

**AN ANALYSIS OF TEXTBOOK ENTITLED “HEADLINE ENGLISH”  
PUBLISHED BY SRIKANDI EMPAT OF SEVENTH GRADE  
OF JUNIOR HIGH SCHOOL**



**A Thesis**

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

**By**

**ANISA NOVITA SARI**

**NPM. 1411040019**

**English Education Study Program**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**RADEN INTAN STATE ISLAMIC**

**UNIVERSITY OF LAMPUNG**

**2019/1440 H**

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**Advisor : Iwan Kurniawan, M.Pd**

**Co-Advisor : Rohmatillah, M.Pd**

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## ABSTRACT

### AN ANALYSIS OF TEXTBOOK ENTITLED “HEADLINE ENGLISH” PUBLISHED BY SRIKANDI EMPAT OF SEVENTH GRADE OF JUNIOR HIGH SCHOOL

By  
**Anisa Novita Sari**

Textbook is a published printed material that served as a source and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book, work book or subject book. The purpose of this research is to know the quality *Headline English* textbook of seventh grade whether it meets the criteria of good textbook based on BSNP.

Since the research concern with the analysis of the content of the textbook as data or document material, this research used content analysis. Content analysis is a systematic research method for analyzing and making inferences from text. In this research, researcher used textbook *Headline English* for Junior High School seventh grade as research subject. The instrument of this research is document.

This research result is the quality of the *Headline English* textbook for the seventh grade of Junior High School based on BSNP the score is 93.75 % it means that quality is very good. This book contains 4 elements. These are content eligibility, presentation eligibility, language eligibility, and graphic eligibility. For content eligibility element side, not all items of its indicators are fulfilled clearly. The score content eligibility is 91.66 %. For presentation eligibility element side, not all items of its indicators are fulfilled. The score presentation eligibility is 91.66%. For language eligibility side, all of the items of its indicators are fulfilled clearly. The score language eligibility is 100%. For graphic eligibility side, not all items of its indicators are fulfilled. The score graphic eligibility is 91.66%. *Headline English* textbook suggested to be used.

**Keywords:** Textbook, Education National Standard Council (BSNP).



KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN  
LAMPUNG  
FAKULTAS TARBIIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

APPROVAL

Title

AN ANALYSIS OF TEXTBOOK ENTITLED  
"HEADLINE ENGLISH" PUBLISHED BY  
SRIKANDI EMPAT OF SEVENTH GRADE  
OF JUNIOR HIGH SCHOOL

Student's Name

: Anisa Novita Sari

Students' Number

: 1411040019

Study Program

: English Education

Faculty

: Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, the State Islamic University,  
Raden Intan Lampung

Advisor

Iwan Kurniawan, M.Pd  
NIP. 197405202000031002

Co-Advisor

Rohmatillah, M.Pd  
NIP. 198105082007102001

The Chairperson,  
of English Education Study Program

Meisuri, M.Pd  
NIP: 198005152003122004



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UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

ADMISSION

A thesis entitled: "AN ANALYSIS OF TEXTBOOK ENTITLED  
"HEADLINE ENGLISH" PUBLISHED BY SRIKANDI EMPAT OF  
SEVENTH GRADE OF JUNIOR HIGH SCHOOL", by: ANISA NOVITA  
SARI, NPM: 1411040019, Study Program: English Education, was tested and  
defended in the examination session held on: Wednesday, May 29<sup>th</sup> 2019

Board of Examiners:

The Chairperson : Meisri, M.Pd

The Secretary : Fithrah Auliya Ansar, M.Hum

Primary Examiner : D. Melinda Roza, M.Pd

The First Co-Examiner : Iwan Kurniawan, M.Pd

The Second Co-Examiner : Rohmatillah, M.Pd

The Dean of  
Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Chairul Anwar, M.Pd

NIP: 19560810 198703 1 001

## **DECLARATION**

I hereby state that this thesis entitled: An Analysis of Textbook Entitled “Headline English” Published by Srikandi Empat of Seventh Grade of Junior High School is completely my own work.

I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

**Bandar Lampung,                      2019**

**Declared by,**

**Anisa Novita Sari  
1411040019**

**MOTTO**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

meaning : Read! In the name of your Lord, who created.

(QS. Al-Alaq:1)

## **DEDICATION**

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. The greatest inspiration in my life, my beloved mother Mrs.Sridiati for her endless love, support, patience, and guidance.
3. My beloved sisters, Maryamah and Dwi Nurhayati all of my big family who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me.
4. My beloved almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

## **CURRICULUM VITAE**

The researcher name is Anisa Novita Sari, she was born in Bandar Lampung on November 28<sup>th</sup>, 1995. She is the third of three children of Mr. Tumino and Mrs. Sridiati. She has two sisters named Maryamah and Dwi Nurhayati.

The researcher graduated from SD Negeri 2 Rajabasa (Elementary School) in 2008, and then she continued her school to SMP Negeri 8 Bandar Lampung (Junior High School) and graduated in 2011, and she continued her study in SMA Perintis 2 Bandar Lampung (Senior High school) and she graduated her study in 2014. Then she decided to enter UIN Raden Intan Lampung majoring in English Education Study Program in 2014.

**The Researcher**

**Anisa Novita Sari**

## **ACKNOWLEDGEMENT**

First of all, praise is to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “An Analysis of Textbook Entitled “Headline English” Published by Srikandi Empat of Seventh Grade of Junior High School” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with his personal, who has given an opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd as the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Iwan Kurniawan, M.Pd the first advisor for his guidance help and countless time given to the researcher to finish this thesis.
4. Rohmatillah, M.Pd, the second advisor who has spent countless hours correcting this thesis for its betterment.

5. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.

6. All of my big family in Bandar Lampung, who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me.

7. All friends of the English Department of UIN Raden Intan Lampung, especially my beloved friends in A until G class.

Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

**Bandar Lampung, 2019**

**The Researcher**

**Anisa Novita Sari**

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# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background of the Problem**

In teaching and learning process of English, numerous aspects could affect the outcome learning for students. These aspects could emerge from the before teaching preparations, whilst teaching and learning are on progress, or post teaching and learning takes place. Textbooks are the important media of learning in education. The existence of textbook gives impact in supporting teaching learning process. Textbook is one of the significant factors in the success of learning. It can develop learners ability. Teacher and learner can use textbook as a source of learning. From the textbook, they find knowledge and exercises.

English Language Teaching (ELT) textbook plays a very important role in language classrooms. It has been more crucial when English is learnt as foreign language like in Indonesia. As a language being learnt beside mother tongue, English is likely to be learned by Indonesian learners only in the classroom. Consequently, English textbook was potentially been the only student access to language in the classroom. Most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do.

Every teacher who teaches in the classroom in carrying out the learning process can not be separated from the book. Textbook is defined as a comprehensive learning resource that is in print or electronic form, or that consists

of any combination of print, electronic, and non-print materials collectively.<sup>1</sup> Textbook is as a resource, it can be printed or soft file forms. Schoolbooks, however, are constructed as educational tools.<sup>2</sup> Materials arrange in many tools, textbook is created as a tool of learning.

Textbook and learning materials have the power to transmit knowledge, build skills, and shape the way learners interact with the world.<sup>3</sup> It means that textbook will fulfill of knowledge, skills, and activities. The textbook is a tool, and the teacher must know not only how to use it, but how useful, it can be.<sup>4</sup> As a tool, textbook was expected to be useful sources in guidance teaching. The primary purpose of textbook is to transmit knowledge, values, attitudes, skill and behavior that are a constant.<sup>5</sup> It is stated that textbook was important learning tool, because all capabilities of learning was provided. From the explanation above, it can be stated that textbook was a tooled of learning resources that was provided knowledge, skill, values, attitudes, activities, and to motivate learner achieve capability of education.

Teachers usually use various textbooks without performing content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic. Textbook analysis is the systematic analysis of the text materials including the

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<sup>1</sup>Ministry of Education, *Guidelines for Approval of Textbooks*. The Ministry of Education's website at <http://www.edu.gov.on.ca>. 2006. P.6

<sup>2</sup>Falk Pingel. *UNESCO Guidebook on Textbook Research and Textbook Revision*. Braunschweig: Unesco Sector. 2010. P. 46

<sup>3</sup>Education Sector. *A Comprehensive strategy for textbooks and learning materials*. France: the united nations scientific and cultural education. 2005. P. i

<sup>4</sup>David Williams. *Developing Criteria for Textbook Evaluation*. *ELT Journal* Volume 37/3 July 1983. P. 254

<sup>5</sup>Education sector. *Op.Cit.*, p. 1

structure, the focus, and special learning assists.<sup>6</sup> Consequently, textbook analysis should be conducted in a comprehensive, situated perspective.<sup>7</sup> Textbook was a text of materials that can be analyzed to find the meaning, values, and the learning practice. The purpose of textbook analysis was measured quality of the textbook itself based on analyzed categories. The requirements have a more in depth analysis of the way content is presented in textbooks as follows : a. The general structure (text, illustrations, assignments etc) of a textbook and the sequencing of the lessons to be learned have to be treated more extensively when formulating recommendations. b. The overall goal of a rights based, quality education for all has to be broken down into specific local or regional conditions in order to be of practical value for concrete projects.<sup>8</sup> From the description above, it can be concluded that textbook has some ways of content analysis, they were treated and formulate recommendation of the general structure and make the goal to be specific, therefore analysis textbook is the important thing. According to booksellers, *Headline English* books are best-selling books purchased by 7th grade students, so researchers are interested in analyzing the *Headline English* book.

Analyzing textbooks there are several ways, one of which is analyzing textbooks based on BSNP. In relation to the textbook assessment, the Education National Standard Council (BSNP) has developed a textbook assessment

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<sup>6</sup>Burke, Jim. The Textbook Analysis. The University of Kansas. Available on [http://www.specialconnections.ku.edu/?q=instruction/strategies\\_for\\_accessing\\_the\\_social\\_studies\\_curriculum/teacher\\_tools/textbook\\_analysis](http://www.specialconnections.ku.edu/?q=instruction/strategies_for_accessing_the_social_studies_curriculum/teacher_tools/textbook_analysis).

<sup>7</sup>Johanne Lebrun, Et Al. Past and Current Trends in the Analysis of Textbooks in a Quebec Context. Malden: Blackwell Publishing,. 2002. P.69

<sup>8</sup>Falk pingel, Op.Cit, p.18

instrument. This instrument is used to determine the eligibility of a textbook to be categorized as a standard book. According to BSNP, qualified textbooks are required to meet the four elements of eligibility, which are content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic. The four elements of eligibility are outlined in the form of fairly detailed indicators and teacher/student can apply it. For the textbook appraisers, this instrument can be used as a basis development / textbook writing so that the results do not deviate from the hope of BSNP. For teachers, students, and the general public this instrument can be used for the purposes of learning at the level of a particular educational unit.

According to Muslich's research there are some peculiarities in textbooks (both compulsory and supplementary textbooks), these peculiarities are textbook that does not fit the curriculum message. There is a textbook that contains subjects that are simply summaries. There is a textbook with a very technical description. There is a text book that does not fit the mindset of the students and there is a textbook that is less applicable (relevant).<sup>9</sup> From the above facts, it can be concluded that textbooks are not always in accordance with the standards of content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic. Based on the above problems researcher wants to do research on the quality of Headline English book class VII by looking at the terms of content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic.

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<sup>9</sup>Lisda Syary, "Telaah Isi dan Bahasa Buku Mahir Berbahasa Indonesia Untuk Siswa SMP Kelas VIII Terbitan Yudisthira", (Skripsi Universitas Lampung, Lampung, 2016), h. 3.

## **B. Identification of the problem**

Based on the above background, the identification of the problem is teachers usually use various textbooks without performing content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic.

## **C. Limitation of the problem**

Based on the above identification, research on textbook analysis title "Headline English" for Junior High School of seventh grade, the researcher was limited her research in textbook analysis based on BSNP. They are content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic. The analysis of textbooks is to determine whether the textbook has the content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic or not.

## **D. Formulation of the problem**

How is the quality of *Headline English* textbooks for grade VII students based on BSNP ?

## **E. Objectives of the Research**

Based on the above formula, the purpose of this research is as follows:

1. To know *Headline English* textbook of the seventh grade fulfill the content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic.

## **F. Significance of the Research**

Researcher hopes that this research was useful for:

### 1. The teacher

Teachers can choose the most appropriate textbooks in the teaching and learning process that fulfill content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic. Teachers can apply the results of this study on teaching and learning activities, and can increase knowledge in choosing the appropriate books.

### 2. The students

Provide information to the seventh grade students on the content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic on Headline English textbooks published by Srikandi Empat.

### 3. The researcher

It was used for researchers because it can increase the researcher's knowledge about analyzing textbooks based on content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic.

### 4. The other researcher

Analysis of textbooks can be an alternative in determining research, this research can also be developed on the scope of research and other specific expertise.

## **G. Scope of the Research**

### 1. Subject of the research

The subject of the study is the textbook "Headline English" for junior high school students of class VII published by Srikandi Empat.

### 2. Object of the research

The object of this research is to analyze Headline English textbook based on content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic.

### 3. Time of the research

The researcher analyzed *Headline English* textbook from 2017 until 2019.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Definition of Textbook

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media in learning and teaching process as it serves as a source and guideline to both students and teacher. For language learning, Richards mentioned that textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.<sup>1</sup> This explains why at all levels of language learning textbook is still taken as important resource among students.

Hutchinson and Torres state that “ the textbook is an almost universal element of (English Language) teaching.”<sup>2</sup> Warren states that “a textbook is printed instructional material in bound form, the contents of which are properly organized and intended for use in elementary or high school curricula”.<sup>3</sup> According to Hamilton, “ textbook may be any book or a book substitute, including hard-covered or paperback books, workbooks, designed to be written in and used up, certain newspapers, news magazines and manuals which a student is required to

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

<sup>2</sup> Biljana B.Radic Bojanic, Textbook in the EFL classroom : Defining, Assessing, and Analyzing. <https://scindeks-clanci.ceon.rs/data/pdf/0354-3293/2016/0354-32931603137R.pdf> p.138.

<sup>3</sup> 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.

use as a text or a text substitute in a particular class or programme as a primary source of study material intended to implement a major part of the curriculum.<sup>4</sup>

It can be inferred that textbook is a published printed material that serve as a sources and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book, work book or subject book. Textbook is the most frequently used of all printed educational materials. The textbook becomes one of many aids to assist students in acquiring clear concepts of subject matter. According to Richards, “textbooks are used in different ways in language program.<sup>5</sup> For example, a reading textbook might be the basis for a course on reading skill, providing both set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking text might provide passages for students to read and discuss. A listening text together with audio cassettes or CDs might serve as the primary listening input in a listening course. A textbook is usually seen an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students to achieve the goal of learning.

### **B. A Standardized Textbook**

Standardized textbook was important to know, it was made decision to select textbook itself and to create textbook as the author. The authors of textbooks must make it clear what those limitations are for example, whether or

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<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

not the textbook is intended as a self-study too or aid, or for classroom use by a teacher and a group of learners. So, consumer of textbook should know how good standards of textbook were. Viewed a standardized textbook as teaching materials takes into account factors, they are as follows:

- a. The purpose of learning.
- b. The structure of the curriculum and education programs.
- c. The level of development of school tuition or target.
- d. The condition and school infrastructure facilities.
- e. The conditions in the wearer.<sup>6</sup>

Based on explanation above, it can be said that the great textbook should have standard in arrangement which consisted of purpose of learning based on current curriculum and syllabus and consisted of the adaptation of infrastructure in common school. Criteria of English textbook as Second language or foreign language must be different approach with the other. So, the target of learning would be achieved. The ESL textbook, should :

- a. Give introductory guidance on the presentation of language items and skills (general).
- b. Suggest aids for the teaching of pronunciation: e.g. phonetic system (speech).
- c. Offer meaningful situations and a variety of techniques for teaching structural units (grammar).

