

**AN ANALYSIS OF ENGLISH TEXTBOOKS THAT USED AT
SMA AL-AZHAR 3 IN ACADEMIC YEAR 2021-2022
BASED ON CONTENT STANDARD OF BSNP**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1- Degree

By:

**ANA OCTA NANDASARI
NPM 1611040301**

Study Program : English Education



**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1444H/2023M**

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ABSTRACT

The goal of this study was to discover how the contents offered in the "Contextual English" textbook used in SMA Al-Azhar 3 Bandar Lampung met the criteria in Curriculum 2013, specifically in terms of content feasibility. The qualitative method was employed by the researcher in this study. And the researcher used document analysis, also known as content analysis, for the research design.

To examine the data, the researcher used two types of instruments. These were the researcher and the BSNP (Bandan Standar Nasional Pendidikan) rubric assessment. The rubric was chosen because it is commonly used to standardize the textbook used in Curriculum 2013. The researcher integrates the rubric with the Likert Scale to make it appropriate for the investigation. The data for the research were then obtained from each textbook.

The textbook for X grade contains 9 chapters, the textbook for XI grade contains 10 chapters, and the textbook for XII grade contains 9 chapters. There are a total of 28 chapters that have been examined. According to the findings, there is no perfect textbook. Each book has its own set of drawbacks. The compatibility of the X grade textbook with the BSNP criterion is 85%. Suitability is 62% for Eleventh grade and 61% for XII grade. Unfortunately, only two chapters in grade XI are materially related to the syllabus, while the rest are unrelated. and these three books have one thing in common: a lack of material on development and diversity insight.

As a result, it is critical to review the KI and KD to amend the missing items in the curriculum 2013 completeness standards. To minimize prejudice in the diversity of insight, the textbook should include explicit local culture that is mentioned and displayed in activities, explanations, or visuals. The implications of this research can be felt by the teacher, subsequent research, and textbook author. Based on the textbook's strengths and weaknesses, teachers can be more judicious in their textbook use. Also, for future study, this research might be utilized as a reference for conducting research in the same topic. The research findings can be used as a source for future textbook revisions by the author.

Keywords : *BSNP, Curriculum 2013, Textbook.*

DECLARATION

I am a student with the following identity:

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Thesis : AN ANALYSIS OF ENGLISH TEXTBOOKS THAT
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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted and cited in accordance with ethical standards.

Bandar Lampung, 2023

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ADMISSION

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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزِنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ^١

And do not (feel) weak, and do not (also) be sad, because you are the highest (degree), if you are believers.

(Q.S Al-Imran : 139)



¹ Surah Al-Imran: Qur'an Online, Available on:<https://quran.com/id/keluarga-imran/139>

DEDICATION

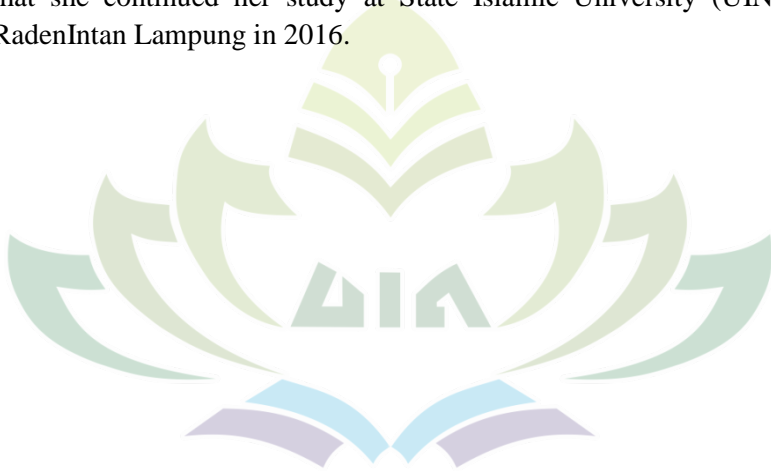
This thesis is dedicated to everyone who cares and loves me sincerely. I would like to dedicate this thesis to:

1. My Self, I am who I am. I am doing very well in my life, and I thank God for that.
2. My beloved parents, Mr. Sudirman and Ms. Zuraida, and Ms Masnuri as my foster mother for always loving, supporting, and strengthening me to finish this thesis. May Allah give them forgiveness, health, blessed, long and brilliant life.
3. My beloved brothers , Muhammad Iqbal Pratama and Kaysar Nabil Fadhali for always loving, and motivating me to finish my study.
4. My beloved grandparents Tahir (Alm) and Mardiyah (Almh) may Allah grant you His jannah.
5. My all beloved big Family may Allah grant you long all life and blessed.
6. My beloved lecturers of UIN Raden Intan Lampung who helped me grow up and have contributed much for my self-development.
7. My all beloved good friends from F class, and all of my friend that cannot be named here..
8. My beloved Almamater, UIN Raden Intan Lampung.

CURRICULUM VITAE

Ana OctaNandasari was born in BatuBrak, West Lampung on October, 20th 1997. Ana is the first daughter of Mr. Sudirman and Ms. Siti Zuraida. She has two younger brothers whose names are Muhammad Iqbal Pratama and Kaysar Nabil Fadhali.

Ana started her formal education at SD IT BustanulUlum and graduated in 2010. She continued her study to SMP N 1 Terbanggi Besar, Central Lampung and graduated in 2013. After finishing her study at Junior High School she continued to SMKN 3 Terbanggi Besar, Central Lampung and she finished in 2016. After that she continued her study at State Islamic University (UIN) of RadenIntan Lampung in 2016.



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This thesis entitled “Teaching Learning Reading Comprehension Through Paraphrasing Strategy” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) RadenIntan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank :

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For this, the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, March 2023
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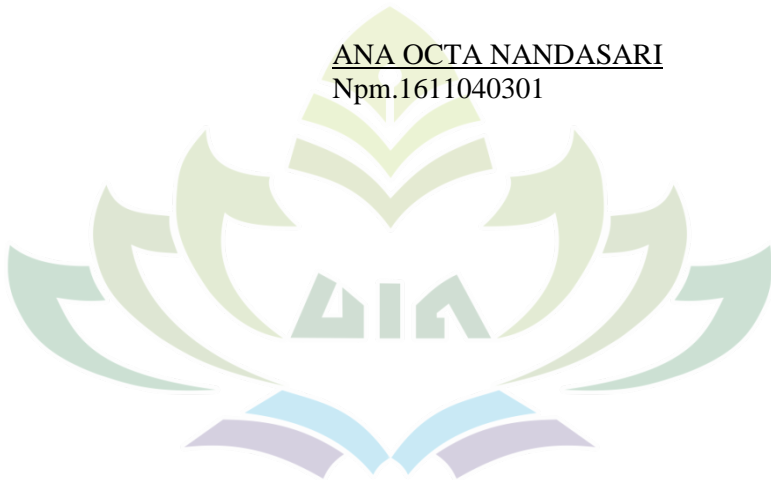


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CHAPTER 1

INTRODUCTION

A. Title Affirmation

The researcher will explain the title used in this research as the first step in understanding it. This is intended to give readers with information about the title and to avoid misunderstandings. The title of the research An Analysis Of English Textbooks That Used At Sma Al-Azhar 3 Bandar Lampung In Academic Year 2021-2022 Based On Content Standard Of BSNP.

An analysis is an attempt by a person or researcher to identify and address an issue in it. In linguistics, analysis is the study of language to investigate the structure of language in depth. Textbook is a tool that helps students and teacher to achieve the goal of education. So many Textbook analyses also allows teachers to transcend beyond impressionistic evaluations and get significant, reliable, systematic, and contextual insight and comprehension into the overarching character of the textbook material.¹ It is also necessary to analyze textbooks in order to boost educational attainment, particularly in English, which is a foreign language. Textbooks should evolve in tandem with these changes. Even though there are now many online platforms that students can use as learning resources, the existence of textbooks cannot be replaced by these platforms. Therefore the textbook must be upgrading during the times.

The selection of textbooks should also be based on teacher evaluations of many variables such as curriculum, bloom taxonomy, and student requirements. However, many teachers continue to select textbooks based on books given by the

¹M. Ali Ghufron, & Mursid Saleh, “*Designing a Model of Research Paper Writing Instructional Materials for Academic Writing Course: Textbook Evaluation*”, (Language Circle: Journal of Language and Literature X/2, 2016), p.116.

education office, despite the fact that many materials are not in agreement with the needs of students.

Then, this research will be carried out by looking at whether there is a match between the textbook and the criteria for a good book according to BSNP standard. This is done to determine the quality of the textbook.

B. Background of The Problem

Comprehensive learning resource that is either in printed or electronic form, or that is made up of any mix of print, electronic, and non-print resources define as textbook.² A textbook is a resource that may be printed or downloaded as a soft file. Schoolbooks, on the other hand, are designed to be educational instruments.³ Materials are organized in a variety of ways, and a textbook is generated as a learning aid. Textbook is an essential component of the educational process. It also considered a companion for both teachers and students. The presence of a textbook allows the teacher to teach the content in accordance with the established curriculum and prepare the lesson.⁴ Because of the availability of text in it, learners can be clearer in acquiring content in the form of reading. More than that, the use of textbooks as educational materials in the classroom is critical in the education system. Without a textbook, the teaching and learning process will be disorganized. If a suitable textbook guides the teaching learning process, the teacher may effectively teach the content. In an English as a Foreign Language (EFL) classroom, an English textbook is needed. In other hand, the textbook for English Language Teaching (ELT) is extremely

² Ministry of Education, *Guidelines for Approval of Textbooks*, The Ministry of Education's website at <http://www.edu.gov.on.ca>. 2006. P.6

³ Falk Pingel. UNESCO Guidebook on Textbook Research and Textbook Revision, (Published by Braunschweig: Unesco Sector. 2010), P.46

⁴Douglas Brown, *Principles of Language Learning and Teaching 4th Edition*,(Published by White Plains, NY: Longman, 2000),P.97

useful in language classes. It is especially important when English is taught as a foreign language, as it is in Indonesia. English, being a language taught alongside the native tongue, is likely to be learned only in the classroom by Indonesian students. As a result, the English textbook may have been the only source of language for students in the classroom. From the explanation, can be concluded that the learning activities in the classroom carried out by teachers and students cannot be separated from the textbook. It has important role to guide the classroom activity and to help both of students and teacher to achieve learning purposes.

