing that can make students have qualified skills. In the world of education, textbooks are part of the continuity of education.

Learning activities can be more smooth by using textbooks. Teachers can manage learning activities effectively and efficiently and students can learn optimally.<sup>7</sup> It can be said that textbooks are very important to become teaching material. With textbooks, the teacher will be more directed to determine teaching material and also students become more understanding about the material they are learning. The material also became right on target.

O'Neill provides 4 ways to use textbooks. First, most textbook materials can be suitable for students' needs, even if they are not designed specifically for them they will still be used. Second, textbooks allow students to think ahead, in the sense of memorizing previous lessons. Third, textbooks are very practical in providing material that is well presented and certainly not expensive.<sup>8</sup> In other words, textbooks can be used to meet student needs, make it easier for students to remember the material that has been delivered, very practical to carry and use anywhere, if there

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<sup>7</sup> Muslich, M, *Text Book Writing*, (Jogjakarta: Ar-ruzz Media, 2016), p.23.

<sup>8</sup> O'Neill, R, "Why use textbooks?" *ELT Journal Vol. 36/2*, (Oxford: Oxford University Press, 1982), p.4.

are lessons that are required to be open, books are very easy to use, and finally of course the price is more affordable.

Textbooks are needed to broaden students' insights, the materials available in textbooks will help students and teachers to and the teaching and learning process. Textbooks have standards in order to be a good textbook to use. Textbooks play a major role in language teaching in classrooms at all levels of education, both public and private and high schools, throughout the world. Some lucky teachers are free to choose the textbooks they will use.<sup>9</sup> Textbooks are an effective guide for use in teaching and learning. It can make students remember the material they have learned and make the teacher more focused. If the teacher is free to choose the textbook to use when teaching, it is very easy for the teacher.

Because that way, teachers can choose their own books which are appropriate and comfortable to use, but it seems quite rare this happens, most teachers use textbooks provided by schools or recommended by the government, this could be because not all books deserve to be used in teaching and learning, therefore textbook analysis is needed so that the books used are suitable for use and can achieve educational goals. Almost every teacher, if not all, has a textbook both because it is recommended to them and because of their needs in the world of teaching.

## **2. Advantages of Textbook**

As explained above, textbooks have many advantages we use them well and of course textbooks also have disadvantages. This is consistent with what Richard (2001) said in the writings of Majid Amerian and Alimorad Khaivar, namely, textbooks have advantages and disadvantages. The advantages are:

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<sup>9</sup> Lamie, J. M, *Making the Textbook More Communicative*, (The Internal Journal of TESL, 1999), p.2.

1. There is a structure and syllabus of learning in textbooks
2. They maintain standard instruction.
3. Textbook can improve the quality of teaching because it has been prepared and further tested based on the principles of learning
4. They bring a variety of CDs, teachers' guide, cassettes and other learning resources to the learning situation.
5. Textbook can make teaching and learning process more efficient because the teacher does not need a long time to prepare the material to be taught
6. Textbook can help teachers who still lack teaching material and provide vocabulary input for students.<sup>10</sup>

We can conclude that textbooks have many advantages, there is a syllabus so that learning becomes more focused and students get material that is in accordance with their abilities, textbooks also have standards to be appropriate in their use, textbooks can also make the teaching and learning process more quality, there are resources others related to the material obtained in a package with textbooks, teachers can easily convey the material with textbooks and do not need to waste long time making materials, and finally textbooks can help teachers if teachers lack teaching materials. so textbooks are very useful for students and teachers alike.

### **3. Disadvantages of Textbook**

Besides the advantages there are also disadvantages of textbooks that are commonly used in the learning process

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<sup>10</sup> Amerian, M., & Khaivar, A., "Textbook Selection, Evaluation and Adaptation Procedures", Vol 6/1, International Journal of Language Learning and Applied Linguistics World, 2014.

accordance to Richard (2001), which was also written in the research of Majid Amerian and Alimorad Khaivar :

1. There are non-authentic languages in textbooks.
2. The material in textbooks is often manipulated so that no controversial things happen.
3. Textbooks are not arranged based on students' needs.
4. The use of textbooks in learning can limit teachers to deliver material and reduce their skills
5. Not infrequently the price of textbooks is too expensive for students.<sup>11</sup>

It can be concluded that, by using textbooks as teaching materials, of course there are still shortcomings when using textbooks, that is, in textbooks there are languages that are sometimes not in accordance with the level of student understanding, the material presented is sometimes manipulated so that things do not happen controversially, there are textbooks that do not fit the needs of students, with the teacher's textbooks becoming less skilled in processing the material to be taught, and finally there are expensive textbooks so that poor students cannot afford them.