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<sup>6</sup> Ibid, p11.

- d. Distinguish the different purposes and skills involved in the teaching of vocabulary (vocabulary).
- e. Provide guidance on the initial presentation of passages for reading comprehension (reading).
- f. Demonstrate the various devices for controlling and guiding content and expression in composition exercises (writing).
- g. Contain appropriate pictures, diagrams, tables, etc (technical).<sup>7</sup>

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

### **C. Criteria a good textbook**

There is some criteria a good textbook based on *Jeremy Harmer* and BSNP. Criteria textbook based on *Jeremy Harmer* there are 8 criteria of good textbook:

1. How expensive is the textbook? Can the students afford it? Will they have to buy an accompanying work book? Can they afford both? What about the teacher can he or she pay for the teachers book and tapes ?
2. If the course available? Are all is components (students book, teachers book, workbook etc.) in the shops now? What about the next level (for the next term/semester)? Has it been published. is it available? What about tapes, videos and etc ?

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<sup>7</sup> Ibid, p.253.

3. Is the book attractive? Does the teacher feel comfortable with it? Do the student like it? How user friendly is the design? Does it yet in the way of what the book is trying to do or does it enhance it?
4. What kind of teaching and learning does the book promote? Can teachers and students build appropriate ESA sequences from it? Is there a good balance between study and activation?
5. Does the book cover the four skills reading, writing, speaking, listening adequately? Is there a decent balance between the skill? Are there opportunities for both study and activation in the skill work? Is the language of the reading and listening text appropriate? Are the speaking and writing tasks likely to engage the students interest?
6. Is the syllabus of the book appropriate for your students? Does is cover the language points you would expect? Are they in the right order? Do the reading and listening texts increase difficulty as the book progresses?
7. Does the book contain a variety of topics? Are they likely to engaged the students interest? Does the teacher respond to them well? Are they culturally appropriate for the students? Are they too adult or too childish?
8. Is there a good teachers guide? Is it easy to use? Does it have all the answers the teacher might need? Does it offer alternatives to lesson procedures? Does it contain a statement of intention which the teacher and students feel happy with?<sup>8</sup>

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<sup>8</sup>Amelya Herdalosari, Analyze The Textbook According to Jeremy Harmer. P.1.

The researcher analyze *Headline English* textbook based on BSNP for this research. Textbook has an important role in national education system, because it is one of component in teaching and learning process. With a good textbook which the content involve all of the Competency Standard (SK) and Base Competence (KD) appropriate guidance content standard, attractive presentation, normative language, interesting and appropriate illustrations. It is expected that teaching and learning process can achieve graduate competency standard optimally. Therefore, there is a council that organizes about textbook whether it is proper to be published or not, it is Education National Standard Council (BSNP).

BSNP (Education National Standard Council) set out some criteria for the quality of English textbooks who meet eligibility requirements, which includes four components, namely: content eligibility, presentation eligibility, language eligibility, and graph eligibility.<sup>9</sup>

#### **D. Contents Eligibility**

In content eligibility there are three indicators that must be considered, namely (1) conformity with the description of the material standard of competence (SK) and basic competence (KD) contained in the relevant curriculum subjects; (2) the accuracy of the material; and (3) learning support materials.<sup>10</sup>

##### **1) Compliance with the material description of Competency Standards (SK) and the Basic Competency (KD)**

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<sup>9</sup> BSNP, Laporan BSNP : Jakarta. 2010. P 3.

<sup>10</sup> Maya Arianingsih, " An Analysis Of The Appropriateness Of Junior High School English Textbook Entitled *When English Rings A Bell* For VIII Grade Based on BSNP Criteria", (Skripsi IAIN Palangkaraya, 2017), P.37.

Textbooks are either supposed to contain material that supports the achievement of SK (competency standards) and KD (basic competence) of these subjects. SK and KD is benchmark guidance in learning and the achievement of learning objectives the material presented includes all materials contained in the Competency Standards (SK) and the Basic Competency (KD). The materials presented also reflect the achievement of all descriptions which support Basic Competency (KD). Furthermore, Indicators conformity with the description of SK and KD material is directed to the following:

**a. The completeness of the materials**

1. The material presented in textbooks at least include all subject matter within the scope of the aspects that support the achievement of SK and KD have been formulated in the curriculum of subjects concerned.

**b. The broadness of the material**

- 1) Presentation of concepts, definitions, principles, procedures, examples, and training contained in the textbooks according to subject matter needs to support the achievements of SK and KD.
- 2) Material (including examples and exercises) in the textbook outlines minimal substance (facts, concepts, principle, and theory) contained in SK and KD.

**c. The deepness of the material**

1. The material contained in the textbook contains explanations of related concepts, definitions, principles, procedures, examples,

and training so that students can recognize the idea or ideas, identify ideas, harms the characteristics of a concepts or idea, can define, prepare formula / formula / rules construct knowledge in accordance with SK and KD has been formulated.

2. Description of the material should be in accordance with the realm cognitive, affective and psychomotor demanded SK and KD. The level of difficulty and complexity of the material tailored to the developmental level of students cognitive.

## **2) The accuracy of the material**

Accuracy of the material indicators are directed at the following target.

### **a. The accuracy of the concepts and definitions**

1. The material in textbooks should be presented accurately to avoid misconceptions do students.
2. Concepts and definitions should be formulated with the appropriate (well-defined) to support the achievement of SK and KD.

### **b. The accuracy of the principle**

- 1) The principle is one aspect that is used to construct a theory .
- 2) The principles presented in textbooks must be formulated accurately so as not to cause multi-interpretation for students.

### **c. The accuracy of the Procedure**

1. Procedures are the steps that must be taken to achieve a particular goal.
2. The procedure should be formulated to accurately so that students make errors systematically.

**d. The accuracy of the examples, facts, and illustration**

1. Concepts, principles, procedures, or formulas should be clarified by examples, facts and illustrations are presented accurately. In this way, students not only understand the knowledge.

**e. The accuracy of the problem**

- 1) Student mastery of the concepts, principles, procedures, or logarithm to be built by the problems presented accurately.

**3) Learning supporting material**

Indicators of learning support materials aimed at the following rights :

**a) The compliance with technological developments**

1. Material (including examples, exercises, and bibliography) textbooks must be in accordance with the development of science and technology.

**b) The accuracy of the features, examples and references**

1. Features (including a description, examples, and exercises) reflect current events or conditions. This currency looks at the source or references are used. In general, the references in the

textbook proper to use maximum use of the referral last five years.

**c) Reasoning**

1. This reasoning plays a role when students must make conclusions. Therefore, the material in the textbook should contain a description, examples, tasks, questions or exercises that encourage students to make inferences coherently is authentic (valid).
2. The material may also include questions open (open-ended problem), questions that require students to provide answers or solving strategies varied.

**d) The Problems Solving**

1. To develop student creativity, presentations of the material in the textbooks need to load a variety of strategies and problem solving exercises.
2. Solving the problem involves understanding the problem of designing a model, solving the model, check the results (search for viable solutions), and interpret the obtained solution.

**e) The linkage between the concepts**

- i. The linkage between the concepts in textbooks could appear in the description or sample. It is intended to assist students in building a knowledge network intact. In addition, it should be also shown a link between teaching and learning, or the link

between the material being studied and everyday life so that students realize the benefits of such material in real life.

**f) Communicative**

1. The material in textbooks should contain examples and exercises to communicate ideas, either in writing or orally, to clarify the situation or problem is being learned or encountered.
2. Written communication can be delivered in various forms like symbols, tables, diagrams, or other media. Verbal communication can be done individually, in pairs or group.

**g) Application**

- 1) The material in textbooks should include a description, examples or questions which describes the application of a concept in everyday life. This is so that students can apply in real life every concept studied.

**h) The attractiveness of the material**

- 1) The material in textbooks should contain a description, strategies, images, photographs, sketches, historical stories, examples, or issues of interest that can lead to motivate students to explore beyond. If students are interested in the material being studied, he would inflame to be able to learn about it.

**i) To encourage for seeking the further information**

- 1) The material in textbooks should contain tasks that encourage students to obtain more information and a variety of other sources such as the Internet, books and other articles.

**j) Enrichment**

- 1) The material in the textbook should provide a description, examples, or problems related to the enrichment of the topic so that the material is wider or deeper than the material charged by KD. With this enrichment, students are expected to have a broader competence and rich.

**E. Presentation Eligibility**

In terms of feasibility presentation, there are three indicators that must be considered, namely (1) presentation techniques; (2) the presentation of learning; (3) the completeness of the presentation.<sup>11</sup>

**1) Technical of the presentation**

Indicators of the textbook presentation technique directed at the following:

**a) Systematic of the presentation**

- (1) Each chapter in the textbook at least include motivational, predecessor, and content.

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<sup>11</sup> Wita Nurhikmah, "The Analisis of English Textbook Used in the First Grade of Senior High School Based On Curriculum 2013", (Skripsi Universitas Negeri Medan,2016), P.7.

- (2) Generating motivation can be presented in the form of images, illustrations, photographs, history, sentence structure, or examples of use in everyday life that corresponds to the topic that will be presented.
- (3) The predecessor of at least contain material prerequisites required by the student to understand the topics that will be presented.
- (4) Contents containing matters covered by the sub-components of the feasibility of content.

**b) The regularity of the presentation**

- (1) Presentation of the textbooks in accordance with the logic of inductive or deductive.
- (2) Presentation groove inductive thinking (especially to the public) to make conclusions from a fact or data.
- (3) Presentation groove deductive reasoning (general to specific) to declare the truth of a proposition. The concept presented from easy to difficult, from simple to complex, or from the informal to the formal premises so that students can follow him either.
- (4) The material prerequisites presented precedes the subject matter so that students can understand the subject matter well.

**c) Balance of the inter-chapter**

- (1) Description of the substance between chapters (reflected in the number of pages) presented proportionately by considering SK

and KD. Description of substance between the sections in the chapter (reflected in the number of pages) is also presented proportionally by considering the KD to be achieved.

## 2) Learning Presentation

Indicators presentation of learning in textbooks aimed at the following:

### a) Student- centred

To present the material in textbooks are interactive and participatory so as to motivate students to learn independently, for example by using questions, interesting pictures, sentences solicitation, activity (including group activities), and so forth.

### b) To develop process skills

1) Presentation and discussion of the textbook more emphasis on the skills and thought processes of psychomotor agrees with the verb Operations in SK and KD, not only on the acquisition of the final result.

2) To pay attention to safety aspects

(1) The activity served to develop the skills of safe processes performed by students. Materials, equipment, premises, and other forms of activities which is done contains no danger, it is necessary to be a clear indication.

(2) Observation, investigation, exploration and inquiry:

- 1 Presenting material in the textbook includes assignments observation investigation, exploration or inquiry.
- 2 The observations were made to identify, detect patterns. The same phenomenon repeated / traits to build students knowledge on an informal basis.
- 3 Investigation is one of the activities that solve a problem that is likely to have more than one answer.
- 4 Exploration is an activity that begins with the issue of collecting data or information, data analysis and ends with a conclusion.
- 5 Inquiry is a process of preparing the questions and collects relevants data and make conclusions based on that data.

(3) Contextual problem

- 1 The material in the book presents a contextual problem that is familiar, interesting, or useful for students.
- 2 Contextual issues raised as much as possible at the beginning of the presentation with a view to facilitating the discovery of concepts, principles, and procedures.
- 3 The problem can also be presented the last part as a test of understanding, an illustration application, or generalization.

(4) To make grow the students critical thinking, creative, and innovative.

1 Presentation of the material in the textbook contains issues that can stimulate the growth of critical thinking, creative and innovative.

2 Serving material that can foster critical thinking is a grain of material that students do not quickly believe, always trying to find fault or error, or a sharp analysis in test the correctness of answer.

3 Presentation material that can foster students critical thinking is characterized by its inventiveness high student or the students ability in creating.

4 Serving material that can foster student innovation is characterized by the presence of an update or new creations in the idea or method of presentation.

(5) To load of Hands-on-activity

1 Presentation in the text should contain hands-on-activity that is part of an effort to actively engage students in the learning process to find and identify.

2 This activity can encourage learners to interact and communicate ideas being studied.

3 Activities in the form of concrete activities, among others, include identifying, cutting or trimming, pair or

compiled object to form a pattern or regularity which is nature, formulas, or theorems.

(6) Variation presentation

- 1 The material presented with various methods so as not boring, for example deductive (general to specific), inductive (particular to the general). Similarly, the use of various types of illustration (amber, photos, charts, tables or maps) to support the material presented.
- 2 For the illustrations are protected, must be stated.

**3) The completeness of the presentation**

Indicators completeness of the presentation of the textbook directed at the following:

**a) Introductory part**

At the beginning there is preface to a textbook, manual, utilization, and tables of contents or a list of symbols or notation:

1. Foreword generally contains content that is explain.
2. Instructions for use contain a description of the purpose, the contents of the book, as well as the user guide book for students to learn.
3. Table of contents provides an overview of the contents of the book, followed by the appearance of page numbers.

4. List of symbols or notation is a collection of symbols or notation and an explanation that comes with the appearance of page numbers or symbols and notation are presented alphabetically.

**b) Contents Part**

Presentation of the material in the textbook comes with pictures, illustrations, tables, references/sources of reference, varied and graded, exercises, or a summary of each chapter.

1. Pictures, illustrations or tables are presented with a clear, interesting and appropriate to the topics presented so that the material is more easily understood by students. Text, tables, and images are not homemade (cited from other sources) should mention references or references.
2. References or sources of reference can be directly mentioned or included in references list or sources.
3. Presentation of each chapter or section contains exercises vary with the level of difficulty graded proportionally to help strengthen understanding of the concept or principle.
4. Summary of the chapter is a collection of key concepts expressed with concise and meaningful sentence, and make it easier to understand the contents of the chapter. This summary can be presented at the end of the chapter with the intention that students can recall the important thing that have been learned.

**c) Ending Part**

At the end of the textbook contained a bibliography, an index, a subject, a glossary of terms (glossary), or manual operations (hint) or answer practice questions selected. If there are at the beginning of the book. Symbol list or notation can be listed at the end of the book.

1. Literature list references describe the materials used in the writing of books and written consistently. Each library is used prefixed by the name of the author (prepared alphabetically), the year of publication, title, place, publisher name funds.
2. The subject index is a collection of important words, among other things grain material object, character names, or author, followed by the page number of appearance and presented alphabetically.
3. Glossary is a collection of key terms and an explanation that comes with the emergence of the term and the page numbers are presented alphabetically.
4. Instructions workmanship (hint) or answer the practice questions chosen are presented at the end of a chapter, the end of a discussion, or the end of the book is included.

## **F. Language Eligibility**

In terms of feasibility indicators language there are three factors that must be considered, namely (1) the suitability of language usage by the level of development of students; (2) the use of communicative language; (3) and the use of language integration eligible chronological flow of thought.

### **1) Compliance with the students development of students level**

Indicators of using appropriate language based on the students level are directed to the following matters.

#### **a) Compliance with the level of students intellectual development**

The language used in textbooks to explain a concept or application of a concept or an illustration to abstract with the example conformed to the intellectual level of students (which imaginatively conceivable by the students).

#### **b) Compliance with the level of students social emotional development**

The language used in textbooks appropriate with social emotional maturity of students with illustrations depicting the concepts begins from the immediate environment (local) to the social environment.

### **2) Communicative**

Indicators usage communicative language directed at the following points:

#### **a) Message legibility**

The message in the textbooks presented with interesting language, clear, precise, objective, does not cause double meaning (using the effective sentences), and prevalent in Indonesian daily communication so as to encourage students to study the book thoroughly.

**b) The precision of language rules**

Words and phrases used to convey the messages refer to the rules of Indonesian language support, spelling which is used refer Enhanced Spelling (EYD). Using of the term that describes a concept, principle, or like to be precise and consistent meaning.