The textbook is one of thirteen factors that impact the effectiveness of the 2013 curriculum implementation, according to the 2013 curriculum that was recently implemented in Indonesia.⁵ Textbooks play an essential role in national education in Indonesia since they reflect changes in the Indonesian curriculum system. Following the implementation of a new curriculum, a number of textbooks are released. In response, the government, through the Ministry of Education and Culture, has enacted legislation governing the design, use, and evaluation of textbooks. The government then releases a list of textbooks that are deemed acceptable for use in the teaching and learning process. Although the government has produced a list of suitable textbooks, textbook review is seen as a crucial task. This is due to instructors' reliance on textbooks in the classroom.

A textbook is a book that serves as a standard source of information for formal study of a subject as well as a tool for teaching and learning. Brown added that the material is clear and tangible support for language teaching comes from textbooks.⁶ The role of textbooks in the teaching and learning process is developed in accordance with the curriculum so that it can serve as a guide for both teachers and students. Textbooks are an important medium for teaching English, particularly in junior and

⁵ Yokie, Thomas *An Analysis of Textbook Relevance to the 2013 english Curriculum* (Journal of English Educational Study; Vol.1(1) 2018.Published by JEE)

⁶ H. Dauglas Brown, *Teaching By Principles*, (California: Longman, 2000), Second Edition, p.136-137.

senior high schools. In the other word, teacher can help students organize their learning both inside and outside of the classroom. This enables students to learn material more effectively, quickly, clearly, and easily. Students can practice their oral skills in real life by using textbooks, which include materials and speaking activities. Cunningsworth stated that, textbooks are the best resource for students to get the goal of learning because it is already set based on the learner's needs.⁷ It means that books must correspond to the curriculum's core competencies and basic competencies. Because the learning objectives to be achieved are already included in the relevant curriculum.

All teachers who teach in the class must use a book as a teaching guide. A textbook is defined as a comprehensive learning resource that is either in print or electronic form, or that is a combination of print, electronic, and non-print materials. It means that a textbook is any type of book that a teacher uses to teach in the classroom; the textbook can be printed or electronic. Meanwhile Pingel states that "Textbook is a resources, it can be printed or soft file forms, schoolbooks' however, are constructed as educational tools".⁸ This means that textbooks are printed or digital resources used as educational tools. Materials are organized in a variety of tools. A textbook is designed to be a learning tool. In the teaching learning process, the textbook will fulfill knowledge, skills, and activities. The teacher must understand how to apply it to the appropriate content and classroom situation. "The textbook is a tool, and the teacher must know not only how to use it, but how useful it can be," writes Williams.⁸ According to this theory, there is a close relationship between a teacher and a textbook.

Meanwhile, Based on the interview process with English teachers at Al-Azhar, the choice to utilize books was taken in

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

⁸ David Williams, *Developing Criteria Strategy for Textbooks and Learning Materials*, (France: The United Nations Scientific and Cultural Education, 2005), p.1

accordance with the foundation's mandate.⁹ It was discovered that the teacher did not perform a book review or test the content ahead of time to ensure that it was in conformity with the syllabus. However, Graves mentioned teachers as course designers.¹⁰ The teacher must be well-versed in the content of the English textbook. It should be evaluated by the teacher. Before and after using the textbook, evaluations can be conducted. Teachers can assess the textbook to determine its strengths and weaknesses. Graves also explained that some teachers conduct analysis based on skill parts because they are experts in their respective fields.¹¹

In conclusion, even if these textbooks have gotten references from the education office, nonetheless the feasibility of content therein must be double-checked. Because textbooks are a source of material requirements that will be employed in the teaching and learning process for an entire year. Regarding to the problem above, this research will be conducted to analyze the feasibility content the English textbooks that use in SMA Al-Azhar based on BSNP standard.

C. Identification of The Problem

As a result of the problem's background, the researcher discovered the following issues:

1. Teacher did not do depth analyze in English textbook and choose them based on school provision.
2. suitability of the content with the material contained in the syllabus

D. Limitation of The Problem

The research concentrated on the quality of a good course book, as recommended by the Education National Standardization

⁹ Tri Handayani, Interview The English Teacher, SMA Al-Azhar Bandar Lampung 14th Juny2022. (unpublished)

¹⁰ Kathleen Graves, (New York: CambridgeUniversity, 1996), p.1.

¹¹ Ibid, p. 21

Board (BSNP). These elements are appropriate content, appropriate language, and appropriate presentation. However, the researcher only used content appropriateness because the purpose of this study is to determine the suitability of the material in the textbook determined by BSNP based solely on the content. And the suitability content in tEnglish textbook with syllabus.

E. Formulation of The Problem

Beginning from the foregoing, the research questions of this thesis is: How does the material in the English textbook used in the SMA Al-Azhar textbook meet the feasibility of the curriculum 2013 content requirements based on BSNP?"

F. Purpose of The Study

The purpose of this study is to determine whether or not the the content in English textbook that using in SMA Al- Azhar in accordance with BSNP Standard.

G. Significance of The Problem

The investigation's conclusions are intended to have both theoretical and practical relevance.

The significances are as follows:

1. Theoretically

The study can be used to assess the viability of textbooks as part of a qualitative research project for high-quality teaching materials and student guides in English learning. Also hopefully, this research will be useful to many people, particularly those involved in English education.

2. Practically

a. The Teacher

This research can be used by teachers to help them choose textbooks that are appropriate for their students' needs.

b. The Student

By selecting for textbooks that meet their needs, you may assist students become more motivated to continue improving their skills.

c. The Other Researcher

This study will be designed to be a resource for other academics interested in discussing similar investigations.

H. Relevance of The Study

There are some previous research related to the title:

First by Meita Fitriyani entitled “ A Textbook Analysis “*When English Rings The Bell*” For The Seventh Grade of Junior High School”.¹² To aid research, this study employs qualitative methodologies in Textbook Analysis as well as Thematic Coding. Any way of categorizing qualitative data segments into meaningful entities is referred to as thematic coding. While Textbook Analysis is a strictly thematic style of coding with strong integrated reliability, these codes may subsequently be utilized as the foundation for qualitative analysis. That the researcher follows the following procedures: (1) obtaining the selected textbook for study, (2) reading, (3) analyzing textbooks, (4) coding, (5) categorizing, and (6) data analysis. This research attempts to determine what qualities are required to create a successful textbook. This must be related to the present Indonesian curriculum. As of now, the Indonesian curriculum states that English instruction begin at the junior high school level.

¹² Meita Fitriyani, *A Textbook Analysis “When English Rings The Bell” For The Seventh Grade of Junior High School* Repository:Yogyakarta State University, 2013.

As a result, everyone should select an appropriate textbook for teaching as Communicative Language Teaching as the beginning point of the level studying English as a Second Language. According to the research, the book "When English Rings a Bell" is completely in line with current educational requirements. It's merely that the flaws observed are due to a lack of uniformity in the coding used. Some texts are also incompatible with one another. Furthermore, the lack of current growth makes the book boring and is perceived as too simple by students.

The second Research was held by Avinahari Ahiddaturrohmah.¹³ The goal of this study was to see how well the material of the textbook "Bahasa Inggris Lintas Minat Sma Kelas X" matched Tomlinson's criteria for a successful textbook. This study made use of library research and a descriptive analytic approach. The data came from a textbook material titled "Bahasa Inggris Lintas Minat SMA Kelas X." Reading the textbook, categorizing the textbook, analyzing, and drawing conclusions were the steps taken to examine the data. The results revealed that the textbook met nine of Tomlinson's specified good textbook criteria, while failing to meet seven of them. The result of this reaserch was Tomlinson's requirements for a good textbook, which can be found in the textbook "Bahasa Inggris Lintas Minat SMA Kelas X" Materials should assist students feel secure, materials should help learners gain confidence, what has been taught must be interpreted as relevant and useful by learners, materials should require and facilitate learner self-investment, learners must be prepared to acquire the points being taught, learners' attention should be drawn to linguistic features of the input, and materials should take into account that the positive effect of instruction is usually delayed

¹³ Avinahari Ahiddaturrohmah, *"An Analysis of English Textbook "Bahasa Inggris Lintas Minat SMA Kelas x" Based on Tomlinsons Theory"*, (State Intitute of Islamic Studies: Ponorogo.)

Another researcher, Horison Mohd Sidek in “EFL Textbook Analysis”¹⁴. Focused the research was to see how successfully the national mission EFL Malaysia High School textbook prepares high school students to read in English in higher education. The data was presented in the form of reading comprehension readings from the chosen EFL textbooks. The design of learning to read in EFL was examined in this study. Section length in textbooks was examined in terms of kind and grade level. Using data from the examination of this mandatory textbook, the authors conclude that the national EFL Malaysia Senior High School curriculum's ESL read instructional design considerably under-prepared pupils due to its overemphasis on narrative sections that are below the grade level text. To address the questions investigated in this study, two distinct techniques were utilized. For example, for the first problem, the researcher used an assessment procedure concerning the principal text type, reading comprehension in secondary EFL. Textbooks are classified as either narrative or expository textbooks. Meanwhile, to address the second issue, Leslie and Caldwell's approach is applied to the text length measurement.

Aprisa Mrise Aminingsi “An Analysis of Character Values in English Textbook for Saventh Grade Students Entitled “When English Rings a Bell (Revised 2016)” Used in Secondary School in Bengkulu”.¹⁵ The purpose of this study is to identify the character qualities in the 2013 curriculum in English textbooks for seventh grade students at SMPN 07 Selatan Bengkulu. Content analysis technique was used in this investigation. Other than a semi-structured interview with an English instructor, the teacher's impression of character education and English textbooks in their schools was investigated. The results demonstrate that the percentage of the most prominent character values connected to oneself with a very high majority percentage that the value of

¹⁴ Harison Mohd Sidek, “*EFL Textbook Analysis*”. (Language and literacy Journals; Vol. 14(3), 2012. Published by Research Gate)

¹⁵ Aprisa Mrise Aminingsi, An Analysis of Character Values in English Textbook for Saventh Grade Students Entitled “When English Rings a Bell (Revised 2016)” Used in Secondary School in Bengkulu, (State Intitute of Islamic Studies Bengkulu : Bengkulu)

discipline is acquired with a percentage. Almost all characters have been incorporated into English curriculum. The result is that the textbooks used by middle school students in Bengkulu for seventh grade are possible to use; nevertheless, in the future, it should pay more attention to character as a value that is consistent with the competencies criteria of graduates with student growth.