#### **4. The Role of Textbook in English Language Teaching**

Besides teaching aids, books also become very important to be learning tools to use. There are several roles carried by textbooks, namely:

1. Being a lot of material to be a reference, although not specifically designed for a group, but can be a complement to meet the needs of students.

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<sup>11</sup> *Ibid*

2. Textbooks can make a study group have future goals, what things will be learned but still can look back about what has been learned.
3. Textbooks provide well presented material.
4. Textbooks can adapt and improvise when teaching and make teachers not lack teaching materials.<sup>12</sup>

It can be concluded that in addition to being a tool, textbooks also have an important role in daily life that is, textbooks can be used as a reference by anyone so that textbooks have a broad scope, with textbooks we can remember the lessons that have been studied in detail and can still continue the material afterwards, the textbook presents the material neatly and consistently, and finally the textbook with the teacher's textbook can improvise while teaching so it makes the teacher easy to teach and does not lack teaching materials.

According to Thomson, the role of textbooks is as follows:

1. Individualization of instruction

Textbooks can help students to organize themselves in learning, in this case students can adjust their own pace in learning and also according to what they are interested in learning.

2. Organization of instruction

Textbooks help students to learn a science that is in accordance with everyday experiences, refers to daily activities, recommends readings and questions. Textbooks also provide interaction between students to introduce new material and build on previously learned material.

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<sup>12</sup> Robert O'Neill, *Why Use Textbooks?*, *ELT Journal* Volume J6/2/January 1982, Available on <http://eltj.oxfordjournals.org/content/36/2/104.abstract> no dessecca( Monday, March 23rd, 2015: 9.02 PM) p. 105.



### 3. Tutorial Contribution

Teachers can use textbooks to help students learn how to read well, to weigh devotion and to solve problems.

### 4. Improvement of Teaching

Textbooks are also considered to be able to improve teacher skills in teaching.<sup>13</sup>

From the description above, it can be concluded that textbooks have an important role in the teaching and learning process, one of which is in English lessons which are not the language used in everyday life. Textbooks can also be used as teaching aids for teachers to teach and can also help students to better understand the material to be studied.

## 5. Textbook Selection

One problem that is often faced by teachers in learning activities is choosing the right learning materials and textbooks to use. In addition to the textbooks that must be in accordance with the current curriculum at that time, according to Greene and Petty in Tarigan, there are 10 points in the textbook assessment that can be used as a benchmark for selecting textbooks so that they can be used for the teaching and learning process. These points are :

1. Choose textbook that can interest students.
2. Textbook must be able to motivate students who use them, in order to increase student motivation.
3. The textbook must contain illustrations that attract the hearts of students who use them, so that young students can understand the material.
4. The textbook must consider linguistic aspects so that it is in accordance with the abilities of the students

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<sup>13</sup> Heinle T, *Designing Language Courses: A Guide for Teachers*, (Canada: Kathleen Graves, 2000), p.68.

who use it, this is so that students can understand the meaning of the reading in the textbook.

5. The content of the textbook must be closely related to other lessons.
6. Textbook must be able to stimulate, stimulate personal activities of students who use them.
7. Textbook should avoid vague and unusual concepts, so as not to confuse students using them.
8. The textbook must have a clear and firm point of view so that it eventually becomes the point of view of the wearer.
9. Textbook must be able to provide confirmation, emphasize the values of children and adults
10. Textbook must be able to respect the personal differences of students who use them, by indirectly teaching students not to racist acts against others.<sup>14</sup>

Judging from the points described above, it can be concluded that the textbook must be chosen carefully so that it can be used in the teaching and learning process and can affect student interest, after students are interested in reading and using the textbook, students will more easily understand the material -material presented in the textbook.