**3) The chronological and precision flow thought**

Indicators accuracy and integration flow of thought in language usage aimed at the following :

**a) The chronological and integration of each chapter**

The delivery of messages between one chapter and another chapter in the chapter adjacent and between sub-chapters reflect the logical connections.

**b) The chronological and integration of inter-paragraph**

Submissions of a message between adjacent paragraphs and between sentences within paragraphs reflect a logical relationship.

## **G. Graph Eligibility**

In terms of feasibility assessment indicators of graph there are three factors that must be considered in textbooks, namely (1) the size of the book; (2) the design of book covers; and (3) the design of the contents of the book.<sup>12</sup>

### **1) Book Size**

Indicators measure aimed at the following:

#### **a) Conformity with ISO standard book size**

- a. The size of textbook are A4 (210 x 297 mm), A5 (148 x 210 mm) and B5 (176 x 250 mm).
- b. Tolerance of differences in size between 0-20 mm.

#### **b) Conformity with the size of the material contents of the book**

Selection of the size of textbooks need to be adjusted to the material content of the book is based on field of study. This will affect the layout of the content and number of pages.

### **2) Cover design**

Indicators leather design books aimed at the following:

#### **a) Layout**

- (1) Appearance elements of layout on the skin of the face, back, and spine in a harmonious rhythm and unity as well as consistent.

- a. Design skin face, back, and the back is a unified whole.

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<sup>12</sup> Masnur Muslich, Text Book Writing :Jogjakarta .2016. p305.

- b. Elements of colour, illustrations, and typography is displayed in a harmonious and interlinked with one another
  - c. The suitability of the placement of elements on the skin of the layout and content of the book based on the pattern established in the initial planning book.
- (2) The appearance of centre point well
- As the initial attraction of the book which is determined by the provisions in the placement of elements / materials design that you want displayed or highlighted among the elements / materials other design and illustrations that clarify the text display and other decorative elements.
- (3) The composition and size of the layout (title, author, illustrations, logos, etc.) proportionally, balanced, late in tune with the layout of the contents (according to the pattern).
- a. There a balance of layout elements (title, author, illustrations, logos, etc.) and the size of the layout elements (typography, illustrations and other decorative elements) in proportion to the size of the book.
- (4) The harmonious layout elements colour and clarifying certain functions.
- a. Taking into account the overall colour appearance which can give certain shades and can clarify the matter / content of the book.

(5) To put the consistent layout elements in a series

- a. There is no difference between the appearance of the book leather design (typography, pattern, and rhythm) in a series of books.

**b) Typography of the book covers**

(1) The letters used interesting and easy to read.

(2) The letter size of the title of the book is more dominant and disproportionate (the size of the book, author, and publisher) :

- a. The book title should be able to provide rapid information about the material contents of the book is based on field of specific study.

(3) The colour of the books title contrasts with the background colour.

- a. The book title is displayed more prominently than the colour of the background.

**c) Using of the letter**

(1) Do not use too many combinations of fonts.

- a. To use two type faces to make it more communicative nature convey information submitted.

- b. To differentiate and get to see a combination of letters, can use a variety and a series of letters.

(2) Do not use an ornamental font and type face in accordance with disturbances contents of the book.

### 3) **Book content design**

Indicators of using communicative language directed at the following :

#### a) **Reflection of the book contents**

- (1) To describe the content / teaching material and reveal the character of the object.
  - a. Can be quickly provide an overview of specific teaching materials, and can visually reveal the type of illustration is displayed based on the material he taught. (Math, history, chemistry, etc).
- (2) The shape, colour, size, proportion corresponding object reality :
  - a. Displayed according to the shape, colour, and size of the object so as to avoid misinterpretation and understanding of students (e.g., comparison of proportional size and shape between lizards and crocodiles).
  - b. The colours use accordingly so as not to cause misunderstanding and interpretation.
- (3) The placement of elements based upon a pattern consistent layout.
  - a. The placement of layout elements (title, subtitle, prologue, illustration list, illustration, etc.) at the beginning of each chapter consistent.
  - b. The placement of elements on each page layout follows the pattern, the layout of an established rhythm.

- (4) The separation between paragraphs clearly.
  - a. The text at the end of a paragraph clearly separate, can be a distance (on average composition of the text left-right/block) or with a pivot (on the composition of the text with a paragraph).
- (5) There is no widow or orphan.
  - a. The number of rows of at least three lines at the end of a paragraph of text composition separately with the next page.

**b) The harmony of the layout**

- (1) The line of printing and margin proportionally
  - a. The placement of elements of the layout (title, subtitle, text illustration, captions, and page number) on the print field proportionally.
- (2) Margin between two pages side by side proportionally
  - a. The page layout even affect the page layout odd next to him, referring to the principle of two open pages (centre spread)
- (3) Spacing between text and illustrations correspond
  - a. It is a unity of views between the texts with illustrations on one page.

**c) The completeness of the layout**

- (1) The title of the chapter, subtitle chapter and page number / folios.

- a. The chapter titles written in full along with the numbers of the chapters: Chapter I, Section II, Chapter III, etc.
- b. Writing and sub- subtitle subtitle adapted to the hierarchy of the presentation of teaching materials.
- c. The placement of page numbers adjusted to the layout pattern.

(2) The illustrations and captions (caption)

- a. Be able to clarify the presentation of the material, in the form, proportional size, as well as interesting colour corresponding original object.
- b. Caption / legend placed by the illustration of a smaller size than the letter of the text.

**d) Understanding power of the layout**

(1) The placement of decoration / illustrations as background dont disturb the title, text, and page numbers.

- a. Placed the ornaments / illustration on the page as a background not to interfere with the clarity and delivery of information in the text so that it can hamper students understanding.

(2) The placement of the titles, subtitles, illustrations and caption does not interfere the understanding.

- a. The title, subtitles, illustrations and captions are placed according to a predetermined pattern so as to avoid misinterpretation of the material presented.

**e) Typography of the book**

**(1) Simplicity**

- a. Do not use too many type faces

Maximum in using of two types of letters so as not to disturb the students to absorb information presented. To differentiate text elements, can utilize the variety and series of letters from a family letter.

- b. Do not use the font ornamental / decorative

Will reduce the level of legibility of text composition.

- c. Using of letter variations (bold, italic, all capital and small capital) is not excessive.

Used to distinguish the level / hierarchy of headings and subheadings, and put pressure on the composition of the text that is considered important in the form of bold and italic.

**(2) Power of legibility**

- a. Type the letter corresponding with the content of materials

In accordance with the subject material. For example, for math use punctuation uses letters hooks (sansserif).

- b. The width of the arrangement of text between 45-75 characters (5-11 words).

Obviously affects the readability of the text composition. The approximate amount of the above including punctuation, spacing between words and numbers.

- c. The space between lines of text composition of normal.

The normal distance that can be used between rows of text composition ranging between 120 % - 140 %.

- d. The spacing between letters (kerning) normal.

Affect the readability of text arrangement (not too tight and not to loose).

### **(3) Understanding facilitate typography**

- a. Study/hierarchy of titles are clear, consistent and proportional.

Shows order / hierarchy arrangement in stages so that the text is easy to understand. Hierarchies text arrangement can be made with different types. Font, font size, and font variations (bold, italic, all capital and small capital).

Hierarchy of titles displayed proportional and does not use the font size differences are striking.

- b. There is no white groove in the arrangement of text.

Should be avoided in order not to interfere with the readability of text composition.

- c. A cutting word (hyphenation)

Cutter said more than two lines would interfere with the legibility of text composition.

**f) Illustration of the contents**

(1) To clarify and facilitate understanding.

a. Be able to reveal the meaning from the object.

To serves for clarifying the material / text so as to increase the understanding and understanding of students in the information submitted.

b. To establish the accurate and proportional correspond to reality.

The shape and size of the illustrations must be realistic and in detail to provide an accurate picture of the object in question forms must proportional illustration so as not to cause misinterpretation learners real objects.

(2) The attractiveness of contents illustration

a. The overall illustration of harmonious form.

Published in harmony with the elements of the material / book ( subtitled title, text, and captions) on the entire page.

b. The scratches and raster lines loud and clear.

Avoid misunderstanding or lack of clarity of the illustration shown.

c. Creative and dynamic

Featuring illustrations from various perspectives, not only displayed in front and able to be visualized dynamically to add depth comprehension and understanding of learners.

## H. Function of Textbook

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

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

- a. A resource for presentation material (spoken and written).
- b. A source of activities for learner practice and communicative interaction.
- c. A reference source for learners on grammar, vocabulary, pronunciation, etc.
- d. A source of stimulation and ideas for classroom language activities.
- e. A syllabus (where it reflects learning objectives which have already been determined).

- f. A resource for self directed or self access work.
- g. A support for less experienced teachers who have yet to gain in confidence.<sup>13</sup>

Textbook can also be considered as teacher's partner. The partnership between teacher and a textbook is at its best when it shares common goals and each side brings its special contribution. The aim of the textbook also should closely correspond to the teacher's aim so both can seek to meet the needs of learners. It can be concluded that a textbook can help both teacher and learner to reach their aims and objectives in language learning, but to the extent where the textbook serves them to reach the goals of education.

### **I. The Advantages of textbooks**

There are advantages of using textbooks in the classroom and both teachers and students can benefit from these. According to Harmer, "many good textbooks are attractively presented and they are prepared with a good structure than offer a coherent syllabus, satisfactory language control and motivating texts and tapes".<sup>14</sup> Furthermore, many students like textbooks because they feel that they have achieved something when they finish chapter after chapter, and then finally the whole book, because progress encourages them in a positive way.

Using textbooks saves the teacher a great deal of time. Teachers can use this time for teaching instead of producing material themselves. Teachers feel that it would be very difficult, impossible sometimes, to teach and give instructions from one day to the other without the help of textbooks and teachers' guides. There

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<sup>13</sup> Ibid

<sup>14</sup> Maria Estling Vannestal. *Textbooks and Alternative material*. Vaxjo University School of Humanities English. 2006. p.3.

are also other advantages of textbook use. If a teacher uses the same textbook in all of his or her classes the students were worked with the same material and content.

#### **J. The Disadvantages of textbooks**

There are also disadvantages of using textbooks and Harmer states that," point out that some teachers do not approve of textbooks at all.<sup>15</sup> These teachers claim that both they and their students are bored by using textbooks due to the fact that they many times contain material that is not interesting enough. Furthermore, they claim that there is little variation in textbooks, which makes teaching and learning stifling. Teachers who do not approve of textbooks like to use their own imagination, alternative material such as pieces from books and magazines and ideas that students give them etc. The risk of using textbooks is that teachers and students can become too attached to the textbook they are using and ignore all other sources of material. As a consequence, the textbook was controlled the teaching and learning in the classroom.

Teachers who base their teaching on textbooks can become deskilled. If they can not decide what instructions to give themselves and let textbooks do this for them, their function as teachers has become reduced because then they only present what others have written. Another disadvantage of using textbooks is that their content is not always 100 % genuine and objective.

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<sup>15</sup> Ibid. P.4



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used content analysis. Content analysis is a systematic research method for analyzing and making inferences from text and other forms of qualitative information.<sup>1</sup> Content analysis is a widely used qualitative research technique.<sup>2</sup> Qualitative content analysis is one of numerous research methods used to analyze text data.<sup>3</sup> There are 5 steps content analysis, namely:

1. Problem formulation: content analysis begins with the formulation of specific research problems.
2. Media selection (book)
3. Operational definitions: this operational definition is related to the unit of analysis. Determination of unit analysis is based on predetermined topics.
4. Training in writing code and checking reliability: the code is done to recognize the main characteristics of the category. Ideally, two or more coders should research separately and their reliability checked by comparing one category after another.
5. Analysis of data<sup>4</sup>

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<sup>1</sup> Participant Manual. United States Government Accountability Office. Content Analysis: Principles and Practices, July 2013.p.4.

<sup>2</sup> Hsiu-Fang Hsieh., Sarah E. Shannon. Three Approaches to Qualitative Content Analysis. *Qualitative health research*, Vol 15 no.9, November 1277-1288. 2005. p.1277.

<sup>3</sup> Ibid, p 1278.

<sup>4</sup> Ibid, p 27

A part of qualitative descriptive research is mainly document analysis which provide a valuable source of information consist of public and private record that is use by qualitative researcher in collecting data. Document is an important source of data in many areas of investigation. The researcher decides textbook entitle *Headline English* as primary document in her research.

### **B. Research Subject**

In this research, researcher used textbook *Headline English* for Junior High School Grade Seven as research subject. It is published by Srikandi Empat, one of the famous publisher of learning textbook. The author is M.Badrus Sholeh. It is published on year 2016 in PT SEWU (Srikandi Empat Widya Utama) which is ISBN 978-602-382-135-8. *Headline English* textbook consist of three levels. The textbook is sold for seventh, eighth, ninth junior high school students. The series is made based on 2013 curriculum edition revision 2016, it is also made by considering the teenager's life which could help the students easily in learning English. The researcher focuses on seventh grade textbook.

*Headline English* textbook is a new four skill, three level junior high series that offers stimulating and diverse language learning experiences. During the learning activities, student was engaged in stimulating activities that link to other subjects such as natural science and social science. Special cross- curricular materials in each unit offer content based reading and task based activities relate to these subject areas. This series provides the opportunity to apply English skills to range of experience and activities that was generated the use of English in real life. It is provided the features, first about learning process about observing,

questioning, exploring, associating, and communicating. Second, genre based approach about stimulating learners to various text types. Third, meaningful activities about motivating the students to use English in real life. Fourth, extensive reading about stimulating discussion and promote communication in the classroom. Fifth, about character building of exposing the students to various moral values.

*Headline English* textbook of seventh grade is many elements in arrangements. It is started on mapping concept of the textbook that consist of theme, social function, listening, speaking, reading, writing, grammar, and cultural awareness. The items of these components are detail explain and spread into every chapter of the textbook. Then the textbook have 9 chapters for two semesters. Therefore, the researcher focus on 9 chapters to be analyzed.

### **C. Data Collecting Technique**

The researcher used content analysis, presentation analysis, language analysis, and graphic analysis based on BSNP (Education National Standard Council) focused on the characteristics of language as communication with attention to the content of the text. The other word, research of qualitative based on BSNP (Education National Standard Council) is focus on the text. Content analysis, presentation analysis, language analysis, and graphic analysis based on BSNP (Education National Standard Council) is mainly document analysis which provide a valuable source of information that is used in collecting the data. Text data might be in verbal, print, or electronic form and might have been obtained

from narrative responses, open-ended survey questions, interviews, focus groups, observations, or print media such as articles, books, or manuals.<sup>5</sup>

Text data can be created or designed from a variety of sources which can be derived from print etc. Print sources are said to include notes, documents, publish textbooks, workbooks, reading schemes, supplementary readers, teacher guides, reference books. This research is used of publish textbook as the textbook as the text data of BSNP analysis. The researcher decides textbook entitle Headline English published by Srikandi Empat of seventh grade as primary document in collecting the data.

#### **D. Research Instrument**

The instrument of this research is document. The researcher uses check the suitability of the textbooks based on BSNP in this research. The researcher would focus 9 chapters as present of seventh grade junior high school. Then they would be check by use check the suitability of the textbooks based on BSNP (Education National Standard Council).

A check the suitability of the textbooks based on BSNP is an instrument that helps practitioners in English Language Teaching (ELT) evaluate language teaching materials, like textbooks. It meant that textbook can be analyzed based on the criteria by use check the suitability of the textbooks based on BSNP as the instrument. English Language Teaching (ELT) material developers and evaluators need to take a wide range factors into consideration before they make decisions on the materials they develop or select for particular contexts. In this research, the

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<sup>5</sup> Ibid, p.1278

researcher would focus on quality of the textbook based on BSNP as the factor which would be analyzed. In the development of this checklist several points is to be consider. As different criteria was applied in different circumstances, it is best to identify your own priorities and draw up your own checklist.<sup>6</sup> It is primary to make check the suitability of the textbooks based on BSNP.

