AN ANALYSIS OF "BAHASA INGGRIS" TEXTBOOK USED IN THE SECOND GRADE OF SENIOR HIGH SCHOOL

THESIS

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Banda Aceh, 09 Januari 2018

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SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa sebuah skripsi yang berjudul "An Analysis of "Bahasa Inggris" Textbook Used in the Second Grade of Senior High School" adalah benar-benar karya asli saya, kecuali kutipan dan lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,

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ABSTRACT

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Textbook is one of the materials in teaching learning process which is regularly used by both teachers and students at school. Textbook should improve the quality of teaching and learning process. The purpose of this study is to find whether or not the materials provided in the English textbook "Bahasa Inggris" designed for the second grade of Senior high school compatible with the curriculum 2013. Besides that, the researcher also studies about the feasibility of content of the textbook. This study uses descriptive qualitative approach. The data collected for this study will be gathered from the English textbook "Bahasa Inggris" published by Ministry of Education and Culture of Indonesia. The results findings of this study concluded that (1) the English Textbook of "Bahasa Inggris" compatible with the curriculum 2013, as every single KI and KD successfully implemented in the textbook. (2) The materials provided in the textbook completely developed, as all the suggested English language skills exercises of writing, speaking, reading and listening materials in the curriculum 2013 are implemented. (3) The feasibility of content has mostly met the standard of an English textbook in delivering curriculum 2013, using the basic frequency formula from Sudjiono assessment score acquired with 80% in feasibility of content fulfilled. Based on the findings of this study the researcher suggested that both English teachers and educational institution should concern and pay attention with the content of the textbook, not only its compatibility with the current curriculum, but also the compatible with students' needs.

CHAPTER I
INTRODUCTION

A. Background of Study

In teaching and learning process of English language numerous aspects could affect the outcomes of learning for students. These aspects could emerge from the pre-teaching preparations, while the teaching and learning is on progress, or after the teaching and learning took place. Teachers' roles are obviously important in teaching and learning process. They plan the syllabus, prepare the materials, and teach in the classroom and so on. That's a lot of task to be done by a teacher as teaching material.

Textbook serves as a media that helps teachers in arranging a teaching and learning process. Therefore preparing the teaching materials for each class will not consume lots of time. Besides, Cunningsworth (1995) mentions that the uses of textbook are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn. Textbook is not only useful for teachers in terms of helping them to prepare the materials, and achieve the teaching aims and objectives but also textbook helps students to achieve their learning needs. It sounds to be logical answers to overcome the problems of creating good and enhancing teaching atmosphere in

the classroom. With well prepared materials and test provided by the textbook, combined with teacher flexibility in teaching using the textbook in the class, a good compromise can be reached.

According to Cunningsworth (1995) The effectiveness of a textbook in arranging aims and goals, and preparing teaching materials become a good consideration before deciding to use the textbook in the classroom. An inappropriate textbook could possibly make the class full with uninteresting exercise or too expensive for students or even does not match with the learner's rights in achieving their needs in learning. Those reasons make the selection of textbook used by teachers become relatively crucial. The textbook has to fit with the current curriculum, schools syllabus along with student's needs and also the aims and goals of teaching. Therefore, teachers have to choose the appropriate and ideal textbook as beneficial for both students and teacher as possible. However on a particular occasion, learners' needs sometimes become the pin point for the teachers to determine a textbook.

Curriculum 2013 for senior high school in Indonesian began to be implemented from grade X or first grade of senior high school. Moreover, it is wise that the new Curriculum 2013 needed to be tested first before it takes over the previous curriculum. The curriculum 2013 it self is pretty much different from the KTSP. The purposes of the study of the curriculum 2013 in the

classroom are not only based on what student learned from curriculum, but also it hopes to achieve certain values. The religious values and some characteristic building values in the student's character are also taught in the classroom. Teaching and learning method also comprehensively changed into student-centered. Asking them to analyze and then produce it with what they have already observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware with their friends, surrounding, and aesthetic factors are part of the changing method (The Ministry of Education of Republic of Indonesia, 2013). It makes English skills become main priority in teaching English for students in Curriculum2013 as the activities in Curriculum 2013 are expected to make students exposed in using English language as often as possible with various theme, context, and topic.