Lastly, from Rohmatillah and Devi Audina Pratama entitled "An Analysis of Textbook Entitled "Pathway to English" Published By Erlangga at the First Semester of the 11th Grade of Senior High School".¹⁶ The goal of this study was to determine if the eleventh grade Pathway to English textbook satisfied syllabus elements of the 2013 curriculum and how wide they presented. The descriptive qualitative research method was employed by the researcher. acquired using document analysis of an Erlangga English textbook titled Pathway to English. The Pathway to English textbook had fulfilled 14 of 16 fundamental competency and 6 of 6 learning material syllabus requirements. In certain activities of four English skills, each basic competency was presented. The learning materials were effectively included and established supported materials that interpreted about social aspect formed cooperating tasks, text structures were useable and related the other rules of text structures, and language features were available and developed based on appropriate vocabulary, exercise of pronunciation and intonation, and related grammar to support the materials of modals, adverb, tenses, connector, and so on. Based on the syllabus guidelines, it was also offered and generated relevant themes and multimedia. The weakness of the book is there are no enrichment notes for vocabulary or pronunciation.

All of the previous research papers discussed some similarities and contrasts with this investigation. The purpose of

¹⁶ Rohmatillah and 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" (English Education; Vol 10, No. 2; 2017. Published by Neliti) P.1

this study will determine the compatibility of the English textbook used in SMA Al-Azhar with the BSNP standard.

I. Research Methodology

1. Research Design

The exact strategies will be used in the research process, such as data collection, analysis, and report writing, are referred to as research design.¹⁷ It is well recognized that research designs are crucial methods that assist the researcher in carrying out his or her research. In other book, Creswell stated that research designs are research strategies and processes that range from broad assumptions to particular techniques of data gathering and analysis.¹⁸ For example, how data may be obtained, processed, and the resulting information used to solve the research objectives.

According to Sharan B. Merriam, there are three types of research: descriptive, interpretative, and evaluative.¹⁹ The descriptive research approach was employed in this study. Descriptive research, a research approach that aims to describe and interpret the item as it is.²⁰ Descriptive research is often conducted with the goal of precisely and methodically describing the facts and qualities of things or subjects under investigation.²¹ In descriptive research, the researcher does not influence the variables and does not predict the events that will occur; instead, the researcher focuses on the events that are now taking place. The observational study comprised content analysis in a

¹⁷John W. Creswell, "Planning, Conducting, and Evaluating Quantitative and Qualitative Research", (Boston: Pearson, 2012), fourth edition, p. 20.

¹⁸ John W. Creswell, "Research Design Qualitative, Quantitative, and Mixed Method Approach", (USA: Sage Publication, 2009), third edition, p. 20.

¹⁹ Sharan B Meriam in Hadeli, *Metode Penelitian Kependidikan*. (Tangerang: Quantum Teaching, 2006), p.11

²⁰ Hamid Darmadi, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2011), p.145

²¹ Ibid.

descriptive study. The current status of the phenomena is assessed in an observational research by observing rather than asking questions.

Descriptive research is a study that aims to analyze the previously described circumstances or other issues, with the results delivered in the form of research reports. This approach is used to report the status of the item under study in order to characterize the eligibility of the Indonesian language textbook content and its compatibility with the curriculum 2013.

The data in this study will be evaluated utilizing a content analysis technique, which means that the researcher will examine the material or contents of the raw data (textbook). Krisspendorf explained that, content analysis is a research technique for drawing replicable and reliable inferences from data to context with the goal of delivering information, fresh insights, factual representations, and actionable directions.²² The attempt to reveal varied information hidden beneath data offered in a medium or text is known as content analysis. In general, content analysis is a technique for revealing the information hidden behind the facts presented in media or text.

Based on the quote, the researcher will discuss and evaluate the English textbooks that use in SMA Al-Azhar, will be done by analyze the content feasibility based on BSNP standard.. Sandewolski in Cho Ji Young stated that "Qualitative content analysis is regarded a strategy for the study of descriptive qualitative studies together with other similar kinds of research methodologies (eg. ethnographic or grounded theory)". This design chosen because in qualitative approaches, content analysis is a method widely used for written or visual data with the goal of identifying specific characteristics of materials that will be analyzed in general

²² Satu Elo, Helvi Kyngas. The Qualitative Content Analysis Process. Journal of Advanced Nursing Vol.62. 2007, p.102

form of textbook, newspaper, or any other host of other types of documents.

According to John W Creswell, there are several features of qualitative research at each level of the research process:

- a.) Investigating a topic and obtaining a deep grasp of a core phenomena, b.) Letting the literature study play a modest part but justifying the problem, c.) Stating the purpose and research questions in a general and broad manner in order to obtain the participants' experiences, d.) Collecting data based on words from a small number of individuals in order to obtain the participants' views, e.) Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings, f.) Writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subject matter expertise²³

The viability of the content of the English textbook used in SMA Al- Azhar based on the BSNP standard will be discussed and examined in the study. Each book has ten chapters, and the researcher will be determined to investigate all of them as a sample for the entire set of textbooks.

2. Instrument

Creswell defines a research instrument as a device for examining, monitoring, and recording data.²⁴ Creswell defines an instrument as a tool for measuring, observing, or documenting data. The research instrument is a rubric assessment developed by the National Education Standards Board (Badan Nasional Standar Pendidikan or BSNP), and the researcher will only use the sub component from the feasibility of content aspect (the accuracy of materials and supporting materials) because this study only focuses on the English curriculum in senior high school.

²³John W Cresswel, Op.Cit, p. 16

²⁴ John W Cresswel, Ibid, p. 16

The data of the present study will be taken from the textbooks “Bahasa Inggris untuk SMA” published by mediatama in 2020, “Student’s Book Talk Active published by Yudhistira, and All textbooks have been authorized by BSNP, an agency of national education standards inside Indonesia’s Ministry of Education and Culture. This book has also become a main source book for students and teachers at SMA Al-Azhar.

The following is a list of the instruments that will be utilized in this investigation.

Table 1.1
Feasibility of Content Table

| Sub-Components | Items | Score | | | |
|---|-------------------------------------|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| a. The compatibility with core and basic competence | 1) Completeness | | | | |
| | 2) Broadness | | | | |
| | 3) In-depth | | | | |
| b. The accuracy of material | 4) Social function | | | | |
| | 5) Element and structure of meaning | | | | |
| | 6) Linguistic feature | | | | |
| c. Supporting | 7) Recency | | | | |

| | | | | | |
|-----------------|-------------------------------------|--|--|--|--|
| material | | | | | |
| | 8) Development of life skills | | | | |
| | 9) Development of Diversity insight | | | | |
| Score Frequency | | | | | |
| | | | | | |

3. Data Collecting Technique

All of the techniques for collecting data using the content analysis approach will be drawn out and classified as follows:

- a. Searching for BNSP and Curriculum 2013/1 English syllabus instruments. These will be the primary guiding principles for determining the compatibility of English textbooks at SMA Al-Azhar with the existing curriculum.
- b. Learning the material to determine the correctness of materials and supporting material from a content feasibility standpoint.
- c. Viewing and scanning the substance of material in English on English Textbooks in tasks and exercises, chapter by chapter, to determine the textbook's fitness and compatibility with the instrument.
- d. The data received from the textbook will then be classified and organized in detail descriptive information to be analyzed based on the characteristics provided in the BNSP rubric assessment in each chapter.
- e. Calculating the frequency of data descriptions that have been assessed to determine how many content materials meet the requirements based on the feasibility of content aspects from each chapter of the textbook.

4. Data Analysis

Data processing is a more particular data completion activity in line with the problems that become the subject of research, for example, data connected to the feasibility of the contents of an English textbook for senior high school students. Data in qualitative research is often a qualitative descriptive story; however, if there is a quantitative document, the data will also be described descriptively. In qualitative research, data analysis does not wait until all data is acquired; rather, it is done gradually until all data from interviews, observations, or document analysis is obtained.²⁵

The following measures will be used to analyze the data collected from textbooks and the rubric assessment from BNSP:

- a. Evaluating the information will be presented in the textbook to the categories needed of an English textbooks that use in SMA Al-Azhar by assigning a score and providing a remark for each chapter.
- b. The Likert scale with a scale of 1, 2, 3, 4 will be used to evaluate the materials that are included in the textbook.²⁶ There are nine requirements, with a maximum score of 5 for each. Researchers will be able to more readily examine the roundness of the instrument he constructed this way. This scale is represented by a check mark (✓) in the right column on the horizontal line to indicate its score.²⁷
- c. Using descriptive explanation to interpret the data obtained throughout the evaluation process.
- d. Summarizing the textbook content's compatibility percentage to demonstrate level of fulfillment. To

²⁵ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosdakarya. 2012), p 289

²⁶ Darmadi, op.cit., p. 106

²⁷ *Ibid*,p.112

present the data formats numerically, the researcher use the following formula:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency

N= Sum of frequency²⁸

Because the data in this study is presented in a chart and supported by a long narrative text description, an easy-to-read presentation of research results is required to validate the findings of the research. The researcher employs the method above to address these demands since it provides the proportion of appropriateness between textbook content and content feasibility standards. The above formula is the most appropriate since the reader can plainly perceive the amount of compliance ranging from 0 to 100%.

The textbook will be considered "good" if it meets more than 80% of the material evaluation criteria. The textbook is judged "fair" if it satisfies the material assessment requirements of 61%-80%. And "average" if it meets 41%-60% of the material evaluation criteria.²⁹ However, it can be considered "poor" if it meets fewer than 40% of the material evaluation requirements. Karlina did the research that will be referenced above. she used the above classification in his research to allow sharing between levels. The classification described above has also been converted to the value guideline of BSNP's textbook assessment tool text, which is Very Less, Lacking, Good, and Very Good.