#### **E. Trustworthiness the data**

In testing the validity of data for qualitative research using credibility and dependability. There are 5 types of validity in the content analysis according to Weber, namely: construct validity, content validity, external validity, face validity, and criterion validity.<sup>7</sup> This research use criterion validity. Criterion validity is validity that shows the extent to which measurements touch on existing standards or important behaviors, namely external standards to measure a social phenomenon. The criteria referred to are the criteria for BSNP (Education National Standard Council). The criteria of good textbook of BSNP (Education National Standard Council) which consists of 4 elements, these are ; content eligibility, presentation eligibility, language eligibility, and graphic eligibility. For content eligibility element side, not all items of its indicators are fulfilled clearly. These indicators are : the compliance with the material description KI and KD, the accuracy of the material and the supporting of learning material. The item is not fulfilled the problem solving. The score content eligibility is 91.66 %. For presentation eligibility element side, not all items of its indicators are fulfilled,

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<sup>6</sup> Alan Cunningsworth. *Choosing Your Coursebook Han BookZZ.org*, <https://www.scribd.com/document/354608184/Alan-Cunningsworth-Choosing-Your-Coursebook-Han-BookZZ-org> .p.2.

<sup>7</sup> Nanang Martono. *Metode Penelitian Kuantitatif Analisis Isi dan Analisis Data Sekuder*, (Raja Grafindo Persada: Jakarta, 2014), p.100.

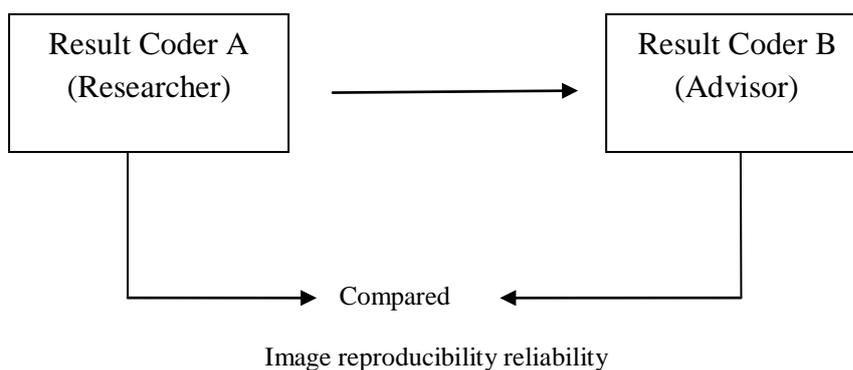
these indicators are: technical of the presentation, learning presentation, and presentation completeness. The item is not fulfilled list of symbols or notation and hint of the presentation completeness. The score presentation eligibility is 91.66%. For language eligibility side, all of the items of its indicators are fulfilled clearly. These indicators are the compliance with the students development level, communicative, and the chronological and unity of mindset / idea. The score language eligibility is 100%. For graphic eligibility side, not all items of its indicators are fulfilled, these indicators are: book size, cover design, and book content design. The item is not fulfilled size of book size. The score graphic eligibility is 91.66%. Over all, from the result “Headline English” textbook score is 93.75 % it means that quality is very good.

There are 3 types of reliability in content analysis according to Neuendorf and Krippendorff, namely reliability, reproducibility reliability, and accuracy reliability.<sup>8</sup> In this research using reproducibility reliability or intercoder reliability or independent parallel coding. Intercoder reliability is to use 2 codes to check the consistency of coding. If the results of the coding of the two coders are the same, then the results of the coding guidelines are said to be reliable because they do not contain ambiguity, so the two coders have the same interpretation of the coding guidelines and the symbols encoded. Independent parallel coding means that the researcher involves two coders to create categories.<sup>9</sup> The results of these categories are then compared and analyzed if there are similarities or overlaps between the two categories of different coders.

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<sup>8</sup> Ibid, p. 104.

<sup>9</sup> Vience Mutiara Rumata, A Qualitative Content Analysis of Twitter TaxAmnesty: Jurnal PIKOM (Penelitian Komunikasi dan Pembangunan), Vol. 18, No.1, June 2017. P.6.



### F. Data Analysis

Data analysis is the process of organize the data in order to obtain regularity of the pattern of form of the research. Data analysis conduct to create understanding of the data and to enable the researcher presents the result of this research to the readers. Most of this book is about analyzing this kind of qualitative data, but almost everything we are to say about finding themes and analyzing text can be applied as easily to objects, images, and sounds as they can to words. Therefore, data analysis is useful to find result of research question. Qualitative data analysis is inductive, ie an analysis based on the data obtained, then developed into a hypothesis. Based on the hypothesis formulated based on the data, then again the data is searched repeatedly so that it can be concluded further whether the hypothesis is accepted or rejected based on the data collected. If based on data that can be collected repeatedly with triangulation techniques, it turns out that the hypothesis is accepted, then the hypothesis develops into a theory.<sup>10</sup>

In analyzing the data, this research was done some procedures as follows:

- a) Reading whole the content of Headline English textbook for the seventh grade school.

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<sup>10</sup>Ibid, p.245.

- b) Matching with the assessment instrument of good book criteria based on Education National Standard Council (BSNP) in working table form for each sub-component.
- c) Giving a check mark in the table, it means that check mark (✓) is used as a sign that a data has fulfilled the criteria of good textbook criteria based on BSNP.
- d) Summarize the result for each sub-component shows on the tables.
- e) Describing a conclusion of the result of each component based on criteria of BSNP.
- f) Concluding the whole result of the research.<sup>11</sup>

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<sup>11</sup>Ibid, p.250.

## CHAPTER IV

### RESEARCH FINDING

In this research, the researcher presented data presentation and result of analyse is the quality of *Headline English* textbook for grade VII students based on criteria good textbook of BSNP (Education National Standard Council) which consists of four elements, these are ; content eligibility, presentation eligibility, language eligibility, and graphic eligibility.<sup>1</sup>

#### A. Data Presentation

**Table 3.1**

**The result of checking the suitability of the textbooks based on Education National Standard Council (BSNP) of Content Eligibility as the First Instrument**

Sub- Components	Items	Description	
		HE	
		S	US
A. The compliance with the material description KI and KD	1. The completeness of the materials.	✓	
	2. The broadness of materials.	✓	
	3. The deepness of material.	✓	
B. The accuracy of the material.	4. The accuracy of the concepts and definitions.	✓	
	5. The accuracy of the principles.	✓	
	6. The accuracy of the procedures.	✓	
	7. The accuracy of the examples, facts, and illustrations.	✓	
	8. The accuracy of the tasks or questions.	✓	
C. The supporting of learning materials.	9. The compliance with technological developments.	✓	
	10. The currency of features, examples and references,	✓	

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<sup>1</sup> Masnur Muslich, *Op.Cit.*, p.292.

	11. Reasoning.	✓	
	12. The problem solving.		✓
	13. The linkage between the concepts.	✓	
	14. Communicative.	✓	
	15. Application.	✓	
	16. The attractiveness of the materials.	✓	
	17. The encourage for seeking the further information.	✓	
	18. Enrichment.	✓	

Note of abbreviation for table above :

HE : textbook Headline English

S : Suitable

US : Unsuitable

Description of the table 3.1 above :

The criteria textbooks based on Education National Standard Council (BSNP) of content eligibility have some sub-components. The results of analysis are the first, sub-components from content eligibility is the compliance with the material description KI and KD and consists three items that are (the completeness of the materials), (the broadness of materials), and (the deepness of material). This *Headline English* textbook fulfilled the compliance with the material description KI and KD because KI and KD this book with KI and KD for grade seventh is suitable. Item the completeness of the materials from this book is suitable because chapter 1 until chapter 9 appropriate with SK and KD have been formulated in the curriculum of subjects English. The broadness of materials this book is suitable because including material examples and exercises in the textbook contained in SK and KD. The deepness of material of this book is

suitable because the level of difficulty and complexity of the material tailored to the developmental level of students cognitive.

The second sub-components is the accuracy of the material consists five items that are (the accuracy of the concepts and definitions), (the accuracy of the principles), (the accuracy of the procedures), (the accuracy of the examples, facts, and illustrations), and (the accuracy of the tasks or questions). *Headline English* textbook for the accuracy of the concepts and definitions is suitable because concepts and definitions the material in textbooks presented accurately to avoid misconceptions do students. The accuracy of the principles of this book is suitable because the principles presented in textbooks formulated accurately so as not to cause multi-interpretation for students. The accuracy of the procedures of this book is suitable because the procedure of material this book formulated to accurately so that students make understand and can not do errors systematically. The accuracy of the examples, facts, and illustrations of this book is suitable because the material of this book explains examples, facts and illustrations. The accuracy material of the tasks or questions is suitable because in this textbook every chapters have tasks for practice students at school and home.

The third sub-components is the supporting of learning materials consists ten items that are (the compliance with technological developments), (the currency of features, examples and references), (reasoning), (the problem solving), (the linkage between the concepts), (communicative), (application), (the attractiveness of the materials), (the encourage for seeking the further information) and (Enrichment). The compliance with technological developments

is suitable because in this book the material including examples, exercises, and bibliography textbooks accordance with the development of science and technology for seventh grade. *Headline English* textbook for the currency of features, examples and references is suitable because Features including a description, examples, and exercises reflect current events or conditions, this currency looks at the source or references are used, in general the references in the textbook proper to use maximum use of the referral last five years. The supporting of learning materials reasoning is suitable because the material in the textbook contain a description, examples, tasks, questions or exercises that encourage students to make inferences coherently. There is no the materials problem solving in this book. *Headline English* textbook for the linkage between the concepts is suitable because the material this book shown a link between teaching and learning, or the link between the material being studied and everyday life so that students realize the benefits of such material in real life. The supporting of learning materials communicative is suitable because The material in textbooks contain examples and exercises to communicate ideas, either in writing or orally, to clarify the situation or problem is being learned, written communication can be delivered in various forms like symbols, tables, diagrams, or other media, verbal communication can be done individually, in pairs or group.

The supporting of learning materials application is suitable because the material in textbooks include a description, examples or questions which describes the application of a concept in everyday life, this is so that students can apply in real life every concept studied. In this book the attractiveness of the

materials is suitable because the material in textbooks contain a description, strategies, images, photographs, sketches, historical stories, examples, or issues of interest that can lead to motivate students to explore beyond, If students are interested in the material being studied, he would inflame to be able to learn about it. The encourage for seeking the further information is suitable because the material in textbooks contain tasks that encourage students to obtain more information and a variety of other sources such as the Internet, books and other articles. Enrichment in this book is suitable because most of every chapters Headline English textbook there is enrichment.

**Table 3.2**

**The result of checking the suitability of the textbooks based on Education National Standard Council (BSNP) of Presentation Eligibility as the Second Instrument**

Sub- Components	Items	Description	
		HE	
		S	US
A. Technical of the presentation.	19. Presentation systematic :	✓	
	a. Motivational	✓	
	b. Preface	✓	
	c. Contents	✓	
	20. The regularity of the presentation.	✓	
	21. Balance between chapters.	✓	
B. Learning Presentation.	22. Student-centred.	✓	
	23. To develop process skill.	✓	
	24. To pay attention to safety aspects : a. The activity served to develop the skills of safe processes performed by	✓	

	students.		
	b. Observation, investigation, exploration and inquiry.	✓	
	c. Contextual problems.	✓	
	d. To make grow students critical thinking, creative, and innovative.	✓	
	e. To load hands-on activity.	✓	
	f. The variation of the presentation.	✓	
C. Presentation completeness.	25. Introductory part :	✓	
	a. Foreword.		
	b. Instructions of use.	✓	
	c. Table of contents.	✓	
	d. List of symbols or notation.		✓
	26. Contents part :	✓	
	a. Pictures, illustrations or tables are presented clearly.		
	b. References or sources.	✓	
	c. Presented the proportional tasks in every chapters.	✓	
	d. Summary.	✓	
	27. Ending part:	✓	
	a. Literature list references.		
	b. Index subjects.	✓	
c. Glossary.	✓		
d. Hint.		✓	

Note of abbreviation for table above :

HE : textbook Headline English

S : Suitable

US : Unsuitable

Description of the table 3.2 above :

The criteria textbooks based on Education National Standard Council (BSNP) of presentation eligibility have some sub-components. The results of analysis are the first, sub-components from presentation eligibility is technical of

the presentation and consists three items that are (presentation systematic : motivational, preface, and contents), (the regularity of the presentation), and (balance between chapters). In this book presentation systematic motivational is suitable because generating motivation can be presented in the form of images, illustrations, photographs, history, sentence structure, or examples of use in everyday life that corresponds to the topic that will be presented. Preface in this book is suitable because there is preface the contain material prerequisites required by the student to understand the topics that will be presented. Contents in *Headline English* textbook is suitable because contents containing matters covered by the sub-components of the feasibility of content. The regularity of the presentation this book is suitable because Presentation groove deductive reasoning (general to specific) the concept presented from easy to difficult, from simple to complex, or from the informal to the formal premises so that students can follow him either. Balance between chapters this book is suitable because description between the sections in the chapter (reflected in the number of pages) is also presented proportionally by considering the KD to be achieved.

The second sub-components is learning presentation consists three items that are (student-centred), (to develop process skill), and (to pay attention to safety aspects : the activity served to develop the skills of safe processes performed by students, observation, investigation, exploration and inquiry, contextual problems, to make grow students critical thinking, creative, and innovative, to load hands-on activity, and the variation of the presentation). Learning presentation student-centred in this book is suitable because to present the material in textbooks are

interactive and participatory so as to motivate students to learn independently, for example by using questions, interesting pictures, sentences solicitation, activity (including group activities), and so forth. To develop process skill in this book is suitable because presentation and discussion of the textbook more emphasis on the skills and thought processes of psychomotor agrees with the verb operations in SK and KD, not only on the acquisition of the final result. To pay attention to safety aspects: the activity served to develop the skills of safe processes performed by students in this book is suitable because the activity served to develop the skills of safe processes performed by students. Materials, equipment, premises, and other forms of activities which is done contains no danger. To pay attention to safety aspects : Observation, investigation, exploration and inquiry is suitable because this book there are the observations were made to identify, detect patterns to build students knowledge on an informal basis. Investigation is one of the activities that solve a problem that is likely to have more than one answer. Exploration is an activity that begins with the issue of collecting data or information, data analysis and ends with a conclusion. Inquiry is a process of preparing the questions and collects relevants data and make conclusions based on that data. *Headline English* textbook contextual problems is suitable because the problem can also be presented the beginning / last part as a test of understanding for students.

In this book to make grow students critical thinking, creative, and innovative is suitable because presentation of the material in the textbook contains issues that can stimulate the growth of critical thinking, creative and innovative

for seventh grade. To load hands-on activity in this book is suitable because activities in the form of concrete activities, among others, include identifying, cutting, pair or compiled object to form a pattern. The variation of the presentation in this book is suitable because the material presented with various methods so as not boring, for example deductive (general to specific), inductive (particular to the general). Similarly, the use of various types of illustration (photos, charts, tables or maps) to support the material presented.

The third sub-components is presentation completeness consists three items that are (introductory part : foreword, instructions of use, table of contents, list of symbols or notation). Foreword in this book is suitable because there is foreword generally contains content that is explain about this book. Introductory part : instructions of use in this textbook is suitable because there is instructions for use contain a description of the purpose, the contents of the book, as well as the user guide book for students to learn. Headline English textbook table of contents is suitable because there is table of contents provides an overview of the contents of the book followed by the appearance of page numbers. In this book there is no list of symbols or notation.