At present, there are many English textbooks that have been published, either by local publishers or foreign publishers. When a new curriculum is issued by the government, there must be lots of new English textbooks based on the new curriculum in the market. Teachers also prefer to use the textbooks with the new curriculum because the goal of the study will be based on the new curriculum too. A countless number of English textbooks are available on the market. The eye can easily be deceived by colorful covers, a beautiful layout and attractive artwork. As an inexperienced teacher it can be particularly difficult to know what to look for in an English textbook. The decision to purchase a textbook should

therefore be carefully considered. The content of English textbooks influences what teachers teach and learners learn. If the textbook is too advanced or too simple for the students the teacher will certainly be faced with problems. The content of the textbook might not be of the kind that students can relate to.

There are many publishers that have published English textbooks for the second years students of Senior High School. The textbooks should hold a main instrument to do the curriculum which has been arranged before. However, sometimes some of them are not appropriate with the standard of curriculum yet. In reality, it is quite difficult to get English textbook that has good materials and suitable with the curriculum. Although plenty of English textbooks for Senior High School are claimed to be published and written based on the basic competences in the syllabus of English curriculum 2013, but not all of them are really in line with the curriculum 2013.

Considering the statement above, the researcher wants to analyze the content material coverage of English textbook and to know whether the textbook is in line with the latest English syllabus recommended which is used at the second year of MAN 4 Aceh Besar. The researcher chooses the textbook "Bahasa Inggris" because the textbook declares in the preface that it is designed on the basis of the current curriculum called curriculum 2013. Besides, all of students of Senior MAN 4 Aceh Besar use this textbook to support the success of teaching-learning process. According to the explanation previously, the

researcher tries to analyze and interpret it under title**"An analysis of "Bahasa Inggris" textbook used in the second grade of senior high school".**

B. Research Questions

Based on the background of the study above, the research questions of this research formulated as follows;

1. Are the materials presented in the textbook "Bahasa Inggris" published by *kementrian pendidikan dan kebudayaan indonesia* compatible with *KI (Kompetensi Inti) and KD (Kompetensi Dasa*r) of Curriculum 2013?
2. Are the supporting materials presented in the textbook "Bahasa Inggris" published by *kementrian pendidikan dan kebudayaan Ind*onesia compatible with *KI (Kompetensi Inti) and KD (Kompetensi Dasar*) of Curriculum 2013?

C. The Aims of Study

The aims of the research of analyzing the English textbook used in senior high school are as follow:

1. To know whether the materials in "Bahasa Inggris" textbook match with the current curriculum of Curriculum 2013.

2. To know whether the supporting materials in “Bahasa Inggris” textbook match with the current curriculum of Curriculum 2013.

D. Terminology

The following definitions are given to make readers have the same understanding or perception for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. Analysis

   Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it (Michael Beaney, 2012). On the other hand, A systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their inter relationships or an examination of data and facts to uncover and understand cause-effect relationships, thus providing basis for problem solving and decision making.

   In this research, the analysis focuses on English textbook for second grade of senior high school “Bahasa Inggris” semester 2 published by *Kementerian Pendidikan dan Kebudayaan Indonesia* and used in MAN 4 Aceh Besar based on basic competences of curriculum 2013.

2. English Textbook

A textbook or course book is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Schoolbooks are textbooks and other books used in schools (The American Heritage Dictionary of the English Language, 2014). Crawford (2002) advocates the use of well-developed textbooks. Those textbooks, based on sound learning principles, are appropriately paced, which might alleviate students' anxiety and further promote learning. Although most textbooks aren't only published in printed format, many are now available as online electronic books.

The textbook uses in this research is the English textbook for second grades of senior high school "Bahasa Inggris" semester 2 published by *Kementerian Pendidikan dan Kebudayaan Indonesi*a and used in MAN 4 Aceh Besar based on basic competences of curriculum 2013.

3. Second Grade

Second grade (called Grade 2 or Class 2 in some countries) is a year of primary education in many nations. Second grade is the second grade of senior high school. The school age is depending on which country,

and depending if the students have repeated the first grade or not. This research will be focus on the second grades at MAN 4 Aceh Besar.