²⁸ Arikunto, *Metodologi Penelitian Suatu Pendekatan Proposal*, (Jakarta: Rineka Cipta, 2010), p.173

²⁹ Karlina Karadila Yustisia, *The Analysis of English Textbook for Eleventh Grade Students Published By Mendikbud Based On Curriculum 2013*. 2015, p. 3, Online, Available on: <https://www.researchgate.net/publication/319332410>

The final calculation result will be classified into one of four criteria proposed by the table below.

Table 1.2
The conversion of fulfilled average into four proposed categories

| Range of Fulfilled Score | Categories |
|---------------------------------|-------------------|
| 80% | Very Good |
| 61%-80%. | Fair |
| 41%-60% | Average |
| 40%-0 | Poor |

5. Research Procedure

As stated at the outset of the chapter, this study will employ a descriptive way of analysis with a qualitative approach. In qualitative research, data analysis techniques are typically used concurrently with data gathering. First, prepare the scoring rubric sheet (as a reference), as well as the explanation of the rating instrument, a sticky note to mark the required components, and a laptop to record the findings.

The research will be conducted in the following order in each chapter. First, the researcher will read through one chapter to determine if there are any areas that can be examined first. Following that, the researcher will examine the assessment rubric and each item. Then, look for proof and supporting material on each item in the chapter's section. For example, while determining the completeness of the information in a chapter, the researcher will look for interpersonal communication, descriptive text, procedural text, and short functional text. If there is, the researcher noted

the existence of the text, including the page number and type of activity, directly on the laptop provided.

Each item will be evaluated by filling out the table generated in the laptop based on the chapter's results with reference to the rubric of instrument and the description of the rubric instrument. It is repeated for each topic that is to be discussed. Then all the findings will be described in next chapter. These findings' descriptions are also translated consecutively according to their individual elements. After finishing the description and filling out all of the table items, the researcher computes the total score gained on the chapter and records it at the bottom of the table to determine the frequency of feasibility of the chapter's contents.

The same process will be followed for all of the English textbook chapters that will be examined. Data analysis is the process of searching for and compiling methodically data generated from the outcomes of document analysis by categorizing data, describing it in units, and making conclusions that are clearly understood.

Data interpretation is a step in the data processing process. The processed data can be analyzed using the instrument's existing standards. The data will be documented and then further described in order to produce an information or research output capable of answering the formulation of the problem provided in this research. After conducting an in-depth examination of the English textbook for seventh grade pupils, the data interpretation can be regarded to be proof of the formulation of research concerns. The end outcome of this data interpretation is the major component for the research's conclusion.

6. Trustworthiness of the Data

The validity of the conclusions generated from the data is required in qualitative research, as is the consistency of the

data. This means that, in order to acquire a credible result, the research instrument should be verified before being utilized to evaluate the data. Furthermore, Ary separated the process into four parts: credibility, transferability, reliability, and conformability.³⁰ This study will use criterion validity. The amount to which measures touch on existing norms or relevant behaviors, i.e. external standards to measure a social phenomenon, is referred to as criterion validity. The criteria in question are the BSNP criteria (Education National Standard Council). The BSNP (Education National Standard Council) good textbook criteria consist of four elements: content eligibility, presentation eligibility, language eligibility, and graphic eligibility. On the content eligibility element side these indicators are: KI and KD conformance with the material description, material accuracy, and learning material support.

a. Credibility

The correctness and validity of the results are important factors in determining credibility. This means that comprehensive in performing and reporting the findings of the investigation should be done. To arrive at credible findings, the first step that will be done is create trust in the findings by thoroughly investigating the research methodology, participants, and environment.

b. Transferability

The researcher's judgment of the study's results' applicability or generalize ability to diverse contexts or groups is referred to as transferability. It is the process of establishing the credibility of data about a situation so that it may be compared and evaluated. When the future user of the results compares and decides the degree of likeness between the two settings, the transfer happens.

³⁰ Donald Ary, et.al. *Introduction to Research in Education*, (Canada: Wadsworth, 2010), eight edition, p.424.

c. Dependability

Because the setting of the study changes, dependability is needed in qualitative research. It focuses on consistency, which is defined as the range of variance that can be tracked or explained.

d. Conformability

Prolonged interaction, persistent observation, triangulation, and member check are the four tactics for establishing credibility. In this example, the researcher relied solely on triangulation. The technique of confirming and uncovering facts through cross-checking them is known as triangulation. Triangulation, as defined by Miles and Huberman, is used to demonstrate that various measurements of a conclusion agree with it or do not contradict.³¹

In this study, the researcher employed credibility and conformability to assess the validity of data. Because the data were utilized to illustrate the validity of the research study's conclusions, it is critical to validate the data by contacting an expert. Prolonged involvement, constant observation, triangulation, and member check are the four tactics for credibility. The researcher just employed triangulation in this situation. The technique of confirming and uncovering facts through cross-checking them is known as triangulation. Miles and others have stated

Triangulation, according to Huberman, is used to illustrate that various metrics of a conclusion agree. Either agree with it or do not dispute it Miles also explains how triangulation can be discovered the following:

a. Data source triangulation

The information was gathered from many people, periods, places, and so on. The researchers will employ this method to collect accurate data from a large number

³¹ MLA. Miles, Matthew B. "*Qualitative Data Analysis*" : a Methods Sourcebook. Thousand Oaks, California :SAGE Publications, Inc., 2014. p.107

of sources or participants. The researcher will compare and contrast the information gleaned through observations with interview data, and study documentation.

b. Triangulation of methods

Triangulation of methods comprised observation, interview, and documentation. To analyze data in this technique, will be used more than one data collection technique.

c. Triangulation of researchers/investigators

Throughout the study, researcher triangulation enlisted the support of several investigators. Data gathering and analysis This style necessitates the participation of a big number of people. In order to validate the data, observers are required.

d. Triangulation in Theory

The data were gathered from many ideas linked to data study. such as periodicals, articles, books, and so on.³² Aligned with that, this research will be gathered data from teacher's interview, observation, and study documentation.

In conclusion, this study will use triangulation method by gathering data through interviews, observations, and study documentation to determine the appropriateness of the English books used at Al-Azhar High School with the BSNP criteria.

³² *Ibid*, p. 107

CHAPTER II

THEORITICAL FRAMEWORK

A. Textbook

1. Definition of Textbook

Textbooks have a significant role in both teaching and learning. The use of textbooks in the classroom assists the teacher in conveying the contents. Textbooks play a significant role in the teaching-learning process in all sorts of educational institutions, particularly in language classes. This statement is related to Cunningsworth's statement that a textbook in language teaching is very effective because it provides a source for presentation material or self-directed learning, a source of ideas and activities, a source of references, a syllabus that reflects pre-determined learning objectives, and support for less experienced teachers.³³ So according Maxom, a common textbook may be defined as the media or content that supports the teaching and learning process.

1. Student's book: The book that is used in class by the students.
2. Teacher's book: This book provides the solutions to the activities in the student's book as well as fleshes out the lesson plan for each unit with background material and advice.
3. CDs: These are sometimes, but not usually, supplied with the student's book. They might be rather pricey.
4. Work book: To avoid duplicating, work books that students use as assignments are frequently available.

³³ Alan Cunningsworth, *Choosing your Coursebook*, (New York: Macmillan, 1995), p. 7

5. Teacher resource book: This book provides supplementary, photocopy able exercises for teacher.³⁴

Brown stated that, textbook is a book that is used in an educational program. It also claims that textbooks are the most obvious and often used type of supplementary material for language education.³⁵ Meanwhile, Tomlinson sees textbooks as a source for providing content and engaging students in tasks such as lexical, pronunciation, language, listening, reading, speaking, and writing.³⁶

A textbook serves several purposes. According to Tomlinson, the textbook serves many purposes, including the following:

1. Instructional customization

A textbook assists students in individualizing instruction by allowing them to proceed at their own pace and to a limited extent based on what they are interested in studying.

2. Instructional planning

A textbook assists students in organizing instruction by providing experiences, suggested activities, and other resources, reading and question suggestions are provided. Written textbooks provide unity in the classroom and are graded to introduce new concepts or contents that build on what has come before.

3. Contribution to the Tutorial

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

³⁴ Michelle Maxom, *Teaching English as a Foreign Language for DUMMIES*, (Chichester: Jhon Wiley & Sons, Ltd, 2009), p. 117.

³⁵ Brown, “*An Interactive Approach to Language Pedagogy*”, (New York: Longman, 2001),P. 141

³⁶Tomlinson. B, “*Materials Development in Language Teaching, Second edition*”, (Cambridge: Cambridge University Press, 2011)

4. Improvement of Teaching

Textbook is also regarded as a useful utility that teachers use to improve their teaching skills.

Whereas Permendiknas no. 11 tahun 2005 stated that the textbook of the lesson is an obligatory reference book for use in schools that included instructional materials to enhance faith and morality, character and personality, ability of skill of science and technology, sensitivity and aesthetic ability, physical and health potential collected in accordance with national education standards.³⁷ Textbooks are published printed materials that are most typically utilized as teaching and learning tools in schools or other educational institutions. It is one of the most significant media in the learning and teaching process since it acts as a source of information and a guide for both students and teachers. Richards also stated that textbooks serve as the foundation for most of the language input since learners receive and contribute the content of the lessons, the balance of skills taught, and the types of language exercise the students engage in.³⁸

To summarize the preceding description, the researcher concludes that a textbook is a written form of a branch of science that is utilized in educational institutions with multiple names that relate to the same idea. That is a book that contains exercises and teaching materials that may be utilized as a study resource.

2. The function of textbook

The usage of textbooks arises for a variety of reasons, one of which is dependent on its purpose, which can be regarded why a textbook is utilized. Both teachers and students benefit greatly from an excellent textbook. It acts as a roadmap for

³⁷ Menteri Pendidikan Nasional, Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 11 Tahun 2005, p. 2.