From the theories about textbook analysis above, it can be concluded that textbooks have both advantages and disadvantages for use in the teaching and learning process, using textbooks can simplify the teaching and learning process and make the process more focused, but not all textbooks can attract students students to study the material contained in it. Textbooks can also help teachers to add teaching materials but can make teachers less creative in teaching. Therefore, we need ways to choose the right textbook to use in order to attract students

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<sup>14</sup> H.G Tarigan., and Tarigan D, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 1986), p.20-21.

'interest and increase students' knowledge. How do we see if a textbook is worth using? We can analyze the textbook to see the points contained in the textbook. However, it is also hoped that teachers still have to be creative in teaching in order to support the teaching and learning process to be even better.

## 6. An Analysis Textbook Based on BSNP

According to Hutchinson and Waters (1987: 97), quoted in Sheldon (1988: 237), textbook evaluation is basically an easy and analytical process: matching needs with available solutions'. Book evaluation is the process of choosing a textbook to be used by considering the needs and values of teaching.<sup>15</sup> So it can be concluded that textbooks are important enough to be used as teaching material, therefore book analysis is needed so that we can find out which books are right for use as teaching materials. Many experts categorize textbooks into books that are suitable for use and this time the author chooses to analyze the book using the BSNP developed by Masnur Muslich in his book, he said that textbooks can be said to be good if they have 4 of these criteria:

### a. Content Feasibility Assessment

Textbooks must pay attention to the suitability of the content, namely the suitability of the material description with Core Competencies and Basic Competencies which include :

#### 1. Conformity of Material Descriptions with Core Competencies and Basic Competencies.

##### a. Completeness of The Material

The material presented by the textbook contains at least all the main materials that discuss and support the achievement of Core Competencies and Basic

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<sup>15</sup> Sheldon, L.E, *.Evaluating ELT Textbook and Materials,ELT Journal Volume42/4*, (Oxford: Oxford University Press, 1988), (Online), (<http://203.72.145.166/ELT/files/42-4-1.pdf>), Retrieved on December 10th,2012.

Competencies in accordance with the subject curriculum.

b. Material Breadth

1. Presentation of concepts, definitions, principles, procedures, examples, and training contained in the textbook, according to the needs of students to achieve Core Competencies and Basic Competencies.
2. The material (including examples and exercises) presents the minimum (facts, concepts, principles and theories) contained in the Core Competencies and Basic Competencies.

c. Depth of Material

1. The material contained in the textbook is related to concepts, definitions, principles, procedures, examples and exercises.
2. The description of the material must be in accordance with the students' abilities which refer to Core Competencies and Basic Competencies.

2. Accuracy of Material

a. Accuracy of Fact and Concepts

The material in the textbook must be presented accurately.

b. Accuracy of Examples, Facts and Illustrations

Concepts, principles, procedures or formulations that have been mentioned above must be clarified by facts and illustrations that are presented accurately.

3. Learning Support Materials

a. Suitability with the Development of Science and Technology.

The material (including examples, exercises and bibliography) contained in textbooks must be in accordance with developments in science and technology.

- b. Recency of Features, Examples and References  
Features (including descriptions, examples and exercises) reflect current events or conditions.
- c. Contextual  
The material in the textbook should contain descriptions, examples, or questions that explain the application or concept in everyday life. This is so that students can apply it in real life.
- d. Science, environment, technology and society  
The material in the textbook must contain examples or exercises that communicate ideas, both in writing and orally, to clarify the situation or problem being studied.

#### **b. Presentation Feasibility Assessment**

In terms of presentation feasibility, there are three indicators that must be considered, namely presentation techniques, learning presentation and presentation completeness, which will be described below :

- 1. Presentation Technique
  - a. Concept sequence  
Presentation of the flow of deductive thinking (general to special) is presented from easy to difficult material, from simple to complex, or from informal to formal so that students can follow it well.
  - b. Presentation Systematics Consistency  
The motivation section can be illustrated in the form of pictures, photos, history, sentence structure, or examples of use in everyday life that are relevant to the topic to be studied.
  - c. Balance Between Chapters  
Each chapter must be presented proportionally by taking into account Core Competencies and Basic Competencies.