Presentation completeness for (contents part : pictures, illustrations or tables are presented clearly), (references or sources), (presented the proportional tasks in every chapters), and (Summary). Headline English textbook contents part: pictures, illustrations or tables are presented clearly is suitable because in this book pictures, illustrations or tables are presented with a clear, interesting and appropriate to the topics presented so that the material is more easily understood

by students. Text, tables, and images are not homemade (cited from other sources) mention references. References or sources is suitable because in this book there is references or sources of reference can be directly mentioned or included in references list or sources. Presented the proportional tasks in every chapters is suitable because this book there is presentation of each chapter contains exercises vary with the level of difficulty for seventh grade to help understanding of the concept or principle learned. Summary of Headline English textbook is suitable because in this book there is summary of the chapter but in the form vocabulary list and make it easier to understand the contents of the chapter. This summary presented at the end of the chapter with the intention that students can recall the important thing that have been learned.

Presentation completeness for (Ending part: literature list references), (index subjects), (glossary), and (Hint). Ending part: literature list references is suitable because in this book there is literature list references describe the materials used in the writing of books and written consistently. Each library is used prefixed by the name of the author (prepared alphabetically), the year of publication, title, place, publisher name funds. Index subjects is suitable because there is the index in this book , the definition index is a collection of important words, among other things character names, or author, followed by the page number of appearance and presented alphabetically. Glossary is suitable because in this book there is glossary is a collection of key terms and an explanation that comes with the emergence of the term and the page numbers are presented alphabetically. There is no hint in *Headline English* textbook.

**Table 3.3**

**The result of checking the suitability of the textbooks based on Education National Standard Council (BSNP) of Language Eligibility as the Third Instrument**

Sub- Components	Items	Description	
		HE	
		S	US
A. The compliance with the students development level.	28. The compliance with the level of students intellectual development.	✓	
	29. The compliance with the level of social emotional development.	✓	
B. Communicative.	30. Message legibility.	✓	
	31. The precision of language rules.	✓	
C. The chronological and unity of mindset / idea.	32. The chronological and integration of each chapter.	✓	
	33. The chronological and integration of inter-paragraph.	✓	

Note of abbreviation for table above :

HE : textbook Headline English

S : Suitable

US : Unsuitable

Description of the table 3.3 above :

The criteria textbooks based on Education National Standard Council (BSNP) of language eligibility have some sub-components. The results of analysis are the first, sub-components from language eligibility is the compliance with the students development level and consists two items that are (the compliance with the level of students intellectual development) and (the compliance with the level of social emotional development). Language Eligibility have sub-component the

compliance with the students development level is suitable because language this book using appropriate language based on the students level seventh grade. The compliance with the level of students intellectual development is suitable because this book the language used in textbooks to explain a concept or application of a concept or an illustration to abstract with the example conformed to the intellectual level of students (which imaginatively conceivable by the students). The compliance with the level of social emotional development is suitable because in this book the language used in textbooks appropriate with social emotional maturity of students with illustrations depicting the concepts begins from the immediate environment (local) to the social environment.

The second sub-components is communicative consists two items that are (message legibility) and (the precision of language rules). Message legibility is suitable because the message in the textbooks presented with interesting language, clear, precise, objective, does not cause double meaning (using the effective sentences), so as to encourage students to study the book thoroughly. The precision of language rules is suitable because words and phrases used to convey the messages refer to the rules of Indonesian language support, spelling which is used refer Enhanced Spelling (EYD). Using of the term that describes a concept, principle, or like to be precise and consistent meaning.

The third sub-components is the chronological and unity of mindset / idea consists two items that are (the chronological and integration of each chapter) and (the chronological and integration of inter-paragraph). The chronological and integration of each chapter this book is suitable because the delivery of messages

between one chapter and another chapter in the chapter adjacent and between sub-chapters reflect the logical connections. The chronological and integration of inter-paragraph this book is suitable because submissions of a message between adjacent paragraphs and between sentences within paragraphs reflect a logical relationship.

**Table 3.4**

**The result of checking the suitability of the textbooks based on Education National Standard Council (BSNP) of Graphic Eligibility as the Fourth Instrument**

Sub- Components	Items	Description	
		HE	
		S	US
<b>A. Book Size</b>			
1. Size	34. Conformity with ISO Standard Book Size.		✓
	35. Conformity with the size of the material contents of the book.	✓	
<b>B. Cover design</b>			
1. Layout	36. The appearance of layout elements on the front and back cover in harmonious rhythm unity and consistent.	✓	
	37. The appearance of centre point well.	✓	
	38. The composition and size of the layout, (title, author, illustrations, logos etc) proportionally, balanced, late in tune with the layout of the contents (according to the pattern).	✓	
	39. The harmonious colour of the layout elements and clarifying the certain functions.	✓	
	40. To put the consistent layout elements in a series.	✓	

2. Typography	41. The letters used interesting and easy to read.	✓	
	42. The letter size of the title of the books cover is more dominant and disproportionate (the size of the book, author, and publisher).	✓	
	43. The colour of the books title contrasts with the background colour.	✓	
3. Using of letter	44. Do not use too many combinations of fonts.	✓	
	45. Do not use an ornamental font and typeface.	✓	
<b>C. Book content design</b>			
1. Mirroring the contents of the book.	46. To describe the content / teaching material and reveal the character of the object.	✓	
	47. The shape, colour, size, proportion corresponding object reality.	✓	
	48. The placement of elements based upon a pattern consistent layout.	✓	
	49. The separation between paragraphs clearly.	✓	
	50. There is no widow or orphan.	✓	
2. The harmony of the layout.	51. The line of printing and margin proportionally.	✓	
	52. Margins between two pages, side by side, proportional.	✓	
	53. Spacing between text and illustrations correspond.	✓	
3. The completeness of layout.	54. The title of the chapters.	✓	
	55. The sub-title of the chapters.	✓	
	56. The placement of page numbers adjusted to the layout pattern.	✓	
	57. Illustrations.	✓	
	58. Captions.	✓	
4. Understanding power of the layout.	59. The placements of decorations/i illustrations as background do not disturb the	✓	

	title, text and page numbers.		
	60. The placement of titles, subtitles, illustrations and captions do not disturb the understanding.	✓	
5. Book typography			
a. Simplicity typography.	61. Do not use too many typefaces.	✓	
	62. Do not use the font ornamental / decorative.	✓	
	63. Using of letter variations (bold, italic, all capital and small capital) is not excessive.	✓	
b. Power of legibility.	64. The type of the letter corresponding with the students level.	✓	
	65. The width of the texts is corresponding with the students level.	✓	
	66. The space between lines normal.	✓	
	67. The space between letters normal.	✓	
c. Understanding facilitate typography	68. Study / hierarchy of titles are clear, consistent and proportional.	✓	
	69. Hierarchy of titles displayed proportional.	✓	
	70. There is no white groove in the arrangement of text.	✓	
	71. Hyphenation corresponding with the students level.	✓	
6. Illustration			
a. To clarify and facilitate understanding.	72. Be able to reveal the meaning form the objects.	✓	
	73. The proportional form.	✓	
	74. The accurate forms and accordance with the reality.	✓	
b. The attractiveness of contents illustration.	75. The overall of illustrations in harmonious form.	✓	
	76. The scratches and raster lines loud and clear.	✓	
	77. Creative and dynamic.	✓	

Note of abbreviation for table above :

HE : textbook Headline English

S : Suitable

US : Unsuitable

Description of the table 3.4 above :

The criteria textbooks based on Education National Standard Council (BSNP) of graphic eligibility have some sub-components. The results of analysis are the first, sub-components book size and consists two items that are (conformity with ISO Standard Book Size) and (conformity with the size of the material contents of the book). The size of *Headline English* textbook 20 x 26.5 cm is unsuitable because based on BSNP the size of textbook are A4 (210 x 297 mm), A5 (148 x 210 mm) and B5 (176 x 250 mm).<sup>2</sup> Conformity with the size of the material contents of this book is suitable because selection of the size of textbooks need to be adjusted to the material content of the book is based on field of study.

The second sub-components cover design layout consists five items that are (the appearance of layout elements on the front and back cover in harmonious rhythm unity and consistent), (the appearance of centre point well), (the composition and size of the layout, title, author, illustrations, logos etc proportionally, balanced, late in tune with the layout of the contents according to the pattern), (the harmonious colour of the layout elements and clarifying the certain functions), and (to put the consistent layout elements in a series). In this book the appearance of layout elements on the front and back cover in harmonious rhythm unity and consistent is suitable because design skin face,

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<sup>2</sup> Ibid, p.306

back, and the back is a unified whole. Elements of colour, illustrations, and typography is displayed in a harmonious and interlinked with one another. The suitability of the placement of elements on the skin of the layout and content of the book. Headline English textbook about the appearance of centre point well is suitable because as the initial attraction of the book which is determined by the provisions in the placement of design that you want displayed among the materials other design and illustrations that clarify the text display and other decorative elements.

In this book the composition and size of the layout, (title, author, illustrations, logos etc) proportionally, balanced, late in tune with the layout of the contents (according to the pattern) is suitable because there a balance of layout elements (title, author, illustrations, logos, etc.) and the size of the layout elements (typography, illustrations and other decorative elements) in proportion to the size of the book. This book about the harmonious colour of the layout elements and clarifying the certain functions is suitable because taking into account the overall colour appearance which can give certain shades and can clarify the matter / content of the book. This book about to put the consistent layout elements in a series is suitable because there is no difference between the appearance of the book leather design (typography, pattern, and rhythm) in a series of books.

Sub-components typography consists three items that are (the letters used interesting and easy to read), (the letter size of the title of the books cover is more dominant and disproportionate the size of the book, author, and publisher) and the

colour of the books title contrasts with the background colour). Typography : the letters used interesting and easy to read is suitable because the letters used in textbook interesting and easy to read for students class seven. Sub-components using of letter consists two items that are (do not use too many combinations of fonts) and (do not use an ornamental font and typeface). In this book the letter size of the title of the books cover is more dominant and disproportionate (the size of the book, author, and publisher) is suitable because the book title should be able to provide rapid information about the material contents of the book is based on field of specific study. The colour of the books title contrasts with the background colour this book is suitable because the book title is displayed more prominently than the colour of the background. Using of letter this book is suitable with do not use too many combinations of fonts because this book use type of fonts is *Times New Roman* and *Impact*. *Headline English* textbook do not use an ornamental font and typeface is suitable because in this book use type fonts *Times New Roman*.

The third sub-components is book content design consists six items that are mirroring the contents of the book. Mirroring the contents of the book consists five items that are (to describe the content / teaching material and reveal the character of the object), (the shape, colour, size, proportion corresponding object reality),( the placement of elements based upon a pattern consistent layout), (the separation between paragraphs clearly) and (there is no widow or orphan). In this book to describe the content / teaching material and reveal the character of the object is suitable because this book can be quickly provide an overview of specific teaching materials, and can visually reveal the type of illustration is

displayed based on the material taught. *Headline English* textbook the shape, colour, size, proportion corresponding object reality is suitable because displayed according to the shape, colour, and size of the object so as to avoid misinterpretation and understanding of students.

This book the placement of elements based upon a pattern consistent layout is suitable because the placement of layout elements title, subtitle, prologue, illustration list, illustration, etc at the beginning of each chapter consistent. The placement of elements on each page layout follows the pattern established. In this book the separation between paragraphs clearly is suitable because the text at the end of a paragraph clearly separate, can be a distance (on average composition of the text left-right). This book about there is no widow or orphan is suitable because the number of rows of at least three lines at the end of a paragraph of text composition separately with the next page.

The harmony of the layout consists three items that are (the line of printing and margin proportionally), (margins between two pages, side by side, proportional) and (spacing between text and illustrations correspond). The line of printing and margin proportionally from this book is suitable because the placement of elements of the layout (title, subtitle, text illustration, captions, and page number) on the print field proportionally. Margins between two pages, side by side, proportional is suitable because the page layout this book clear between page odd and page even. Spacing between text and illustrations correspond is suitable because this book is a unity of views between the texts with illustrations on one page.

The completeness of layout consists five items that are (the title of the chapters), (the sub-title of the chapters), (the placement of page numbers adjusted to the layout pattern), (illustrations), and (captions). The title of the chapters is suitable because in this book there is the chapter titles written in full along with the numbers of the chapters: Chapter I, Section II, Chapter III, etc. The sub-title of the chapters from this book is suitable because writing and sub- subtitle subtitle adapted to the hierarchy of the presentation of teaching materials. The placement of page numbers adjusted to the layout pattern from this book is suitable because the placement of page numbers this book adjusted to the layout pattern. Illustrations this book is suitable because the illustrations this book be able to clarify the presentation of the material, in the form, as well as interesting colour corresponding original object. Captions this book is suitable because caption placed by the illustration of a smaller size than the letter of the text.

Understanding power of the layout consists two items that are (the placements of decorations/i illustrations as background do not disturb the title, text and page numbers) and (the placement of titles, subtitles, illustrations and captions do not disturb the understanding). The placements of decorations/i illustrations as background do not disturb the title, text and page numbers this book is suitable because placed the ornaments / illustration on the page as a background not to interfere with the clarity and delivery of information in the text so that it can hamper students understanding. This book the placement of titles, subtitles, illustrations and captions do not disturb the understanding is suitable because the title, subtitles, illustrations and captions are placed according to a

predetermined pattern so as to avoid misinterpretation of the material presented. Book typography consists three items that are (simplicity typography), (power of legibility), and (understanding facilitate typography).

Simplicity typography consists three items that are (do not use too many typefaces), (do not use the font ornamental / decorative), and (using of letter variations (bold, italic, all capital and small capital) is not excessive). This book do not use too many typefaces is suitable because maximum in using of two types of letters so as not to disturb the students to absorb information presented and this book use type of letter is *Times New Roman*. *Headline English* textbook do not use the font ornamental / decorative is suitable because can reduce the level of legibility of text composition. This book using of letter variations bold, italic, all capital and small capital is not excessive is suitable because used to distinguish the level / hierarchy of headings and subheadings, and give different of the text that is considered important in the form of bold and italic.

Power of legibility consists four items that are (the type of the letter corresponding with the students level), (the width of the texts is corresponding with the students level), (the space between lines normal), and (the space between letters normal). This book use the type of the letter corresponding with the students level is suitable because in accordance with the subject material English. The width of the texts is corresponding with the students level is suitable because the width of the arrangement of text between 45-75 characters (5-11 words). Obviously affects the readability of the text composition. The approximate amount of the above including punctuation, spacing between words and numbers.

This book the space between lines normal is suitable because the normal distance that can be used between rows of text composition ranging between 120%-140%. This book the space between letters normal is suitable because affect the readability of text arrangement.

Understanding facilitate typography consists four items that are (study / hierarchy of titles are clear, consistent and proportional), (hierarchy of titles displayed proportional), (there is no white groove in the arrangement of text), and (Hyphenation corresponding with the students level). Study / hierarchy of titles are clear, consistent and proportional is suitable because shows order / hierarchy arrangement in stages so that the text is easy to understand for students. Hierarchies text arrangement can be made with different types. Font, font size, and font variations (bold, italic, all capital and small capital). This book hierarchy of titles displayed proportional is suitable because hierarchy of titles displayed proportional and does not use the font size differences are striking. This book is suitable there is no white groove in the arrangement of text because should be avoided in order not to interfere with the readability of text composition. Hyphenation corresponding with the students level is suitable because cutting words more than two lines will disturb the readability of the text.

Illustration consists two sub-components that are (to clarify and facilitate understanding) and (the attractiveness of contents illustration). To clarify and facilitate understanding consists three items that are (be able to reveal the meaning form the objects), (the proportional form), and (the accurate forms and accordance with the reality). This book be able to reveal the meaning form the objects is

suitable because it serves for clarifying the material / text so as to increase the understanding and understanding of students in the information submitted. The proportional form is suitable because the shape and size of the illustrations must be realistic and in detail to provide an accurate picture of the object. The accurate forms and accordance with the reality this book is suitable because the presented illustration so as not to cause misinterpretation learners real objects.