³⁸ Jack C Richard. *The Role of Textbooks in a Language Program*. p.1. <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>

each lesson for teachers. The language learning textbook is divided into chapters. Each chapter delves into various types and levels of language abilities. It allows students and teachers to concentrate on what they are taught or learning. Textbooks can not only give an overview for teachers to construct appropriate activities for each topic, but they can also provide students with a quick summary of what to anticipate for the next learning session and serve as a reference for practice.

If no creative engagement occurs, a textbook produced as a self-study tool, help, or for classroom usage by instructor or students is merely pages of dead. Because textbooks provide everything that individuals require to better the teaching and learning process. Textbooks play an important part in the teaching and learning process.

According to Cunningsworth, the function and role of a text book are as follows:

1. A source for both spoken and written presentation material
2. A source of exercises for emerging learners in practice or communicative contact.
3. A study guide (book) for the student
4. A curriculum
5. A resource for self-directed learning
6. As a resource for less experienced teachers.³⁹

A textbook can also be thought of as a teacher's collaborator. Partnerships between instructors and textbooks work best when they share a same purpose and each side contributes something unique. The textbook's objective must also be consistent with the teacher's aims, so that both may attempt to satisfy the requirements of students. It may be concluded that textbooks can assist instructors and students in

³⁹ Cunningsworth. Loc.cit ,p.10.

achieving their goals and aims in language acquisition, but the amount to which textbooks assist them in achieving educational goals is unknown

3. The Role of Textbook

Nowadays, a textbook plays an important role in the teaching-learning process in the classroom because the teacher believes that a textbook can assist students in understanding the material. Textbooks are frequently used as the primary source in a teaching-learning activity. O'Neill stated the benefits of using textbooks in courses, and others concurred :

1. The textbook contains a lot of material that will be taught, and while it is not specifically designed for one group, it may be very appropriate for their needs.
2. Textbooks allow teachers and students to look ahead to what we will do or look back at what we have done.
3. Textbooks contain well-organized learning materials.
4. Textbooks enable teachers to adapt to the teaching process and improvise while on the job.⁴⁰

4. Standardized of Textbook

Standardized textbooks were crucial to understand, thus the choice was taken to pick textbooks and develop textbooks as the author. The writers of textbooks must make it clear what those constraints are, such as whether the textbook is designed for self-study or classroom usage by an instructor and a group of learners. As a result, textbook purchasers should be aware of the quality of the textbook's standards. A standardized textbook as instructional materials takes into account the following factors:

1. The goal of learning
2. Curriculum and education program structure

⁴⁰ Robert O'Neill, *Why Using Textbooks?*, ELT Journal, Vol. 36 No. 1 (Oct 1981), 104-111, 105.

3. The degree of development or objective of school tuition.
4. The state of the school's infrastructure and its facilities.
5. The wearer's circumstances.⁴¹

According to the preceding explanation, a wonderful textbook should have a standard in organization that included the objective of learning based on current curriculum and syllabus, as well as the adaption of infrastructure in a common school. Criteria for English textbooks as a second or foreign language must be approached differently than for other languages. So, according to Williams, the learning goal would be met. ESL textbook should:

1. Provide basic instructions for presenting linguistic elements and skills (General)
2. Propose assistance for teaching pronunciation, such as a phonetic system (Speech)
3. Provide relevant circumstances and a range of instructional strategies for structural units (Grammar)
4. Distinguish the many goals and abilities involved in vocabulary instruction (Vocabulary)
5. Assist with the first presentation of texts for reading comprehension (Reading)
6. In writing tasks, demonstrate the many techniques for directing and shaping material and expression (Writing)
7. Include relevant images, graphs, tables, and so forth.⁴²

While, Cunningsworth also proposed seven criteria in analyzing and evaluating textbook

- a. Criteria for goals and approaches:

⁴¹ Kahlid Mahmood., Aga Khan University Pakistan. The Process of Textbook Approval: A Critical Analysis, *Buletin of Education & Research*, Vol.28, No.1, June 2006. p.3

⁴² David William, *Developing Criteria for Textbook Evaluation*, *ELT Journal*, V.37, 1983, p.252.

1. Do the course book's objectives closely match to the objectives of the instructional program and the learners' needs?
 2. How thorough is the course book? Does it cover the majority or all of
 3. What is required? Is it a useful tool for students and teachers?
- b. Design and organizational criteria
1. What components comprise the whole course package (for example, student books, instructor books, workbooks, cassettes)?
 2. How is the material arranged (e.g., by structures, functions, subjects, talents, and so on)?
 3. Is it simple to navigate the course book? Is the design clear?
- c. The language content criterion
1. Does the course book cover the grammatical items appropriate for each level while also taking the needs of the learners into account?
 2. Is vocabulary teaching material acceptable in terms of amount and range of vocabulary, emphasis on vocabulary growth, and individual learning strategies?
- d. The skill criteria
1. In light of the class objectives and syllabus criteria, are four skills effectively covered?
 2. Is there any material available for integrated skills work?
- e. The topic requirements
1. Is there enough information of actual interest to students?
 2. Is there a sufficient diversity and breadth of topics?

3. Will the subject broaden students' awareness and enrich their experiences?
- f. The methodological criterion
1. What methods to language acquisition does the course book take? Is it acceptable for the learning/teaching environment?
 2. What amount of active learner participation may be expected, and if it corresponds to the students' learning styles and expectations?
 3. What methods are employed to convey new language elements, and are they appropriate for the learners?
- g. Practical consideration criterion
1. What is the total cost of the bundle, and is it excellent value for money?
 2. Are the books sturdy and durable? Are they visually appealing?⁴³

5. Advantages of Textbook

There are several advantages to using textbooks in the classroom, which may assist both teachers and students. Many good textbooks, according to Harmer, "are aesthetically designed and neatly organised rather than delivering a cohesive curriculum, gratifying language control, and compelling texts and cassettes."⁴⁴ Furthermore, many students enjoy textbooks because they feel as though they have done something. They are encouraged favorably as they complete chapter after chapter, and finally the full book. Using a textbook saves the teacher a significant amount of time. Instead of creating the content themselves, teachers might utilize this time to teach. Teachers believe that without textbooks and teacher guides, it would be extremely difficult,

⁴³ Cunningsworth, op.cit., pp. 3-4

⁴⁴ Maria Estling Vannestal, *Textbook and Alternative Material*, Vaxjo University School of Humanities English, (2006), p.3

if not impossible, to educate and deliver day-to-day education. There are additional benefits of utilizing a textbook. Students work with the same information and subject if a teacher utilizes the same textbook in all of his classes.

6. Disadvantages of Textbook

There are certain disadvantages to utilizing a textbook. According to Harmer, "some teachers disapprove using textbooks at all."²² These teachers said that they and their students were bored of using textbooks since they typically featured less engaging content. Furthermore, they believe that textbooks have little diversity, making the teaching and learning process suffocating. Teachers who are against textbooks like to utilize their own imaginations, alternate materials such as book and magazine scraps, and student-provided ideas, etc. The danger of utilizing textbooks is that teachers and students might grow overly connected to them. Use and disregard any other sources of information.

Teachers who rely solely on textbooks risk becoming deskilled. If they can't decide what teaching to deliver themselves and instead rely on the textbook, their role as a teacher is diminished since they just convey what others have written. Another downside of utilizing textbooks is that their information is not always completely unique and objective.

7. Textbook Analysis

Analysis is a method of dividing something into parts and subjecting those parts to rigorous logical, detailed scrutiny. In a consistent and fairly comprehensive account. Textbook analysis, also known as textual analysis, is a social science methodology 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. Textbook Analysis, as a technique, entails a specialized

procedure. It is teachable and independent of the researcher's personal authority. As a research technique, textbook analysis provides new insights, increases researcher understanding of specific phenomena, or informs practical actions. This textbook Analysis is most likely a research tool".⁴⁵ It means that a textbook analysis is required in order to gain a better understanding of the content and see the book's strengths and weaknesses.

Textbook analysis is a research method that aims to provide knowledge, new insights, a representation of facts, and a practical guide to action by making replicable and valid inferences from data to their context. The goal is to achieve a condensed and broad description of the phenomenon, and the analysis produces concepts or categories that describe the phenomenon. Those concepts or categories are typically used to construct a model, conceptual system, conceptual map, or categories. It means that a textbook analysis could yield beneficial results, such as the development of content, models, knowledge, and so on.

Based on the above definition, can be concluded that Textbook Analysis is a research method that provides knowledge, new insights, a representation of facts, and a practical guide to action by making replicable and valid inferences from data to their context. The goal is to achieve a condensed and broad description of the phenomenon, and the result of the analysis is concepts or categories that are used to build a model, conceptual system, conceptual map, or categories. The researcher chooses between the terms "concept" and "category" and employs one or the other. For example, if the goal of the study is to develop a theory, it is recommended that the term 'concept' be used as a proxy for 'category'. However, when describing the analysis process in

⁴⁵ Krippendorff K, *Textbook Analysis an Introduction to Its Methodology*, (Thousand Oaks, CA: Sage Publication Inc, 2004),p.6

this paper, we use the term 'category' because it will commonly used.

Textbook analysis is a research method that provides knowledge, new insights, factual presentation, and a practical guide to action by making replicable and valid inferences from data to their context. The goal is to achieve a condensed and broad analysis of basic competence, with the result being concepts or categories describing the quality of this textbook. It is highly significant to state that this study assesses the relevant of the textbook on the basis of seven main criteria. The physical appearance and format of the textbook, the accompanying materials, the content and topics, the exercises and activities, cultural presentation, the four skills, and the language method used by the textbook.

8. The Important of Textbook Analysis

Because there are so many textbooks released by so many publishers, textbook assessment is critical in order to select the finest textbook that can aid instructors and students. In her journal paper, Josilda agreed with Grant's viewpoint that a good textbook should not only fulfill the needs, interests, and talents of students, but it should also consider the requirements of teachers and match the goals of officials or learning objectives⁴⁶. It also states that by reviewing textbooks, instructors would get knowledge of the strengths and flaws of the textbooks they use and will be able to participate in their professional growth.