E. Significance of Study

The results of this study hopefully will affect the educational institution awareness towards choosing an appropriate textbook for students and give a better insight on how to choose the suitable English textbooks as a guideline for teachingEnglish. By scaling and reviewing the textbook from its content, teachers orinstitution are reinforced to pay more attention on what textbook they will likely touse. Through this study the researcher hopefully will provide a way to help any further research based on this study to analyze the upcoming English textbook in Curriculum 2013 that have not been released yet. Besides, it can be used as a basic consideration for the next researchers who are interested in developing similar study.

CHAPTER II
LITERATURE REVIEW

A. Textbook

1. The Definition of Textbook

Textbook serves as an important role in teaching and learning activities. Using the textbook in the classroom helps teacher in delivering the materials. Similar to the statement above, Mudzakir (2004) stated that a textbook is complemented with student work. As he mentioned in his journal, textbook along with many other names is commonly used by educational institution or school and is usually provided with exercise and teaching materials.

The standard of students works in a textbook or course book are usually suitable with the students' knowledge competence, as Cunningsworth describes, publishing textbook has commonly passed several qualification tests from publisher in a controlled pilot studies before it is released to public (Alan, 1984). In line with Cunningsworth's statement above, Gebhard (2009) implied that at minimum an exercise in EFL/ESL textbook created by publishing companies, government agencies, curriculum development teams at the school labels, and classroom teachers. Although there are many modern media that are invented to support teachers and students in teaching-learning procces, such as tape recorder, overhead and LCD projector, video,

and e-book, many schools still buy and use printed textbook and references. However, considering the fact that most schools in Indonesia still greatly depend on the use of textbook as a learning source, it may be necessary then to carry out an analysis weather a textbook provided opportunities to develop student's competence.

According to Tarigan (1986, p.13) "textbooks are books of lesson incertain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easy understood by the user in schools and colleges to recieve teaching program".

From those definitions about textbook, it can be referred that a textbook is a book that serves as a standard guideline for students and teachers in supporting the teaching and learning process in the classroom. In addition, Jazadi (2003) implies that Textbook are best seen if it is designed for a learner centered to help learner focus on learning and gives learners role in decision making process in the classroom.

To sum up, a textbook is a book used to be the guideline for both teacher and students in teaching and learning process with consideration of a curriculum and textbook also need to fit with students needs in learning. Thus, textbooks are median teaching learning activity in the classroom and teachers must choose good textbook based on the learners` need.

2. The Function of Textbook

Textbook used in teaching and learning process is important. Textbook are meant to help teachers in providing them teaching materials as stated by Chandran (2003) that textbook act as a guideline for inexperienced teachers or tools for experienced teacher. It also provided either inexperienced or experienced teachers with guidance on what students have to learn and what student wish to learn. The statement from Chandran is also in line with the statements from Cunningsworth (1995). According to him, there are several functions and roles of textbook which are:

a. a resource of presentation material
b. a source of activities for practice and communicative interaction
c. a reference book (grammar, vocabulary, pronunciation)
d. a syllabus
e. a resource for self-directed learning or self-access
f. a support for less experienced teachers.

The essence of a textbook is basically to help both teacher and students in some ways. For teacher, it helps them in preparing and developing the

teaching materials that are going to be taught and in the other hand. As for the students, it helps them to maintain and trace back their input in learning.

3. Criteria of Good English Textbook

Textbook is one of the important media of teaching and learning activity in the classroom so it must have a good quality. To know how a textbook is categorized in a good quality, the researcher provides some criteria from the experts. First as Greene and Petty (1971) in Tarigan (1993) have made the way to arrange the textbook with 10 criteria. Good textbook has certain qualities, they are;

a. The textbook must be interesting and attractive toward the learners. So, they will be interested in using textbooks.
b. The textbook must be able to motivate the learners
c. The contents of textbook must be illustrative
d. The textbook should consider the linguistic aspect. So, it will be suitable with the learner`s ability the contents of textbook must be related to the other branch of science.
e. The textbook must stimulate the personal activity of the learners

f. The contents of textbook must be clear in written to avoid the children to be confused in using textbook
g. The textbook must have the clear point of view because it will be the learner`s point of view.
h. The textbook must be able to give the balance and emphasis on the value of the learners.
i. The textbook must be able to respect to the differences of the individual.