The attractiveness of contents illustration consists three items that are (the overall of illustrations in harmonious form), (the scratches and raster lines loud and clear), and (creative and dynamic). This book the overall of illustrations in harmonious form is suitable because published in harmony with the elements of the material book subtitled title, text, and captions on the entire page. This book the scratches and raster lines loud and clear is suitable because avoid misunderstanding or lack of clarity of the illustration shown. This book creative and dynamic is suitable because featuring illustrations from various perspectives, not only displayed in front and able to be visualized dynamically to add depth comprehension and understanding of learners.

## **B. Discussion**

### **1. Content Eligibility**

In content eligibility consists three sub-components that are; (1) conformity with the description of the material standard of competence (SK) and basic competence (KD) contained in the relevant curriculum subjects; (2) the accuracy of the material; and (3) learning support materials.

#### **“Headline English” textbook**

Firstly, focused on the compliance with the SK and KD. We know in creating a textbook cannot be separated from the applicable curriculum. Therefore, the authors in creating a textbook should refer to applicable curriculum. Looking from its compliance with the curriculum, most of chapters of “Headline English” textbook have fulfilled the Competence Standard and Base Competence formed in the curriculum, although the other chapters load presenting the materials beside of the materials formed by Competence Standard and Base Competence. In 2013 curriculum nothing Competence Standard but Core Material. Below is the Core Material and Base Competence that should be used as reference material for *Headline English* textbook used by seventh grade. Suitability Core and Basic Competence in each aspect contained in the 2013 curriculum of Junior High School with the contents of the textbook.

Table 3.5

**Suitability table of Main Competence and Basic Competence in curriculum  
Junior High School with the textbook of “Headline English” textbook**

**CLASS: VII**

Main Competences	Basic Competences	Explanation
3. Understanding knowledge (factual, conceptual, and procedural) is based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.	3.1 Identify social functions, text structures, and linguistic elements of oral and written interpersonal interaction texts that involve actions to say hello, say goodbye, say thank you, and apologize, and respond to it, according to the context of its use.	Chapter 1 ; pg 5 ; Activity 8 Here are ways to say goodbye to friends or other people. Practice them by repeating after your teacher.  Chapter 1 ; pg 5 ; Activity 9 Say hello and goodbye to five of your classmates.  Chapter 2 ; pg 36 ; Activity 8 Complete these sentences with the correct word to express apology.
	3.2 Identify social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information related to identity, short and simple, according to the context of its use. {Pay attention to linguistic elements and vocabulary related to family relationships; pronoun (subjective, objective, possessive)}.	Chapter 1 ; pg 18 ; Activity 2 Use the correct subject pronouns. Watch the words in brackets. Look at the example.  Chapter 1 ; pg 18 ; Activity 3 Complete with the object pronouns. Watch the words in bold.  Chapter 1 ; pg 19 ; Activity 4 Write S if the underlined word is a subject pronoun. Write O if the word is the object pronoun.  Chapter 3 ; pg 53 ; Activity 11 Explain your identity in front of the class using the following text model.
	3.3 Identify social functions, text	Chapter 4 ; pg 75 ; Activity 6 Study the examples given.

<p>structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding the name of the day, month, name of time in days, time in the form of numbers, dates, and years, according to the context of their use. (Note the vocabulary related to cardinal and ordinal numbers).</p>	<p>Then, say the following dates.</p> <p>Chapter 4 ; pg 78 ; Activity 12 Write the numbers in words and spell them out.</p> <p>Chapter 4 ; pg 78 ; Activity 15 Arrange the letters to make days of the week.</p>
<p>3.4 Identify social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding the names and numbers of animals, objects, and public buildings that are close to students' daily lives, according to the context of their use. (Pay attention to the language and vocabulary related to article a and the, plural and singular).</p>	<p>Chapter 5 ; pg 109 Activity 4 Observe the following things and their functions.</p> <p>Chapter 8 ; pg 236 Activity 2 Here are some animals in a zoo. Write “ a “ or “ an “ before each animal.</p> <p>Chapter 8 ; pg 237 Activity 4 Complete the sentences using “ the “ or don’t use it.</p>
<p>3.5 Identify social functions, text structures, and linguistic elements of oral and written</p>	<p>Chapter 7 ; pg 184 ; Activity 2 Here are some adjectives used to describe character or personality. Match the pictures with the appropriate words in</p>

<p>transactional interaction texts that involve the act of giving and asking for information related to the nature of people, animals, objects in accordance with the context of their use. (Note the element of language be, adjective).</p>	<p>the list. Write them down under the pictures.</p>
<p>3.6 Identifying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people, animals, objects, according to the context of their use. (Note the linguistic elements of declarative, interrogative, simple present tense sentences).</p>	<p>Chapter 4 ; pg 95 ; Activity 1 Write the third person singular in the simple present tense of the following verbs in the right place.</p>
<p>3.7 Comparing social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to the description of people, animals and objects, very short and simple,</p>	<p>Chapter 5 ; pg 115 ; Activity 15 Make a short description about the objects in the picture.</p> <p>Chapter 7 ; pg 198 ; Activity 13 Write the description of these people.</p>

	according to the context of their use.	
	3.8 Interpreting social functions and linguistic elements in song lyrics related to the lives of adolescent middle school / MTs.	Chapter 9 ; pg 262 ; Activity 4 Look up the meaning of the words in the box. Then, listen to the second part of the song and fill in the gaps using these words.  Chapter 9 ; pg 263 ; Activity 7 With your partner, discuss the moral value or message of the song.
4. Trying, processing, and presenting in concrete domains (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading, counting, drawing and composing) in accordance with what is learned in school and other sources in the same perspective/ theory.	4.1 Compose very short and simple interpersonal oral and written interaction texts that involve actions to say hello, say goodbye, say thank you, and apologize, and respond by paying attention to social functions, text structure, and language elements that are correct and in context.	Chapter 2 ; pg 31 ; Activity 11 Make simple dialogue (at least four lines per dialogue) with your partner based on the following topics. Then, practice them. Pay attention to how and how often you say thank you.  Chapter 2 ; pg 32 ; Activity 13 Match the saying thanks expressions and the responses.  Chapter 2 ; pg 37 ; Activity 12 Match the expressions of apology and the situations.  Chapter 2 ; pg 42 ; Project 1 In groups, make short dialogue based on the situations given. Use expressions of apology.
	4.2 Composing very short and simple transactional interaction and written interaction texts that involve giving and asking for information related to identity, short and	Chapter 3 ; pg 60 ; Activity 17 Look at Tania's family tree. Match the words with the photos and write sentences.  Chapter 3 ; pg 65 ; Project 1 Interview one of your favourite teachers. Write his/her identity.

	<p>simple, taking into account social functions, text structures, and language elements that are correct and in context.</p>	
	<p>4.3 Arrange very short and simple transactional interaction text and written interaction involving the act of giving and requesting information related to the name of the day, month, name of the time of day, time in the form of numbers, dates, and years, with social functions, text structures and linguistic elements true and in context.</p>	<p>Chapter 4 ; pg 81 ; Activity 20 Complete these sentences in the column A with the names of the months in the column B.</p>
	<p>4.4 Compose very short and simple oral and written transactional interaction texts that involve giving and asking for information regarding the names and numbers of animals, objects, and public buildings that are close to students' daily lives, taking into account social functions, text structures, and linguistic elements right and in context.</p>	<p>Chapter 5 ; pg 117 ; Activity 19 Match the following things with their function.  Chapter 8 ; pg 227 ; Activity 18 There are some types of animals. Match the type of animals with the definitions.</p>
	<p>4.5 Composing very short and simple texts of oral transactional</p>	<p>Chapter 7 ; pg 190 ; Activity 15 Match the adjectives with their meanings.</p>

<p>interactions that involve the act of giving and asking for information related to the nature of people, animals and objects, taking into account social functions, text structures, and language elements that are correct and in context.</p>	
<p>4.6 Arranging very short and simple texts on oral transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people, animals and objects, with social functions, text structures, and linguistic elements that are correct and in context.</p>	<p>Chapter 5 ; pg 117 ; Activity 19 Match the following things with their function.</p> <p>Chapter 7 ; pg 193 ; Activity 23 Describe your friend's personality in your group. Try to give examples of behavior / actions.</p> <p>Chapter 8 ; pg 228 ; Activity 20 There are some verbs used to describe animals behavior. Discuss the meanings with your friends. Use your dictionary if it is necessary.</p>

<p>4.7 Descriptive text</p> <p>4.7.1 Capturing contextually meaning related to social functions, text structure, and linguistic elements of oral and written descriptive texts, very short and simple, related to people, animals and objects.</p> <p>4.7.2 Arrange oral and written descriptive texts, very short and simple, related to people, animals and objects, taking into account social functions, text structures, and linguistic elements correctly and in context.</p>	<p>Chapter 8 ; pg 233 ; Activity 13 Read the description and guess the animals.</p>
<p>4.8 Capturing contextually meaning related to social function and linguistic elements of song lyrics related to the lives of adolescent junior high school / MTs.</p>	<p>Chapter 9 ; pg 265 ; Activity 13 With the information in mind you should be able to explain the meaning of the title of the song. Tick the right answer.</p>

Description of the table 3.5 above :

Researcher used textbook Headline English for Junior High School Grade Seven. It is published by Srikandi Empat, one of the famous publisher of learning textbook. It is author by M.Badrus Sholeh. It is published on year 2016 in PT SEWU (Srikandi Empat Widya Utama) which is ISBN 978-602-382-135-8.

Headline English textbook consist of three levels. The textbook is sold for seventh, eighth, ninth junior high school students. The series is made based on 2013 curriculum edition revision 2016, it is also made by considering the teenager's life which could help the students easily in learning English. The researcher focuses on seventh grade textbook. This textbook have 9 chapters for two semesters.

This book has two Main Competences that are 3. understanding knowledge (factual, conceptual, and procedural) is based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye and 4. Trying, processing, and presenting in concrete domains (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading, counting, drawing and composing) in accordance with what is learned in school and other sources in the same perspective/ theory. In this book fulfill Basic Competences (3.1 Identify social functions, text structures, and linguistic elements of oral and written interpersonal interaction texts that involve actions to say hello, say goodbye, say thank you, and apologize, and respond to it, according to the context of its use) is Chapter I and Chapter II. For fulfill Basic Competence 3.2 Identify social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information related to identity, short and simple, according to the context of its use. {Pay attention to linguistic elements and vocabulary related to family relationships; pronoun (subjective, objective, possessive)} is Chapter I and Chapter III. For fulfill Basic Competence {3.3 Identify social functions, text structure, and

linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding the name of the day, month, name of time in days, time in the form of numbers, dates, and years, according to the context of their use. (Note the vocabulary related to cardinal and ordinal numbers)} is Chapter IV.

For fulfill Basic Competence {3.4 Identify social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding the names and numbers of animals, objects, and public buildings that are close to students' daily lives, according to the context of their use. (Pay attention to the language and vocabulary related to article a and the, plural and singular)} is Chapter V and Chapter VIII. For fulfill Basic Competence {3.5 Identify social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the nature of people, animals, objects in accordance with the context of their use. (Note the element of language be, adjective)} is Chapter VII. For fulfill Basic Competence {3.6 Identifying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people, animals, objects, according to the context of their use. (Note the linguistic elements of declarative, interrogative, simple present tense sentences)} is Chapter IV. For fulfill Basic Competence { 3.7 Comparing social functions, text structure, and linguistic elements of several oral and written descriptive texts

by giving and asking for information related to the description of people, animals and objects, very short and simple, according to the context of their use} is Chapter V and Chapter VII. For fulfill Basic Competence {3.8 Interpreting social functions and linguistic elements in song lyrics related to the lives of adolescent middle school / MTs} is Chapter IX.

In this book fulfill Basic Competences {4.1 Compose very short and simple interpersonal oral and written interaction texts that involve actions to say hello, say goodbye, say thank you, and apologize, and respond by paying attention to social functions, text structure, and language elements that are correct and in context} is Chapter II. For fulfill Basic Competences {4.2 Composing very short and simple transactional interaction and written interaction texts that involve giving and asking for information related to identity, short and simple, taking into account social functions, text structures, and language elements that are correct and in context} is Chapter III. For fulfill Basic Competences {4.3 Arrange very short and simple transactional interaction text and written interaction involving the act of giving and requesting information related to the name of the day, month, name of the time of day, time in the form of numbers, dates, and years, with social functions, text structures and linguistic elements true and in context} is Chapter IV. For fulfill Basic Competences 4.4 Compose very short and simple oral and written transactional interaction texts that involve giving and asking for information regarding the names and numbers of animals, objects, and public buildings that are close to students' daily lives, taking into account social functions, text structures, and linguistic elements right and in context} is Chapter

V and Chapter VIII. For fulfill Basic Competences {4.5 Composing very short and simple texts of oral transactional interactions that involve the act of giving and asking for information related to the nature of people, animals and objects, taking into account social functions, text structures, and language elements that are correct and in context} is Chapter VII.

For fulfill Basic Competences {4.6 Arranging very short and simple texts on oral transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people, animals and objects, with social functions, text structures, and linguistic elements that are correct and in context} is Chapter V, Chapter VII, and Chapter VIII. For fulfill Basic Competences {4.7 Descriptive text 4.7.1 Capturing contextually meaning related to social functions, text structure, and linguistic elements of oral and written descriptive texts, very short and simple, related to people, animals and objects. 4.7.2 Arrange oral and written descriptive texts, very short and simple, related to people, animals and objects, taking into account social functions, text structures, and linguistic elements correctly and in context} is Chapter VIII. For fulfill Basic Competences {4.8 Capturing contextually meaning related to social function and linguistic elements of song lyrics related to the lives of adolescent junior high school / MTs} is Chapter IX. Overall, this book compliance Main Competences and Basic Competence .

“Headline English” textbook for the seventh grade for Junior High School level which has been a core derived from the principle of 2013 curriculum has some 9 chapters of 9 chapters fulfilled Core Competence and Base Competence used for the seventh grade students. So, most of conformity can support the achievement of KI and KD predetermined. Materials presented fairly broad and deep well of concepts, definitions and examples because the description of the material in this textbook is quite describe to explore the depths of the materials contained in the books of each chapter and reasonably so help building student understanding of the materials presented. Over all, the materials presented in this textbook are good because most of the materials are suitable with Core Competence and Base Competence. Integration of Core Competence and Base Competence, teaching materials for the achievement of indicators. It is suitable enough with one of good book criteria with the content eligibility based on BSNP (Education National Standard Council).

Secondly, it also regarding about the accuracy of the material, based the writer’s result of research that the “Headline English” textbook presented accurately thus avoiding the misconceptions, concept, definition and principle defined precisely formulated to support the achievement of KI and KD, but because of the curriculum used Junior High School is 2013 curriculum so nothing Standard Competence but Core Competence. Besides that, the examples, facts and the illustrations presented accurately. So that the students not only to understand the materials in verbalists. The material in the textbook presented with the concept, definition and principle accurately be equipped by the examples, facts

and the illustrations presented accurately thus avoiding the misconceptions especially for the students.