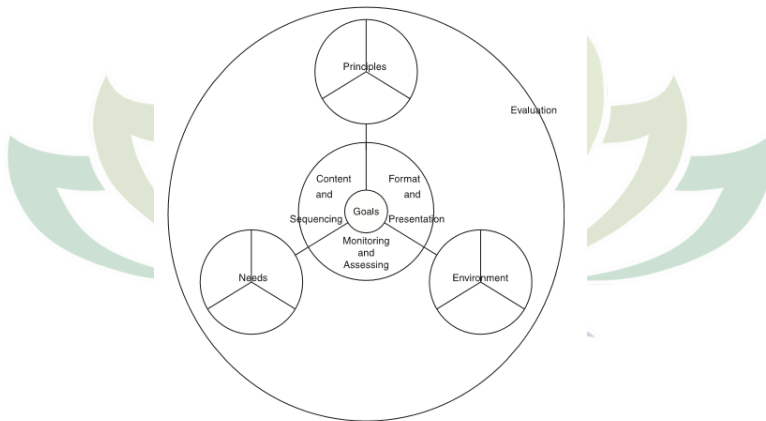
⁴⁶ Josilda Papajani, "*The Evaluation of The EFL Textbooks Used in The High Schools of Elbasan, Albania*", European Journal of Language and Literature Studies, Vol. 1, No. 1. (April 2015) 7-15. 7.

B. Curriculum

1. Definition of Curriculum

Curriculum is a well-known phrase in education. The familiarity is developed since it is the most important component of the instructional learning process. The curriculum is a web of educational decisions in specific settings, as well as activities and consequences. Furthermore, it is influenced by explicit and implicit societal expectations, educational and institutional policies and practices.⁴⁷ According to John, the curriculum components created may be observed in the following process.

Figure 1.1 A Model of the parts of the curriculum design process



It has the aims as the focused in the inner circle. It is the most significant section of the curriculum because it emphasizes the need of having a clear overall purpose for a course. The inner circle's three segments comprise interrelated factors to achieve the aim. For example, begin with the text of what the item in a course must be. After the object has been suitably picked with the purpose in mind, it

⁴⁷ Michael Carroll, *Developing a New Curriculum for Adult Learners*, (Maryland USA: Teacher of English to Speakers of other languages, Inc., 2007), p. v.

must be offered to the pupils for study. As a result, this section requires a solid format for displaying the item. To assist in presenting the item, approaches and forms of learning will be required. Finally, mentoring and assessing are vital in gaining knowledge that can lead to improvement in most other aspects of the curriculum design process. The outer section contains elements of principles, needs, and the environment.⁴⁸

Allan and Francis divide the curriculum definition into four specifications:

1. Curriculum may be described as a strategy for reaching objectives. The phases include the educational development process.
2. Curriculum may be described generally as dealing with the activities of students. It implies that nearly anything planned within or outside the school is included in the curriculum.
3. Curriculum is a discipline of study that has its own foundations, types of knowledge, research, theory, principles, and specialists. Those who use this notion tend to talk about curriculum in academic terms rather than practical considerations.
4. Curriculum may be characterized in terms of subject matter or content; it specifies a specific fact or notion of topic areas such as math, science, and history.⁴⁹

Based on the experts' explanation, the study concluded that curriculum is a system constructed by educators to educate individuals. It can be declared in writing, planned, observed, or not mentioned at all, as in an unwritten standard.

⁴⁸ John Macalister, *Language Curriculum Design*, (New York: Routledge, 2016), p. 6.

⁴⁹ Allan C. Ornstein, Francis P. Hunkins, *Curriculum: Foundation, Principles and Issues 7th Edition*, (United Kingdom: Pearson Education Limited, 2018), pp. 26-27.

Curriculum entails the goal, design, execution, and evaluation of learning material and activities.

2. Curriculum 2013

According to Soedijarto (2011) in Muhammedi, Indonesia has seen numerous curriculum modifications, including curriculum 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, and, most recently, curriculum 2013. Several variables can affect curriculum modifications, one of which is the political component. For example, the 1984 curriculum included subjects from the PSPB's National Education for Struggle. In addition to removing PSPB subjects, the 1994 curriculum will incorporate a high school curriculum that will make public education a college preparation program.⁵⁰

Since June 2013, a new curriculum known as the 2013 curriculum has been adopted in Indonesia based on the Regulation of the Ministry of Education and Culture of Indonesia number 22, 2006. Significantly, the 2013 curriculum has been adopted in practically all areas of Indonesia for all levels of education, including elementary, junior high, and senior high school.

Curriculum is often regarded as the most important aspect of teaching and learning. As the foundations of teaching, the process and is the essential point. A teacher should teach students according to the existing curriculum because it was created to meet the needs of the students. Moreover, the 2013 Curriculum is currently being implemented utilizing this scientific method. This scientific method enables instructors and curriculum writers to enhance the learning process by breaking it down into detailed phases or stages that include directions for learners in learning activities. This is fundamental to the construction of the 2013

⁵⁰ Muhammedi. *Perubahan Kurikulum di Indonesia: Studi Kritis tentang Upaya Menemukan Kurikulum Pendidikan Islam yang Ideal*. Raudhah Vol.IV, 2016, p. 49

Curriculum. In fact, the scientific method often entails a series of data collection activities such as observation or experimentation, data processing, analyzing, creating, and testing the hypothesis. This notion allows students to develop their reasonable and critical personalities. The learning process should have three components: attitude, knowledge, and skill.

1. Observing

Reading and hearing texts are examples of observing in language learning. Learners are expected to grasp the material by reading and listening to a list of items they must know.

2. Questioning

The students have a list of text things that they have learned, therefore they design questions based on those elements.

3. Experimenting

The learners must collect data and information in order to answer the questions they have posed. Data can be gathered by observation, interviews, and book reading.

4. Associating

Learners examine facts or information in this step to answer the set questions and describe the result. The direction of the teacher is crucial at this point.

5. Communicating

After answering the questions, it is time for students to submit their results in the form of written or spoken work. During the communicating stage, individuals receive feedback from their companions and the teacher in order to enhance their knowledge.

6. Creating

Learning a language does not end with memorizing its characteristics. To gauge their progress, students should practice and generate texts on a regular basis. Learners are supposed to shape their thinking by having such opportunities. To clarify, fundamental competency samples are stated in the 2013 curriculum (Core and Basic Competence of Curriculum 2013) in the following six points. First, it is producing spoken text to convey and reply to greetings, leave taking, thanking, and apologizing in context. Second, it is writing oral and written text to convey and answer in a brief and simple manner by paying attention to social function, text structure, and linguistic qualities accurately and contextually. Third, it is employing language features appropriately and written text contextually to compose oral and written text to mention names of days, months, and times in a day, dates, and years. Fourth, it is producing oral and written text to mention the names of animals, items, and public locations encountered in real life by accurately and contextually employing language elements. Fifth, it is constructing oral and written text to form names in labels and list items by accurately and contextually employing language features. Sixth, it is writing oral and written text to describe personal personalities, animals, and things by accurately and contextually employing language elements.

As previously indicated, the present curriculum clearly employs three major components expressed in the core competency. These are the attitudes, abilities, and knowledge. In addition to the previously mentioned characteristics, the 2013 curriculum implements the thematic and integrated idea of syllabus, as shown on the official website of the Ministry of Education and Culture.

Can be concluded, language learning in the 2013 curriculum is based on a student-centered approach, which is viewed as an active learning process of supervised pupils. It allows students to practice for extended periods of time since being an engaged student during teaching and learning takes a lot of time.

3. Language Skill in Curriculum 2013

Language is not simply defined as the ability to encode or decode words in order to comprehend information. Language, according to Angela and Anthony, is more than simply words. It also includes the social process of interpreting and constructing meaning. As a result, there is a basic link between language and culture that must be considered when considering language as a code and language as a social activity.⁵¹ While Yule maintained that language is a set of communication signals that should be evaluated based on their intent, whether they are informative or not. As a result, the major purpose of language is communication.⁵² As a result, learning a language might be regarded as learning its abilities in order to employ them in conversation.

The skills of learning a language, particularly English, are separated into two categories. These are both receptive and productive abilities. Listening and reading are examples of receptive abilities in which meaning is taken from conversation. Productive skills need pupils to generate language through speaking and writing.⁵³ The researcher understands skills in learning English as a person's ability to receive and produce a communicative signal for conversation

⁵¹ Angela Scarion and Anthony J Liddicoat, *Teaching and Learning Language* : A Guide, (Australia: Australian Government , Departement of Education, 2009), p. 15.

⁵² George Yule, *The Study of Language: Fourth edition*, (New York: Cambridge University Press, 2010), p. 11

⁵³ Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Edinburgh: Pearson Longman ELT, 2007), p. 265

with others. The capacity to apply language skills for communication is also prioritized in language acquisition in the 2013 curriculum. Aside from mastering the language skills, students are encouraged to exhibit positive characteristics such as discipline, politeness, honesty, responsibility, responsiveness, corporative, proactive, and religious beliefs. Language learning tends to focus on students' needs in order to achieve the goals in both language skills and the traits implanted by combining the reasons of learning. Practical issues often arise throughout the teaching and acquisition of language skills. As Brown and Yule believed in the teaching and learning of spoken language. Individual students can control and overcome challenges in written output by using their own bank of vocabulary, rate of writing speed, or grasp of its grammar. It is different for spoken creation. They require a partner to listen to them and respond to what they have stated. As a result, it cannot be done separately.⁵⁴

As a result, language learning in the 2013 curriculum is based on a student-centered approach, which is viewed as an active learning process of supervised pupils. It allows students to practice for extended periods of time since being an engaged student during teaching and learning takes a lot of time.