We also can know the criteria of textbook based on Cunningsworth (1995) as follows;

a. Textbook should correspond to learner`s needs. They should match the aims and objectives of the language learning program.
b. Textbook should contain (present or future) which learners will make of the language. Select textbook which help to equip learners to use language effectively for their purposes.
c. Textbook help learners to learn in a number of ways. Textbook should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

4. **English Textbook "Bahasa Inggris"**

The English textbook "Bahasa Inggris" is an English textbook published by the Ministry of Education and Culture. It consists of two kinds of book, Students Book and Teacher Book. Both of them are compiled using scientific approach by one team. It is published by Book keeping and Curriculum Center of Ministry Education and Culture of Indonesia.

In the Teacher Book, there are procedures of using the Student Book completely from how to use up to how to assess the students` ability. The student Book is provided based on themes and it is begun by showing the aims of studying each chapter based on the basic competences. Each material is compiled based on scientific approach that consists some steps, observing and questioning, collecting information, associating, and communicating.

5. Textbook in Indonesia

In Indonesia, the implementation of textbook and classroom teaching of English language are controlled with several considerations. Supriadi cited in Jazadi (2003) states that the presentation of textbook in Indonesia need to pass several political and also evaluation process to maintain security which states that The content of books should be in line with and not contradictory

to Pancasila(The state Philosophy), UUD 1945 (The 1945 Constitution), Government policies, national unity and security, laws, regulations, ethics, and that the content not exploits the sensitive issue of SARA (ethnics, religions, race, and intergroup relations). Judgement of this aspect is made by evaluators coming from Mabes ABRI (Armed Forces Headquarter), Kejaksaan agung (Office of Attorney General), Lemhanas (National Defence Institute) and Inspectorate General of MOEC (Ministry of Education and Culture).

A strict rules and evaluation process has been set by the Indonesian government toward the development of education in Indonesia. In the developments, the government established BSNP (*Badan Standar Nasional Pendidikan*) along with *Pusbukur* (*Pusat Buku dan Kurikulum*) to deal with the development of textbook used in Indonesia. They are also established to watch over and maintain the rules and evaluations process which are implemented properly in any textbook distributed from either government or commercial textbook.

The current curriculum in Indonesia in 2014 still partially uses the Curriculum 2013. The full fledge of Curriculum 2013 in Indonesia itself has been started in July of 2015. The implementations of Curriculum 2013 in every educational level in Indonesia areas follows;

a. July 2013: Class I, IV, VII, and X

b. July 2014: Class I, II, IV, V, VII, VIII, X, and XI

c. July 2015: ClassI, II, III, IV, V, VI, VII, VIII, IX, X, XI, and XII.

In other words, the textbook developments in Indonesia are carefully developed and implemented. It can be seen from the government seriousness in term of the quality of education in Indonesia, and one of them is the quality of a textbook used. Clear rules and evaluation process are already maintained in order to develop qualified textbook in Indonesia.

6. Rubic Assessment for Textbook

BSNP itself has released an evaluation process in *Pusbukur* (*Pusat Buku dan Kurikulum*, 2013) in form of a rubric assessment to evaluate the properness and also the suitability of a textbook. The rubric assessment from BSNP is designed to qualitatively describe and assess any content related items and materials in a textbook then quantitatively coding it. According to *Puskurbuk*, (*Pusat Buku dan Kurikulum*, *2013*) these are instruments in evaluating a curriculum 2013 textbook, one of the instrument is:

a. Feasibility of Content

This feasibility of content is a group of assessment about the content of the textbook. The feasibility content includes three

measurements which are compatibility of materials with (KI) and (KD), the accuracy of materials, and the last supporting materials.