## 2. Presentation of Learning

### a. Students centered

Presentation of material that can foster student creativity is marked by the ability of students to create something. Presentation of material that can foster student innovation is marked by the presence of new creations in presentation ideas or methods.

### b. Developing Process Skills

The presentation and discussion of textbooks places more emphasis on process skills (thinking and psychomotor) in accordance with Core Competencies and Basic Competencies, not just on obtaining the final result.

### c. Paying Attention To The Aspects of Work Safety

The activities presented to develop safe process skills are carried out by students. Materials, equipment, places and forms of activity do not pose a danger to students.

### d. Variation of Serving

The material is presented in various methods so that it is not boring. Protected illustrations must provide the source.

## 3. Completeness of Serving

### a. Introduction Section

In this section there are introductions, instructions for use, a table of contents, and a list of symbols or notations.

1. Foreword contains in general the contents of the book discussed.
2. Instructions for use contain an explanation of the purpose, contents of the book, and instructions for using the book for students to learn.

3. The table of contents provides an overview of the contents of the book followed by the appearance page numbers.
4. A list of symbols or notations is a collection of symbols or notations along with their explanations, which are accompanied by a page number where the symbol or notation appears and are presented alphabetically.

b. Chart of Contents

The explanation of the material in the textbook is equipped with pictures, illustrations, tables, references / sources of reference, varied and graded practice questions, or a summary of each chapter.

1. Images, illustrations or tables are presented clearly, attractively, and in accordance with the topics presented so that the material is easier for students to understand. Text, tables and figures that are not self-made (quoted from other sources) must mention the reference or reference source.
2. References or reference sources can be directly mentioned or included in the list of references or sources.
3. The presentation of each chapter or section contains various practice questions with a proportionately graded level of difficulty which can help strengthen understanding of a concept or principle.
4. A summary is a collection of chapter key concepts expressed in concise and meaningful sentences, and makes it easier for students to understand the contents of the chapter.

c. The Closing Section

At the end of the textbook, there is a bibliography, subject index, glossary, or work indicators or answers to selected practice questions. If not at the beginning

of the book, a list of symbols or notations can be included at the end of the book.

1. Bibliography describes reference materials used in writing books and is written consistently. Each library used begins with the author's name (arranged alphabetically), year of publication, book title, place, and publisher name.
2. The subject index is a collection of important words, including the object of the presentation material, the name of the character, or the author, which is followed by the appearance page number and presented alphabetically.
3. The glossary is a collection of important terms along with their explanations, which are accompanied by page numbers where the terms occur and are also presented alphabetically.
4. Instructions for working or answers to selected practice questions are presented at the end of a chapter, the end of a discussion, or the end of the book included.

### **c. Language Feasibility Assessment**

In terms of language feasibility, there are three indicators that must be considered, namely (1) the suitability of language use with the level of student development; (2) use of communicative language; and (3) the use of language fulfills the requirements for orderliness and integration of thought lines.

#### **1. Suitability with Student Development Level**

Indicators of language use in accordance with the level of student development are directed at the following points.

##### **a. Conformity with the Level of Intellectual Development**

The language used in the textbook to explain the concept or application of concepts or illustrations to



abstract examples according to the student's intellectual level (which is imaginable by the student).

b. Conformity with the Level of Social Emotional Development

The language used in the textbook is in accordance with the students' social emotional maturity with illustrations depicting concepts ranging from the immediate environment (local) to the global environment.

2. Communication

Indicators of the use of communicative language are directed at the following points.

a. Message Readability

Messages in textbooks are presented in an attractive, clear, on target manner, do not cause multiple meanings (use effective sentences), and are common in written English communication so as to encourage students to study the book thoroughly.

b. Accuracy of Language Rules

The words and sentences used to convey the message refer to English rules, the spelling used refers to the spelling guidelines that are in accordance with English. The use of terms that describe a concept, principle, principle, or the like must be precise and consistent.