C. Feasibility of Content

1. Material Development and Textbook Evaluation

Textbooks play an important role in the teaching and learning process for both teachers and students. Coursebooks must be reviewed because they may be appropriate and ideal in one context and with certain students, but they may be useless in another. Creating a textbook is a difficult

⁵⁴ Gillian Brown and George Yule, *Teaching the Spoken Language: An approach based on the analysis of conversational English*, (New York: Cambridge University Press, 1999), p. 25.

undertaking, and even more difficult is evaluating it in order to identify and rectify its flaws. If we want to create a high-quality and useful coursebook, we must examine how to create and evaluate it. Textbook development can assist teachers in attempting to understand their students' needs, desires, and aspirations. It can assist teachers in becoming acquainted with teaching and learning theories and their implementation in the classroom. Aside from the numerous benefits, a single textbook sometimes does not suit the diverse needs of the learners. This necessitates the customization of textbooks at the activity, unit, and syllabus levels. Tomlinson in Desy provides good textbook criteria. They are as follows:

1. Materials should have an influence.
2. Items should make students feel at ease.
3. Resources should assist students in developing confidence.
4. What is taught should be seen as relevant and valuable by students.
5. Materials should encourage and necessitate student self-investment.
6. Learners must be prepared to grasp the concepts being taught.
7. Resources should introduce students to language in context.
8. The learners' attention should be focused to the input's linguistic qualities.
9. Resources should give students opportunities to utilize the target language for communicative reasons.
10. Materials should be designed with the understanding that the good impacts of education are typically delayed.
11. Materials should take into account the fact that learners' learning styles differ.

12. Materials should take into consideration the fact that learners' emotional attitudes differ.
13. Materials should provide for a quiet interval at the start of teaching.
14. Materials should optimize learning potential by fostering intellectual, aesthetic, and emotional participation that engages both the right and left brain.
15. Materials should not be very reliant on controlled practice.
16. Materials should allow for feedback on outcomes.⁵⁵

According to Nusrotus in Hayu, textbooks must have the following properties in order to be acceptable for usage in the learning process :

In accordance with teachers' learning requirements and features.

1. Curriculum compatibility
2. Material creation based on a theme or issue
3. Usage of proper terminology
4. Meaningful and simple to understand for improving educator competency
5. Have a value of use that the learner believed was beneficial⁵⁶

In Zohrabi, Hutchinson and Waters propose that material evaluation should be performed to determine the suitability of our materials for our "specific purpose." They suggest that all the variables need to be analyzed systematically in order to

⁵⁵ Desy Nur Fakhomah. *"An Analysis on English Textbook Entitled Bahasa Inggris Based on Tomlinson Theory"*. Publication Article of Muhamadiyah University of Surakarta, p.2

⁵⁶ Hayu Dian Yulistianti. *Pengembangan Textbook: Introduction to Text Types and Analysis* di Prodi Pendidikan Bahasa Inggris Universitas Islam Nahdatul Ulama Jepara. p.4

"avoid a lot of expense and frustration".⁵⁷ Textbooks (teaching materials) should focus more on the learning methods utilized, so that the implementation in use can be run in accordance with the aim.

2. Textbook Analysis based on BSNP Criteria.

The book utilized by the Education Unit, whether in the form of a Text- Lesson or a Non-Text Lesson Book, is a tool for teachers and students to improve basic knowledge for higher education. The knowledge material informed by Textbook Lessons and Non-Text Book Lessons is critical. As a result, the material's presentation should be interesting, easy to understand, have a high level of legibility, and adhere to the positive values / norms prevalent in society, such as not containing elements of pornography, extremism, radicalism, violence, SARA, gender bias, or any other deviation value.⁵⁸

Non-textbooks, Lessons, and Textbooks Lessons should contain the book's skin elements, such as the front skin, rear skin, and back of the book. Furthermore, textbooks and non-text classes should incorporate book sections such as the introduction, the content portion, and the conclusion.

Textbooks are an important component of the learning system since they serve as both teaching materials and a source of education in the classroom. In addition to the curriculum, which serves as a framework for the teaching system, textbooks should be chosen based on a variety of other factors as decided by the National Education Standards Board or BSNP, such as content, language, presentation, and graphic material. These components are detailed in depth below:

⁵⁷ Mohammad Zohrabi. *Coursebook Development and Evaluation for English for General Purposes Course*. English Language Teaching Journal Vol.4 No.2, 2011 p.214

⁵⁸ Lampiran Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 8 Tahun 2016 Tentang Buku yang Digunakan pada Satuan Pendidikan, p.1

a. Feasibility Content (Kelayakan Isi)

This content's eligibility components are divided into the following subcomponents or indicators.

1. Subjects of SK and KD, child development, and societal needs
2. Science content and life skills
3. Insights for progress and expansion
4. Social value diversity

b. Feasibility Language (Kelayakan Bahasa)

These linguistic components are further subdivided into the following indicators or subcomponents:

1. Readability
2. Compatibility with proper and excellent language rules
3. Logic in language

c. Feasibility Presentation (Kelayakan Penyajian)

This presentation component is divided into the following sub-components or indicators:

1. Technique
2. Material
3. Learning

d. Feasibility of Graphic (Kelayakan Kegrampilan)

These graphic components are further subdivided into the following subcomponents or indicators.

1. Size and format of books
2. The skin's design
3. Create the content
4. Paper of high quality
5. Printing quality

6. Binding quality⁵⁹

3. Definition of Feasibility Content

The content of textbooks is determined by studying the competency standards and basic competencies of topics that correspond to the competencies of the subjects in question. Attachment of Regulation of the Minister of National Education No.22 of 2006 and advice for the preparation of 2013 as established by BSNP can be used as a reference in developing the subject matter of learning.⁶⁰ The assessment instrument form has been provided by BSNP. The textbook in this situation must correspond to the standard core of competence, basic competence, and basic competence for English in Senior High School.

The BSNP has produced an evaluation method in the form of a rubric assessment in The Center of Curriculum and Books (Puskurbuk) to evaluate the properness and applicability of a textbook. The BSNP rubric assessment is intended to qualitatively describe and evaluate any content-related objects and resources in a textbook before quantitatively classifying them. The rubric assessment employed in this study is confined to content feasibility. This content feasibility is a series of assessments of the textbook's material. The feasibility content includes three measurements: material compatibility with KI and KD, material accuracy, and the final supporting materials. 34 Below are the specifics of the assessment group:

a. Compatibility of materials with *KI* and *KD*

This feasibility of content that is compatible with KI and KD criteria was broken into two sub criteria: completeness, breadth, and depth:

⁵⁹ Mulyoto. Strategi Pembelajaran di Era Kurikulum 2013, (Jakarta: Perstasi Pustaka Publisher. 2013), p.21

⁶⁰ B.P. Sitepu, Penulisan Buku Teks Pelajaran.(Bandung: Remaja Rosdakarya, 2012), p.64

1. Completeness (*Kelengkapan Materi*)

In terms of completeness, the textbook is meant to expose students to both interpersonal and interactional discussion, whether spoken or written, to assist them interact in contextual and themed circumstances, as well as many other characteristic, religious, and aesthetic qualities.

2. Broadness (*Keluasan*)

Textbooks have broadness if they provide many texts of the same genre to allow students to observe similarities and features of the same generic literature.

3. In-Depth (*Kedalaman Materi*)

This criterion expects textbooks to meet multiple points of In-Depth or (kedalaman materi). The first is exposure or (paparan), which implies that the textbook is supposed to expose students to as many different types of texts that are relevant to their everyday lives as possible in order to assist them become used to all types of texts. Therefore, text retention (retensi pembentukan teks) indicates that the textbook should help students learn the social function, text structure, and linguistic qualities. The last textbook is Production (produksi), which should be able to assist students through every step of generating both spoken and written information.

- b. The Accuracy of Materials**

The feasibility of content criteria, which is the correctness of the materials, was separated into three sub criteria: social function, generic structure, and linguistic characteristic.

1. Social Function (*Fungsi Sosial*)

In this criteria, the material supplied in the textbook or the activities offered in the textbook that have been

completed by the students are anticipated to have values in social function in connection to their everyday lives, either interpersonal or interactional.

2. Generic Structure (*Unsur dan Struktur Makna*)

The text supplied in the textbook or the exercises offered in the textbook that have been completed by the students are required to give the students an insight and ideas to think systematically in conducting exercise or generating it in everyday life within these criteria.

3. Linguistic Feature (*Fitur Linguistik*)

Under this category, the material in the textbook or the activities from the textbook completed by the students are required to be comprehensible and to meet the norms and characteristics of excellent communication in the students' everyday lives.

c. Supporting Materials

The feasibility of content, which is supporting resources, was separated into three sub-criteria: up-to-datedness, development of life skills, and development of diversity insight.

1. Up-to-Datedness (*Kemutakhiran*)

Under this criterion, every item used to support the materials and exercises in the textbook (Tables, Images, Texts, References) should be sourced from the most current and relevant sources accessible.

2. Development of Life Skills (*Wawasan Keterampilan Hidup*)

In this criteria, every text, communication exercise, and assignment provided inside the textbook should urge students to be decent people who care about their social, academic, and occupational lives.

3. Diversity Insight (*Wawasan Kebhinekaan*)

According to this requirement, every text, communication exercise, and assignment accessible in the textbook should urge students to be decent citizens who care about, understand, and embrace intercultural diversity.

4. Feasibility of Content's Rubric Assessment

The researcher creates a grading rubric in this study to evaluate the appropriateness of textbook material. This assessment rubric is based on the Likert Scale and has been tailored to the instrument as well as the description of the Rubric of Textbook Assessment Instrument in Content Feasibility Part for senior high school by the government through BSNP.