**Table 3.6**

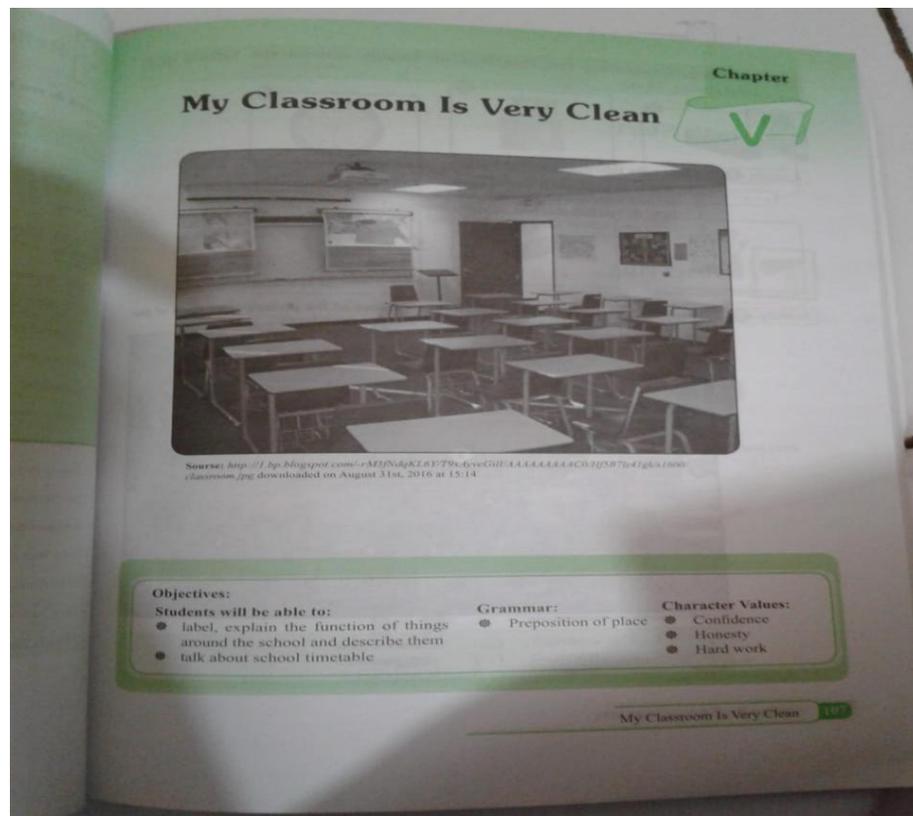
**The examples of the accuracy of facts, and illustration**



The procedure in each chapter in achieving specific goals is formulated well. We know in the beginning of each chapter there are some goals that should be achieved by the students based on the materials that will be learnt in each chapter and the “Objectives” that can help the students to achieve these goals easily. (Table 3.7)

Table 3.7

**The example of presenting the chapter and the goals that should be achieved by students and the “Objectives” that can help the students in achieving the goals in the chapters based on the material that should be learnt**



By the same token of the questions presented in each chapter so accurate and contextual in accordance with the concept, principles, procedures, described in the section of the material. So that, it can help to improve the students understanding. For example in chapter 3 on page 51, activity 6 test part in about reading activity about Cristiano Ronaldo, and chapter 9 on page 258, activity 7 test part in about reading activity about Gelora Bung Karno Stadium on language usage part presents some questions where the questions are contextual based on

the reading text presented. So do the other chapters presented contextual questions based on the material presented. It means that it is suitable enough with one of good book criteria with the BSNP (Education National Standard Council) about accuracy of the material.

Thirdly, from content eligibility side, besides regarding of the compliance with KI and KD and material accuracy, it also regarding about the supporting of learning material. Based the writer's result of research that the materials includes of the example and exercises presented in the "Headline English" textbook in accordance with the development of the science and technology. Clearly mention in chapter 9 on page 256 discuss about recreational places in Indonesia, but also in the other country based on the example from the textbook is Taj Mahal on page 259. In textbook give further material and solve the problem using internet, it means that the material in the textbook following the development of the science and technology.

From the pictures and examples we can look at the table 3.6 and 3.7, these enough clearly that thus textbook presents some features reflect current events or conditions as learning supporting materials. The description, examples, exercises questions on the textbook encouraging the students to make conclusions and answers coherently in varying strategies which are in line with theory stated in previous chapters such as; chapter 1 on page 4, chapter 2 on page 30, chapter 3 on page 51, chapter 4 on page 76. Of course before giving and doing the exercise presented on the textbook there is the instruction based on the needed answer of the questions. Concepts are presented in each chapter there is a link to one another

looks at exposure descriptions, examples and questions that the interconnections based on the material being discussed. For example, in chapter 1 material discussed is about introducing oneself and others and chapter 3 material discussed is about personal identity. Chapter 6 material discussed is about describing a house and things around it and chapter 9 discussed is about describing places and their functions. In fact there are linkages concept discussion of material between chapters. These chapters discuss from the discussion related about the social life in the forms of expression-expression, such as in chapter 1 discussed is about greeting and saying goodbye and chapter 2 discussed is about expressing apology regarding the state of the social environment and the development of science and technology.

The material in the form of descriptions and exercises and assignments delivered in good looks which in any task or the material presented there is a communication early in the form of instructions or notices to be clear and easy to understand the intent and purpose of material or task. Presented before conducting study or work tasks for example in chapter 3 page on 59 activity 12 write at least six sentences about your family. From these examples that the book is quite communicative so there is no miscommunication in teaching and learning in the classroom by using this textbook. In this textbook also presents a description of the material or which requires students to apply in daily life is visible on each chapter in addition to presenting the material nature of the incident also serves a variety of forms of expression which requires students to practice in the classroom as a result of the task presented on textbooks. As shown on pages 33 and 39 that

requires students to create a dialogue expressing of gratitude and expressing apology. Automatically it was very influential with their daily life using expressions presented in the book.

Beside of the currency and attractiveness of the images that could inspire students to learn the spirit, the textbook also presents a task to get students thinking away from the scope in the book example chapter 8 on page 222, chapter 9 on page 251 and other chapters. Equipped with the enrichment in each chapter that can increase the level of students understanding of the material that has been presented in each chapter. In chapter 1 on page 21, chapter 2 on page 43, chapter 3 on page 66, chapter 4 on page 100, chapter 5 on page 135, chapter 6 on page 167, chapter 7 on page 207, chapter 8 on page 243, and chapter 9 on page 267. It is suitable enough with one good book criteria based on BSNP (Education National Standard Council) is the material must have learning supporting. Overall, “Headline English” textbook from three sub-component not all fulfilled of the indicators, this item not fulfilled is problem solving.

## **2. Presentation Eligibility**

In presentation eligibility consists three sub-components that are; (1) technical of the presentation, (2) learning presentation, and (3) presentation completeness.

### **“Headline English” textbook**

Firstly, viewed from the proportioned of techniques presentation sub-component, especially focus on systematic presentation indicator, the “Headline English” textbook contains a complete motivational at the beginning of each

chapter is presented in the form of the appearance of an image, as well as motivational as well as an effort to prepare students mind for the topic is going to learn. For example, at the beginning of chapter 1 presented images of the she waving at the train gate indicating that the discussion in this chapter cannot be separated from the discussion about an incident that happened in neighborhood in accordance with a focus on the elements of matter the English language such as the type of text that will be discussed, grammar and more. At the beginning of each textbook chapter is also equipped with an introduction that includes the goals of the prerequisites required once things expected as a result of the study of each chapter. For example, after finishing this lesson, how much do you learn from this unit. For the contents are clearly presented by the textbook with regard to Core Competence and Base Competence suitability has been established. Where should present the present the systematic presentation well, at least comprising the motivation, introduction and the content.

When if viewed from the coherently of the concept indicator. “Headline English” textbook in accordance with the flow of deducting reasoning in which the concepts presented from simple to complex. All evident in the grid map clearly we can see so systematic and have a good procedure regarding presentation technique from simple to the complex levels, is preparation, core material, language usage, language use, summary and reflection, enrichment and enclosure. Then, viewed from the balance of the chapters indicator based on BSNP (Education National Standard Council) that could be reflected on the number of pages of each chapter the textbook is proportionate.

Secondly, beside regard to the technical presentation sub-component of presentation eligibility component, learning presentation must be considered where the presentation of the material of the “Headline English” textbook is interactive so as motivate students to learn independently, using different kinds of tasks from other types of task individually, in pairs and even in groups contained in the activities of the “school project“ on each chapter. The presentation of the material are presenting some tasks and ask them to be active and interactive in the class and demand the students critical thinking. Activities as stated in the chapter of students presented the task of observation in which students are required to provide varied answers in the group to increase their liveliness, innovative, critical and creative, such as on page 39, where they asked to form groups student to create dialogue apology, as well as in other chapters that present the different tasks such as on page 255 present the exploration tasks where students are required to collect information about information relating to wonderful places and then analysed by processing terminated conclusions from the information obtained.

In the skills development process is not quite in the task of course keep on any part of the existing activities in the students also demanded to improve students skills in the work. For example in the “preparation” presented a picture which requires students to be more interactive in response to the images presented, as well as in the “language usage” which serves a variety of types of expressions which serving task that requires students to cultivate a dialogue known as one the “hands on activity” and require them to display the results of the

dialogue they created in front of the class, one example on page 42 “school project”, and the other part in improving students skills in doing the activity. Of course the contents and tasks presented contextual, familiar, attracting the students, be safe and free from abuse violations of ethnic group (SARA). Avoiding boredom will happen to the students in learning the material in the textbook “Headline English”, it serves a variety of methods to present the material from the simple to the complex is equipped with presenting of images, illustrations, charts, tables and proportional to support material. Do not forget to include sources for illustrations are clearly protected.

Thirdly, besides regarding of the technical and learning presentation, it also considering the completeness of the presentation where there are parts of the preliminary, content and finishing. Preliminary that existed at the beginning of the book at least the preface, which contains the general contents of the book in which the textbook “Headline English” is located on page iii, book features on page iv, table of content on page vi. On the contents, pictures and illustrations or tables that presented are clear, appropriate and proportionate fact equipped with presents the contextual and proportionate task. In the full contents of this textbook also presented with a vocabulary list of which can helps the students to review the lessons and make some wisdom and the source list. While the ending part of this textbook presents bibliography attached on page 273, glossary on page 274, index on page 276, information about the issuer on page 277, but there is no hint. Overall, for the items of indicators of presentation eligibility mostly fulfilled.

### **3. Language Eligibility**

In language eligibility consists three sub-components that are; (1) compliance with the students development level, (2) the communicativeness, and (3) the coherent and the unity of the idea.

#### **“Headline English” textbook**

Focus on the compliance with the students development level and the communicativeness. The language presented in the “Headline English” textbook in explaining the concept, application of concepts through examples or illustrations imaginatively can be imagined by the students. And in accordance with the level of students social emotional development. Language used in this book is easily understood and served fairly well understood in the presentation of the material, examples and illustrations explaining and giving orders. For example, in chapter 8 page 236 that says”write a or an before each animal from picture below, from these samples can be used as evidence that the language used in the textbooks in accordance with the level of education equal junior high school, in accordance with the rules of grammar English is good and true and certainly easier for students to digest and understand the intent and purpose so as to encourage students to study the book thoroughly. It is suitable with the criteria BSNP (Education National Standard Council) that the language should be easy to understand. Equipped with full colour illustrations and not only serves as materials that are in the local environment but the global environment. Seen in this part of the “observing” which always presents the illustrations locally appropriate and proportionate in order to stimulate the students mind before

starting the learning process such as chapter 1 on page 2 & 10, chapter 2 on page 28 & 34, chapter 3 on page 50 & 56, chapter 4 on page 74 & 83, chapter 5 on page 108 & 120, chapter 6 on page 144 & 155, chapter 7 on page 174, 184, & 194, chapter 8 on page 214, 220 & 229, chapter 9 on page 250, 256 & 261. Also on page 258 in addition to presenting local picture about “Gelora Bung Karno Stadium, Indonesia” as a messenger of the material being conveyed also presents a picture “Taj Mahal, India” as a comparison so that students emotional social awakened. It is suitable with the criteria BSNP (Education National Standard Council) that the language must suitable with the students intellectual development level and students social emotional development level where explain that language used in the textbook must suitable with the students social emotional with the illustrations describing the concepts from local until global era.

Next, if seen from the integration of each chapter, “Headline English” textbook in delivering of messages between one chapter to another chapter so close together and most of interconnections where at chapter 1 presented discussion about greeting, saying goodbye, and introducing oneself and others. Chapter 2 presented discussion about expressing gratitude and expressing apology. Chapter 3 about personal identity and talking about family. Chapter 4 about telling numbers times, days, months, and years, and telling daily activities. Chapter 5 presented discussion about labeling, explaining the function of things around the school and describing them and talking about school timetable. Chapter 6 about labeling things around a house and explaining their functions, describing a house and things around it. Chapter 7 presented discussion about

describing people's appearance, describing people's character or personality and writing descriptive text about people. Chapter 8 about talking about pets, describing animals physical appearance and behavior, writing descriptive texts about animals. Chapter 9 about describing places and their functions, writing descriptive text about places or buildings and getting the messages of a song. If the terms of the integration of each paragraph contained in each chapter presented accurately, coherently and proportionately. It is suitable with the criteria BSNP (Education National Standard Council) that the coherent and the unity of the chapters and paragraphs. Overall, "Headline English" textbook fulfill all of the items of language eligibility indicators.

#### **4. Graphic Eligibility**

In graphic eligibility consists three sub-components that are; (1) book size, (2) cover design, and (3) book content design.

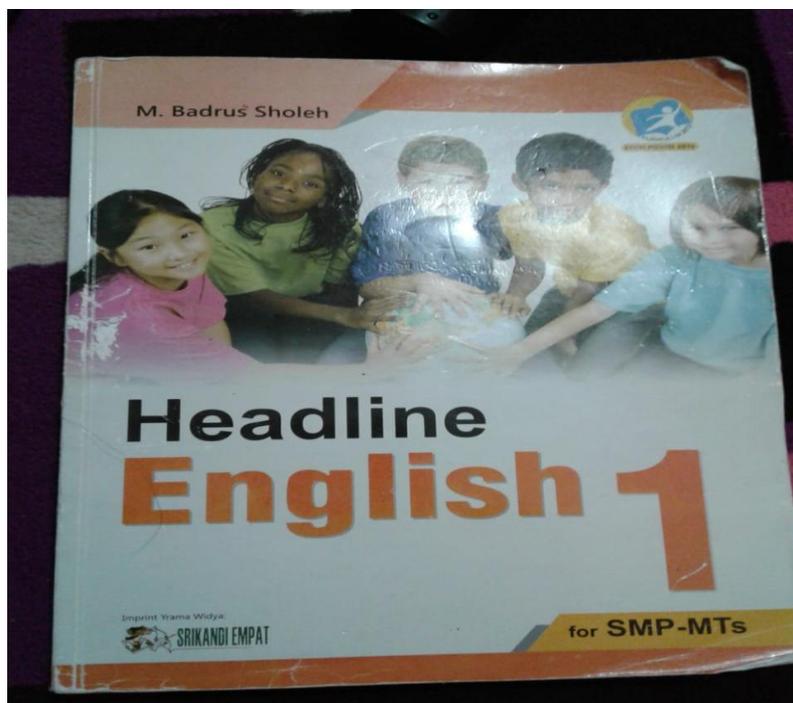
##### **"Headline English" textbook**

Firstly, focus on the size of textbook where must comply with ISO standards, the size of a book based on ISO standards commonly applied in the manufacturing of textbooks among its A4 (210 x 297 mm), A5 (148 x 210 mm), and B5 (176 x 250 mm). "Headline English" textbook based on the information listed on page (ii) mention that its size is 20 x 26,5 cm , it means the size of a "Headline English" textbook not accordance with the provisions of ISO standards. Secondly, beside of the book size sub-component side, in terms of graph eligibility also pay attention to the design of textbook cover. Design of the front and back of the cover of the book "Headline English" has a coherent whole in

which the element of colour, illustration and typography appear in harmony, rhythm and intertwined with each other and consistent. As the initial attraction of the book, the “Headline English” textbook cover design is good centre point visibility with precision elements / materials design that will be presented or highlighted in between these elements / materials design of the other and thus clarify the presenting of text and illustrations and other decorative elements. The composition and size of the elements of the layout of the title, author, illustration and the other also has a balance punctuated with elements of colour can give certain shades. Elements of the layout design consistent of book cover in a series of textbooks. In addition, the font used on the cover is quite attractive and easy to read where the font size of titles is more dominant than the name of the author and publisher, and proportionate to not use a lot of combinations of letters and letter ornamental resulted in disturbing the attractiveness of the eyes could see, the typeface on the cover of the book use 2 kinds of letters to be more communicative in conveying information submitted. Supported also by the view of a colour that contrast with the background. Suitable with the criteria BSNP (Education National Standard Council) about cover design.