3. Cluster and Flow of Thought Cohesiveness

Indicators of coherence and integration of thought lines in language use are directed at the following points.

a. Cluster and Cohesiveness Between Chapters

Conveying messages between one chapter and another adjacent chapter and between sections in a chapter reflects a logical relationship.

b. Cluster and Integrity Between Paragraphs

The delivery of messages between adjacent paragraphs and between sentences in paragraphs reflects a logical relationship.

#### **d. Graphic Feasibility Assessment**

There are three indicators of feasibility of graphic that must be considered in textbooks, namely (1) book size; (2) book cover design; and (3) book content design.

##### **1. Book Size**

###### **a. Suitability of Book Size with ISO Standards**

1. Textbook sizes are A4 (210 x 297 mm), A5 (148 x 210 mm), and B5 (176 x 250 mm).

2. Size difference tolerance between 0-20 mm.

###### **b. Suitability of Size with the Content of the Book**

Selection of the size of the textbook needs to be adjusted to the content of the book based on certain fields of study. this will affect the layout of the body section and the number of pages of the book.

##### **2. Leather Book Design**

###### **a. Layout**

1. The appearance of the layout elements in the front, back, and back covers has unity and consistency.

1.1. The cover designs of the front, back, and back are a complete unit.

1.2. Color elements, illustrations, typography are presented in harmony and are interrelated with one another.

1.3. There is suitability in the placement of the layout elements on the skin and contents of the book based on the pattern set in the initial planning of the book.

2. Good center point performance
    - 2.1. As the initial appeal of the book, it is determined by the accuracy in placing the design that you want to highlight among other design elements so that it will clarify the appearance of text and other decorative illustrations.
  3. The composition and size of the layout elements (title, author, illustration, logo, etc.) are proportional, balanced and in tune with the content layout (according to the pattern).
    - 3.1. There is a balance of layout elements (title, author, illustration, logo, etc.) and the size of layout elements (typography, illustrations, and other supporting elements, such as boxes, circles, and other decorative elements) in proportion to the size of the book.
  4. Color layout elements are harmonious and clarify a specific function.
    - 4.1. Pay attention to the appearance of the color as a whole which can give a certain nuance and can clarify the material / content of the book.
  5. Place consistent layout elements in a series.
    - 5.1. There is no difference between the appearance of the cover designs (typography, patterns, and rhythms) in a book series.
- b. Typography Leather Books
1. The letters used are attractive and easy to read.
  2. Book title font size is more dominant and proportional than (book size, author and publisher).
    - 2.1. The title of the book must be able to provide information quickly about the content of the book based on a particular field of study.

3. Book title color contrasts with the background color.
  - 3.1. The title of the book is more prominent than its background color.
- c. Use of letters
  1. Don't use too many font combinations.
    - 1.1. Using two types of letters to be more communicative in conveying the information conveyed.
    - 1.2. To distinguish and get a combination of the appearance of letters, variations and series of letters can be used.
  2. Do not use decorative letters and type in accordance with the contents of the book.
3. Book content design
  - a. Mirroring of The Contents of The Book
    1. Describe the content / teaching material and reveal the character of the object.
      - 1.1. Can quickly provide an overview of certain teaching materials and can visually reveal the types of illustrations displayed based on the teaching material.
    2. The shape, color, size, proportion of the object according to reality.
      - 2.1. Shown in accordance with the shape, color, and size of the object so as not to cause misinterpretation or understanding of students (for example, proportional comparison of the size and shape between lizards and crocodiles).
      - 2.2. The colors used are appropriate so as not to cause misunderstanding and interpretation.