Table 2.1

**Rubric of Feasibility of Content Assessment Instrument
For Senior High School**

| Items | Score | Criteria |
|---|----------|--|
| A. Sub-Components Material Description Suitability with core competence (KI) and basic competence (KD) | | |
| 1. Completeness | | |
| In point of completeness assessment, the teaching materials shall contain the texts corresponding to the KI and KD, the texts are : <ul style="list-style-type: none"> • Intrepersonal communication expression • The phrase of transactional | 1 | The textbooks meet half of the three texts above |
| | 2 | The textbooks meet one of three text above |
| | 3 | The text books only meets two of the above text |

| | | |
|--|----------|--|
| communications | | |
| <ul style="list-style-type: none"> • Short functional text | 4 | The textbooks meet all three types of text |
| 2. Breadth | | |
| Presenting the various texts of the same genre to provide the opportunities for students to observe similarities and characteristics of the same generic of these texts. | 1 | The textbook has one type of text of the same genre. |
| | 2 | The textbook has two types of texts of the same genre. |
| | 3 | The textbook has three types of texts of the same genre. |
| | 4 | The textbook has four or more types of text from the same genre. |
| 3. In-Depth | | |
| Textbooks must meet: <ul style="list-style-type: none"> • Exposure • Retention text formatting rules • Production • Extensions | 1 | The textbooks meet one of the four points |
| | 2 | The textbooks meet two of the four points |
| | 3 | The textbooks meet three of the four points |
| | 4 | The textbooks |

| | | |
|---|----------|---|
| | | meet all four of these points |
| B. Sub-Components Content Accuracy | | |
| 4. Social Function | | |
| <p>Texts directed at achieving social function as follows:</p> <ul style="list-style-type: none"> • Interpersonal communication to establish interpersonal relationships and used as a communication tool • Transactional communications to request / provide services / facts / opinions • Procedure text as functional communication to give instructions to do something • Descriptive text as functional communication to provide, identify, differentiate, offering, praise, criticize object. | 1 | The textbooks meet one of the four points |
| | 2 | The textbooks meet two of the four points |
| | 3 | The textbooks meet three of the four points |
| | 4 | The textbooks meet all four of these points |
| 5. Elements and Structures of Meaning | | |
| The text provided must meet the elements of | 1 | The textbooks meet one of the |

| | | |
|---|----------|---|
| <p>meaning, consists of:</p> <ul style="list-style-type: none"> • The texts of interpersonal and transactional, contains elements of the initiation of activities / initiatives to communicate • The texts of interpersonal and transactional, load response in the form of demand and supply of information / goods / services • The texts of procedure contains steps to get things done. • Descriptive text containing the elements contained in the person / object / animal and a description of each. | | four points |
| | 2 | The textbooks meet two of the four points |
| | 3 | The textbooks meet three of the four points |
| | 4 | The textbooks meet all four of these points |
| 6. Linguistic Features | | |
| <p>The texts are given with the aims at developing the ability to communicate with:</p> | 1 | The textbooks meet half of the four points |
| | 2 | The textbooks meet one of the |

| | | |
|--|----------|---|
| <ul style="list-style-type: none"> • Accurate and acceptable linguistic quality, • According to the communicative context • Type of text in accordance to achieve the social function | | four points |
| | 3 | The textbooks meet two of the four points |
| | 4 | The textbooks meet three of the four points |
| C. Sub-Components Materials Supporting Learning | | |
| 7. Recency | | |
| Textbooks must meet: <ul style="list-style-type: none"> • The relevance of the material with a referral source • Recency materials and referral sources. | 1 | The textbooks meet both these points |
| | 2 | The textbooks meet the one and a half from the two points |
| | 3 | The textbooks meet one of the two points |
| | 4 | The textbooks meet half of the two points |
| 8. Life Skill Development | | |
| Text and communicative acts motivating the students to develop: <ul style="list-style-type: none"> • Personal Skills | 1 | The textbooks meet half of the four points |
| | 2 | The textbooks meet one of the |

| | | |
|---|----------|---|
| <ul style="list-style-type: none"> • Social Skills • Academic Skills • Vocational Skills | | four points |
| | 3 | The textbooks meet two of the four points |
| | 4 | The textbooks meet three of the four points |
| 9. Development and Diversity Insight | | |
| Text and communicative acts motivating the students to develop: an appreciation of cultural diversity and plurality of society <ul style="list-style-type: none"> • Awareness of the potential and richness of the area • Appreciation of democratic value • Understanding of the concept of nationalism | 1 | The textbooks meet one of the four points |
| | 2 | The textbooks meet two of the four points |
| | 3 | The textbooks meet three of the four points |
| | 4 | The textbooks meet all four of these points |

D. Relevant Studies

To obtain greater credibility for the study, the researcher looks at various studies that are connected to the issue to support the research.

Muarifah published her research in 2011 with the title "The Relevance of Speaking Materials in English Textbook

Look Ahead for Grade XI to the English Curriculum."⁶¹ Her study's goal is to assess and identify the English textbook utilized in generating speaking materials to determine whether or not it is relevant to the English Curriculum. According to the findings of this analysis, the textbook meets the requirements for an excellent English textbook.

Nur Muwaddafah in her thesis entitled "Content Analysis of Speaking Material in English Textbook for the first year Student of Senior High School one Tanete Rilau."⁶² The purpose of this study was to determine the content analysis of spoken material in The English textbook (1) to what extent does speaking material in English textbook for first year students of senior high school one tanete rilau meet the aspect of content suggested by KTSP syllabus, "(2) how many percentages of speaking material in English textbook for first year students of senior high school one tanete rilau meet the aspect of content suggested by KTSP syllabus. According to the findings of the study, Textbook contained seven units. There were seven oral and written lessons regarding interpersonal literature. They were greetings and leavetakings in Unit 1, asking for and showing attention and expressing sentiments (such as happiness, boredom, and disappointment) in Unit 2, expressing thanks in Unit 4, compliments in Unit 5, and congrats in Unit 6. Some textbook units Some people met the interpersonal communication requirement, whereas others did not. As a result, the writer discovered that the compatibility percentage throughout all seven chapters is 75%. The textbook is 75% comparable to the KTSP. This percentage is based on the patterns of resemblance between

⁶¹ Mu'arifah, Mu'arifah (2011) *The relevance of speaking materials in english text book Look Ahead for grade XI to The english curriculum*. Undergraduate thesis, IAIN Sunan Ampel Surabaya.

⁶² Nur Muwaddafah, *Content Analysis of Speaking Material in English Textbook for the first year Student of Senior High School one Tanete Rilau*. (A Thesis), English Education Department Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar.

the spoken learning content in the textbook and the KTSP syllabus.

Shantya Laila Nasution, The issues in the textbook "Bahasa Inggris Kelas 2 SDIT Syahiral 'Ilmi" prompted this study backdrop. According to the first English instructor who used the textbook, the textbook had a very tough level of subject matter owing to the various character of pupils, which would not be well welcomed by all students at once with their talents and requirements. The second point is that there are a lot of topic elements in the textbook. The primary goal of this research is to determine whether the textbook is compatible with Sundara Rajan's criteria for effective material design. This study employed descriptive quantitative research. The researcher employed a rubric and documentation as the tool for data collection. The researcher analyzed the textbook by collecting data in the following steps: identifying the English material in the textbook, classifying the material, coding data, comparing the English material in the textbook with Rajan's criteria for good material design, and providing a percentage to judge the textbook. The results revealed that the percentage of material design compatibility for each material in the textbook includes: Numbers 11-20 is 81,82% or good, Part of Body is 81,82% or good, Simple Instructions 1&2 is 90,91% or good, Thanks and Sorry is 81,82% or good, Things in The Class is 54,55 or deficient, Part of School is 63,64% or fair, Food is 81,82% or good, Drinks is 81,82% or The end result reveals that the material design established in the textbook has a compatibility rate of 78,51%.

Supadi, Criteria in Selecting English Textbooks for SMK Students⁶³. Before picking textbooks, instructors should inquire whether their colleagues have previously used the textbook and how well they fared with it. They can learn whether or not the textbook is likely to be appropriate for

⁶³ Supadi, "Criteria in Selecting English Textbooks for SMK Students", (Journal)English Departement Languages and Art ,Faculty Indraprasta PGRI University, Vol.3, No. 4, 2011

them via conversation. Considerations for textbook selection by teachers. are crucial. These factors include the curriculum, the four language skills, a variety of activities, instructional strategies, interesting topics, the teacher's guide, the teacher's tools, the vocabularies, the famous author, the answer key, the colorful illustration, the design textbook, the price, the book thickness, the popular publisher, market availability, culture, and multimedia.

Reko and M. Arif, A Textbook Evaluation on English Textbook Entitled "Grow With English" Used by Students of MI Nurul Huda Bengkulu City.⁶⁴ A quantitative research technique was applied in this investigation. This research included 114 pupils and one English teacher. This study's samples were 25% of the population or 29 pupils divided into two grades. 15 pupils from the fifth grade and 14 students from the fourth grade were chosen. In order to collect data, researchers employed a checklist derived from Demir and Ertas. Both textbooks were qualified based on the score ranges of extremely bad (0-20), bad (21-40), reasonably good (41-60), good (61-80), and very good (81-100). (81-100). First, Grow with English for grade five was rated as satisfactory in terms of the four criteria of good EFL textbook needs. It obtained 79,78% of the overall score, with students' impression accounting for 80,48% and instructors' perception accounting for 79,08%. Second, Grow with English for grade four was rated as good since the overall score across all four categories was 77,77%. The total score was 80,9% based on student perception and 74,65% based on instructor opinion. So, based on the findings of this study, it is possible to infer that both textbooks matched the criteria for effective EFL textbooks, including the availability of resources based on Subjects and Contents, Skills and Sub-skills, Layout and Physical Make-up, and the Practical.

⁶⁴ Reko, Arif, "A Textbook Evaluation on English Textbook Entitled "Grow With English" Used by Students of MI Nurul Huda Bengkulu City", (Journal), Vol. 10, 2021

| No | Title | Year | Similarities | Differences |
|----|---|------|---|---|
| 1. | The Relevance of Speaking Materials in English Textbook Look Ahead for Grade XI to the English Curriculum | 2011 | The similarity is examined content analysis | The difference is focus on speaking material only. |
| 2. | Content Analysis of Speaking Material in English Textbook for the first year Student of Senior High School one Tanete Rilau | 2017 | The similarity is examined the content analysis | The difference is focus on speaking material only. |
| 3. | The issues in the textbook "Bahasa Inggris Kelas 2 SDIT Syahiral 'Ilmi | 2022 | The similarity is the use of design that is content analysis. | The difference is primary goal of this research is to determine whether the textbook is compatible with Sundara Rajan's |

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|----|--|------|--|--|
| | | | | criteria for effective material design. |
| 4. | Criteria in Selecting English Textbooks for SMK Students | 2011 | The similarity is discussing English textbook. | Investigated how teacher choose English Textbook for vocational school. |
| 5. | A Textbook Evaluation on English Textbook Entitled "Grow With English" Used by Students of MI Nurul Huda Bengkulu City | 2021 | The similarity is discussing English textbook. | Evaluate English textbook based on student perception and teacher opinion. |

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