Table 3.8

## Cover of “Headline English”



Thirdly, criteria BSNP (Education National Standard Council) about graph eligibility is also concerned at the content of the book design. Content design of writing a book on the “Headline English” textbook is able to provide an overview of the side / specific teaching materials quickly, and can visually to show kinds of illustrations shown based on the material. Clearly visible on the home page of each chapter, which presents images corresponding to what material will be covered. For example, chapter 7 at the beginning of the chapter presented an image this is my house of images that can clearly help move the students mind about what will be discussed, when it began to explore the material in it an it turn out having an association between the images on the page earlier in the chapter with the content there in namely discussion of a my diva Agnes Monica is

presented in the form of “descriptive text”. Powered by shape, colour and size, the proportion of objects in accordance with the reality on the preview image, illustration and more so as not to cause any understanding. Placement of the layout elements such as title, subtitle, preface, table of contents, and others consistently from each other. The separation between paragraphs clear there is no widow or orphan.

Placement of the layout of titles, subtitles, text, illustrations, captions and layout of the page number referring to the principle of two pages open (centre spread) and a margin of two pages side by side on a print fields applied proportionate and spacing between the text and the illustration was appropriate. Not only that, the space between letters and between lines and text normal, wide composition of the text was the appropriate level of education that is equivalent junior high school level. The title of the chapter on “Headline English” written in full along with the chapter numbers, for example lesson 1 (followed by the title of chapter), lesson 2 (followed by the title of chapter), and so on (look at the table 3.7). Writing subheads and sub-sub-title well adapted to the existing provisions on “objectives” that are presented after each chapter title pages are consistently included pages that are tailored to the layout pattern (look at the table 3.7). Besides that are illustrations and captions are able to clarify the presentation of the material in good shape, size proportional, as well as interesting colour corresponding original object, writing captions to illustrations is placed adjacent to the smaller size of the text font and proportionate. On each page there are not images that serves as the background so that the clarity of concept or material

description is conveyed clearly. Writing the layout of the title headings and sub-subheadings in each chapter and sessions presented neatly and proportionate so as to avoid misinterpretation. In addition to the layout of headings, subheadings and sub-subheadings are taken to ensure that no misinterpretation for students in understanding the text book so do not use too many fonts.

This textbook on writing letters of text using the letter “*Times New Roman*” only to distinguish elements of text, font text using variations and type “*Times New Roman*” too e.g. the use of variation bold, and italic, which is clearly visible on any instructions or orders or shows an important thing on very page of a discussion, concept or exercise. Not only that, in each sub-headings in the font differ as distinct from the letter of the text used, namely “Arial” and bold. The illustrations presented on the description of the material in each chapter so that an accurate proportional to the shape of the object in question, certainly in harmony with the material covered so as to become clarify and simplify of understanding and stimulate students thinking creatively dynamic. Overall, “Headline English” textbook from three sub-component not all fulfilled of the indicators, this item not fulfilled is book size.

### **Scoring Activity**

For scoring the researcher analysed the textbooks provide an indicator of the value of scoring. Indicators are used to analyse the feasibility of the content, presentation, language, and graphic where to know how much score was given in each indicators. Based on Mansur Muslich’s theory that discuss about this book

appraisal in accordance with Government Regulations (Permen) No. 2 Year 2008

Book 8, Government Regulations (Permen) 11 2005.<sup>3</sup>

**Table 3.9**  
**Scoring the quality of textbook<sup>4</sup>**

<b>Item</b>	<b>Score</b>	<b>Description</b>	<b>Proper Value Provided</b>
<b>a. Content Eligibility</b>			<b>Headline English</b>
<b>a. The compliance with the material description KI (Core Competence) and KD</b>	<b>1</b>	The suitability of the material (concepts, principles, procedures, examples, and exercises) contained in textbooks with KI and KD are at a level interval 0-25% of the total material.	
	<b>2</b>	The suitability of the material (concepts, principles, procedures, examples, and exercises) contained in textbooks with KI and KD are at a level interval 26-50% of the total material.	
	<b>3</b>	The suitability of the material (concepts, principles, procedures, examples, and exercises) contained in textbooks with KI and KD are at a level interval 51-75% of the total material.	
	<b>4</b>	The suitability of the material (concepts, principles, procedures, examples, and exercises) contained in textbooks with KI and KD are at a level interval 76-100% of the total material.	√

<sup>3</sup> Indah Puji Astuti, Analisis Kualitas Buku Pelajaran Bahasa Indonesia Untuk Kelas Tinggi yang Digunakan di SD Negeri 2 Centre Curup TahunAjaran 2012/2013 Universitas Bengkulu, 2013. P.28.

<sup>4</sup>Ibid.

<b>b. The accuracy of the material</b>	<b>1</b>	Material (facts, concepts, illustrations) contained in textbooks contextual, not cause many commentators, correctly in accordance with the rules (accurate) is at a level interval 0-25% of the total material.	
	<b>2</b>	Material (facts, concepts, illustrations) contained in textbooks contextual, not cause many commentators, correctly in accordance with the rules (accurate) is at a level interval 26-50% of the total material.	
	<b>3</b>	Material (facts, concepts, illustrations) contained in textbooks contextual, not cause many commentators, correctly in accordance with the rules (accurate) is at a level interval 51-75% of the total material.	
	<b>4</b>	Material (facts, concepts, illustrations) contained in textbooks contextual, not cause many commentators, correctly in accordance with the rules (accurate) is at a level interval 76-100% of the total material.	√
<b>c. The supporting of learning materials</b>	<b>1</b>	If the material and features (including a description, examples, exercises, bibliography) contained in the textbook not reflects the current conditions, derived from the immediate environment associated with the science students and science of language is at the level beyond the interval 0-25%.	
	<b>2</b>	If the material and features (including a description,	

		examples, exercises, bibliography) contained in the textbook not reflects the current conditions, derived from the immediate environment associated with the science students and science of language is at the level beyond the interval 26-50%.	
	<b>3</b>	If the material and features (including a description, examples, exercises, bibliography) contained in the textbook not reflects the current conditions, derived from the immediate environment associated with the science students and science of language is at the level beyond the interval 51-75%.	√
	<b>4</b>	If the material and features (including a description, examples, exercises, bibliography) contained in the textbook not reflects the current conditions, derived from the immediate environment associated with the science students and science of language is at the level beyond the interval 76-100%.	
<b>b. Presentation Eligibility</b>			<b>c.</b>
<b>a. Technical of Presentation</b>	<b>1</b>	If the material presented from easy to difficult concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD is in the interval 0-25%.	
	<b>2</b>	If the material presented from easy to difficult	

		concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD is in the interval 26-50%.	
	<b>3</b>	If the material presented from easy to difficult concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD is in the interval 51-75%.	
	<b>4</b>	If the material presented from easy to difficult concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD is in the interval 76-100%.	√
<b>b. Learning Presentation</b>	<b>1</b>	If the material presented emphasis on process skills that are safe for students, the presentation varies, whose value is in the interval of 0-25%.	
	<b>2</b>	If the material presented emphasis on process skills that are safe for students, the presentation varies, whose value is in the interval of 26-50%.	
	<b>3</b>	If the material presented emphasis on process skills that are safe for students, the presentation varies, whose value is in the interval of 51-75%.	
	<b>4</b>	If the material presented emphasis on process	√

		skills that are safe for students, the presentation varies, whose value is in the interval of 76-100%.	
<b>c. Presentation completeness</b>	<b>1</b>	While most anatomy books do not exist, part its part consists of an introduction, table of contents, gloss, bibliography, summaries and concept maps, evaluation of the manner of writing is not uncommon and true, more illustrations than text and not in accordance with the content.	
	<b>2</b>	If the majority of the anatomy book does not exist, part its part consists of an introduction, table of contents, gloss, bibliography, summaries and concept maps, evaluation of the manner of writing is not uncommon and true, the illustrations and text as much and less in accordance with the contents material.	
	<b>3</b>	If one of the parts of the anatomy of the completed book, parts consist of preface, table of contents, gloss, bibliography, summaries and concept maps, evaluation and manner of writing that is quite prevalent and true, the illustrations a bit of text and fairly in accordance with the contents	√

		material.	
	<b>4</b>	If the anatomy of the completed book, parts there of shall be composed of the introduction, table of contents, gloss, bibliography, summaries and map concept, evaluation and the manner of writing that is commonly and correctly , fewer illustrations of text and in accordance with the contents.	
<b>d. Language Eligibility</b>			<b>e.</b>
<b>a. The compliance with the students development level</b>	<b>1</b>	If the language used is difficult, unattractive, convoluted, difficult to understand, use the command line.	
	<b>2</b>	If the language used less attractive, less straightforward, less understandable, only partly use the phrase of invitation.	
	<b>3</b>	If the language used is quite simple, quite interesting, quite straightforward, quite understood most of using the phrase of invitation.	
	<b>4</b>	If the overall language of the text simple, attractive straightforward, easily understood, using in the phrase invitation.	√
<b>b. Communicative</b>	<b>1</b>	If the language is not commonly used equivalent junior high school students, not in accordance with the rules of English grammar is good and right.	

	2	If the language is less commonly used equivalent junior high school students, not in accordance with the rules of English grammar is good and right.	
	3	If the language is quite commonly used equivalent junior high school students, quite in accordance with the rules of English grammar is good and right.	
	4	If a commonly used language overall equivalent junior high school students, and in accordance with the rules of English grammar is good and right.	√
<b>c. The chronological and unity of mindset / idea</b>	1	If it is not of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents.	
	2	If in part of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents.	
	3	If the bulk of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents.	
	4	If all of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents.	√

<b>Graphic Eligibility</b>			
<b>a. Book size</b>	<b>1</b>	Following the ISO standard book size A4 (210 x 297 mm), A5 (148 x 210 mm), B5 (176 x 250 mm). Tolerance of differences in the size of 0-20 mm. Score 1 if the tolerance limit of the size difference of 15-20 mm.	
	<b>2</b>	Following the ISO standard book size A4 (210 x 297 mm), A5 (148 x 210 mm), B5 (176 x 250 mm). Tolerance of differences in the size of 0-20 mm. Score 2 if the tolerance limit of the size difference of 10-15 mm.	
	<b>3</b>	Following the ISO standard book size A4 (210 x 297 mm), A5 (148 x 210 mm), B5 (176 x 250 mm). Tolerance of differences in the size of 0-20 mm. Score 3 if the tolerance limit of the size difference of 5-10 mm.	√
	<b>4</b>	Following the ISO standard book size A4 (210 x 297 mm), A5 (148 x 210 mm), B5 (176 x 250 mm). Tolerance of differences in the size of 0-20 mm. Score 4 if the tolerance limit of the size difference of 0-5 mm.	
<b>b. Book cover design</b>	<b>1</b>	If the cover design (skin of the face, back, rear) has no unity, no contrasting colour, size, font disproportionate either the book title, author name, publisher, use more than three fonts, illustrations do not	

		describes the contents of the book.	
	<b>2</b>	If the cover design (skin of the face, back, rear) lacks unity, lacking contrast colour, size, font proportionally less good book title, author name, publisher, using 3 or 1 typeface, illustrations describe the contents of the book is less.	
	<b>3</b>	If the cover design (skin of the face, back, rear) enough to have unity, lacking contrast colour, size, font reasonably well proportionated book title, author name, publisher, using 3 typeface, illustrations adequately describe the contents of the book.	
	<b>4</b>	If the cover design (skin of the face, back, back) has unity, contrast colour, size, font proportionated book title, author name, publisher, using 3 or 1 typeface, illustrations describe the contents of the book.	√
<b>c. Book content design</b>	<b>1</b>	If letters are used more than two types, many letters ornamental, illustration does not reveal the contents of the object and proportionate, there is no harmony between titles, text, captions, illustrations throughout the book's pages.	
	<b>2</b>	If letters are used more than two kinds, pretty much use of ornamental	

		letters, illustration less reveal the contents of the object and proportionate, less there is harmony between titles, text, captions, illustrations throughout the book's pages.	
	<b>3</b>	If letters are used more than two types, there are some ornamental letters, illustration quite reveal the contents of the object and proportionate, sufficiently harmonious inter-titles, text, captions, illustrations throughout the book's pages.	
	<b>4</b>	If letters are used a maximum of two types, do not use decorative letters, illustration reveal the contents of the object and proportionated, harmonious inter-titles, text, captions, illustrations throughout the book's pages.	√
<b>Totally</b>			45

After describing and analysing the content of the textbooks based on Education National Standard Council (BSNP), the next step is conducting an assessment based on the indicators of assessment instruments assessment textbook of BSNP, i.e. Content, presentation, language and graph eligibility (instrument contained in the annex complete with descriptions of each grain as assessment guidelines). Assessment is done with the use of a graduated scale 1-4. The lowest value is 1 and the highest score is 4. Having obtained a score in each subcomponent. Further assessment in the form of a percentage of the instrument

BSNP from the score of each subcomponent is calculated by the following formula :<sup>5</sup>

**a. Headline English textbook**

$$P = \frac{\text{the number of scores obtained by each sub -component}}{\text{the number of the maximum score for each sub -component}} \times 100\%$$

1. Content Eligibility

$$\frac{11}{12} \times 100\% = 91.66 \%$$

2. Presentation Eligibility

$$\frac{11}{12} \times 100\% = 91.66\%$$

3. Language Eligibility

$$\frac{12}{12} \times 100\% = 100\%$$

4. Graphic Eligibility

$$\frac{11}{12} \times 100\% = 91.66\%$$

$$\text{Totally score Headline English textbook} = \frac{45}{48} \times 100\% = 93.75 \%$$

*Note :*

*P* = percentage score for each sub-component

**Table 3.8**

**The Criteria of Book Quality<sup>6</sup>**

The Quality	Percentage	Description
Very Good	85-100	The average of the score
Good	65-84	
Good Enough	55-64	
Not Good	40-54	
Bad	0-39	

From the result “Headline English” textbook score is 93.75 % it means that quality is very good.

<sup>5</sup>Ibid, p 43.

<sup>6</sup>Mohammad I Farisi. Buku Teks Sebagai Psychological Tool Proses Enkulturasi dan Pelestarian Kearifan Lokal. Prosiding Temu Ilmiah Nasional Guru IV (Tangerang: Universitas Terbuka.2012) p.598.









## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The quality of the *Headline English* textbook for the seventh grade of Junior High School based on Education National Standard Council (BSNP). There are 4 elements, these are content eligibility, presentation eligibility, language eligibility, and graphic eligibility. For content eligibility element side, not all items of its indicators are fulfilled clearly. These indicators are : the compliance with the material description KI and KD, the accuracy of the material and the supporting of learning material. The item is not fulfilled the problem solving. The score content eligibility is 91.66 %. For presentation eligibility element side, not all items of its indicators are fulfilled, these indicators are: technical of the presentation, learning presentation, and presentation completeness. The item is not fulfilled list of symbols or notation and hint of the presentation completeness. The score presentation eligibility is 91.66%. For language eligibility side, all of the items of its indicators are fulfilled clearly. These indicators are the compliance with the students development level, communicative, and the chronological and unity of mindset / idea. The score language eligibility is 100%. For graphic eligibility side, not all items of its indicators are fulfilled, these indicators are: book size, cover design, and book content design. The item is not fulfilled size of book size. The score graphic eligibility is 91.66%. Over all, from the result “Headline English”

textbook score is 93.75 % it means that quality is very good and suggested to be used.

## **B. Suggestion**

### **1. Suggestion for the teacher**

Teachers can choose the most appropriate textbooks in the teaching and learning process that fulfill content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic. Teachers can apply the results of this study on teaching and learning activities, and can increase knowledge in choosing the appropriate books.

### **2. Suggestion for the students**

Provide information to the seventh grade students on the content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic on *Headline English* textbooks published by Srikandi Empat.

### **3. Suggestion for the other researcher**

Analysis of textbooks can be an alternative in determining research, this research can also be developed on the scope of research and other specific expertise.

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