3. The placement of layout elements is consistent based on the pattern.
  - 3.1. The placement of layout elements (title, subheading, preface, list of illustrations, illustrations, etc.) at the beginning of each chapter is consistent.
  - 3.2. The placement of the layout elements on each page follows a predefined pattern, layout and rhythm.
4. Clear paragraph breaks
  - 4.1. The arrangement of the text at the end of the paragraph is clearly separated, can be in the form of a distance (on the left and right alignment of the text / block) or with an indent (in the arrangement of the text with alenia).
5. There is no *widow* or *orphan*
  - 5.1. The number of lines of at least three lines at the end of the text arrangement that is separate from the next page.

b. Layout Harmony

1. Proportional printable area and margins.
  - 1.1. Placement of layout elements (title, subtitle, text, illustrations, captions and page numbers) in the print area proportionally.
2. Proportional side-by-side two-page margins.
  - 2.1. The arrangement of the even page layout affects the odd page layout next to it, referring to the two-page open principle.
3. The space between text and illustrations is proportional.
  - 3.1. Is a display unity between text and illustrations on one page.

c. Completeness of Layout

1. Chapter titles, chapter subtitles, and page numbers.

1.1. The chapter title is written in full accompanied by the chapter number (Chapter I, Chapter II, etc).

1.2. The writing of the subtitles is adjusted to the presentation of the teaching material.

1.3. The placement of the page numbers corresponds to the layout pattern.

2. Image illustrations and captions.

2.1. Able to clarify the presentation of the material, both in shape, proportional size, and in attractive colors according to the original object.

2.2. Captions are placed adjacent to the illustration and are smaller than the text font.

d. Comprehension of Layout

1. Placing an illustration as a background does not interfere with the page title, text, and numbers.

1.1. Placing illustrations on the page as a background should not interfere with the clarity and delivery of information in the text so that it can hinder student understanding.

2. Placement of titles, subtitles, illustrations, and captions does not interfere with understanding.

2.1. Titles, subtitles, illustrations, and captions of pictures are placed according to a predetermined pattern so as not to cause misinterpretation of the material presented.

## e. Typography of Book Contents

### 1. Simplicity

#### 1.1. Don't use too many fonts.

- Maximum use of two types of letters so that it does not interfere with students in absorbing the information conveyed. To distinguish text elements, one can use variations and series of letters from one letter family.

#### 1.2. Do not use decorative fonts.

- Will reduce the readability of the text structure.

#### 1.3. The use of letter variations (*bold, italic, all capital, and small capital*) is not excessive.

- Used to distinguish the level of headings and subtitles, as well as to emphasize the arrangement of text that is considered important in bold and italic form.

### 2. Readability

#### 2.1. Font according to content.

- Adjusted to the field of study material.

#### 2.2. The text structure is 45 - 75 characters (approx. 5 - 11 words) wide.

- It greatly affects the readability of the text arrangement. The approximate amount includes punctuation marks, spacing between words, and numbers.

#### 2.3. Space between lines of normal text arrangement.

- The normal space that can be used between lines of text is in the range of 120% -140%.

#### 2.4. Normal letter spacing.

- Affects the readability of the text structure (not too tight or too tenuous)

### 3. Ease of Understanding power

#### 3.1. The levels of the titles are made clear, consistent, and proportional.

- Shows a cascading order of text arrangement so that it is easy to understand. The order of text arrangement can be made with different types of letters, font sizes and variations of letters, (*bold, italic, all capital, and small capital*).
- The order of the titles is displayed proportionally and does not use too much difference in font size.

#### 3.2. There is no white flow in the text arrangement.

- It should be avoided so as not to interfere with the legibility of the text arrangement.

#### 3.3. Word truncation mark.

- Cutting words longer than two lines will interfere with the legibility of the text structure.

### f. Content Illustration

#### 1. Clarification and Ease of Understanding

##### 1.1. Be able to reveal the meaning of objects.

- Serves to clarify the material so that it can increase students' understanding and understanding of the information conveyed.

##### 1.2. Accurate and proportional form according to reality.



- The shape and size of the illustration must be realistic and in detail can provide an accurate picture of the object in question.
- The form of the illustration must be proportional so that it does not cause students to misinterpret the real object.

## 2. Deployment of Content Illustrations

### 2.1. The whole illustration is harmonious.

- Shown in harmony with the elements of the book material (title, subtitles, text, and captions) on all pages.

### 2.2. Lines and raster strokes are firm and clear.

- Avoid misunderstanding or lack of clarity of the illustrations shown.

### 2.3. Creative and dynamic.

Displaying illustrations from various points of view is not only displayed in the front view and can be visualized dynamically which can add to the depth of understanding and understanding of students.



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