1. The Compatibility of materials with (KI) and (KD).

In this criterion of feasibility of content which is compatible with KI and KD the criteria were divided into two sub criteria which is Completeness and In-Depth.

a. Completeness (*Kelengkapan Materi*)

In completeness criteria, textbook is expected to expose students to understand and produce both interpersonal and interactional conversation whether in spoken or written to help them interact in contextual and themed situations along with many other characteristic, religious and aesthetic values included.

b. In-Depth (*Kedalaman Materi*)

In this criterion, textbook is expected to fulfill several points of In-Depth. The first is exposure or (*pajanan*) which means that the textbook is expected to expose student with as many kinds of text that relevant with students' daily life in order to help them get used to any kinds of texts as possible. Then, text retention (*retensi pembentukan teks*)

means that textbook should guide students in understanding the social function, structure of text, and linguistic features. The last is production textbook which should be able to guide students in every step in producing both verbal and written text.

2. The accuracy of the materials.

In this criterion of feasibility of content which is the accuracy of the materials, the criteria were divided into three sub criteria which is Social function, Generic structure and Linguistic feature.

a. Social Function (*Fungsi sosial*)

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to have values in social function in its relation with student's daily life either in interpersonal or interactional.

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

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to give the students an insight and

ideas to think systematically in doing exercise or producing it in daily life.

c. Linguistic Feature (*Fitur Linguistik*)

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to be understandable and fulfill the norm and characteristic values of a good communications in student's daily life

3. Supporting materials.

In this criterion of feasibility of content which is supporting materials, the criteria were divided into three sub criteria which are Up-to-Datedness, Development of life skills and Development of Diversity Insight. In this criterion, Up-to-Datedness means every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from a relevance and newest sources available. Development of Life Skills define that every text and communicative exercise and task available within textbook should motivate students toward a good personality that concern about social, academic and vocational life and the last is Diversity Insight that means every text and communicative exercise and

task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

The rubric assessment from BSNP is a whole book analysis. This rubric assessment assesses the accurateness and appropriateness of a content of textbook in delivering teaching materials, the technique of presenting, the relation of every chapter, and social benefits from a textbook (Puskurbuk, 2013).

B. Textbook Analysis

Many publishers try to provide textbooks in order to support teachers and students in teaching and learning process. Not all textbooks published are suitable with the learners` need and have good qualities. As Cunningsworth (1995) emphasizes that “no course book designed for a general market will be absolutely ideal for particular group of learners”. That means textbook analysis is really needed to evaluate the textbook which has been published. Textbooks analysis will give evaluation and the publisher can create better edition.

Nowadays, Indonesia is using the 2013 Curriculum. According to government policy (Permendikbud, 2013), textbook must have some criteria based on it, they are

a. Readiness

b. The material of textbooks should be suitable with the readiness of the learner`s knowledge and skill that they have had before

c. Motivation

d. The contents of textbook should motivate the learners tolerant

e. The learner`s active participation

f. The textbook may make learner`s interact actively in class through the works activity to observe, to make an exercise to practice and to the demonstrate it

g. Using the tools in order the student focus

h. Textbook should supply the pictures, illustration, diagram or table to make clear the concept of textbook

i. The containing social cognitive interaction

j. Textbook should support the learner`s to ask, to find something by themselves through their brainstorming to design and to make the learning community

k. The authentic evaluation

l. Textbook should support teacher to evaluate in certain ways through the learner`s achievement and their process

m. Life skill

n. Textbook should support the learners to develop their life skill

o. The relationship between textbook and the surrounding

p. The material of textbook is crossly related to the learners such as: their area they lived, the knowledge that learners had and the learning needs

q. Co-operative

r. The supplying material of textbook can make the student enable to work with their friend textbooks that based on the News

s. The Experience

t. Textbook should support the learners having their own experience

Therefore, the researcher analyzed English textbook entitled "Bahasa Inggris" in order to know that the theme and the materials of that textbook is in conformity with the basic competences of the 2013 Curriculum. And the result will show the percentage of the themes of the English textbook which are appropriate with the basic competences of the 2013 Curriculum. This research also will show the percentage of materials of the English textbook which conform to the basic competences of the 2013 Curriculum. From the percentage, we can know the conformity of the themes and materials of the English textbook.

C. Analyze a Textbook

With the high numbers of textbook used in almost every school and language courses in Indonesia, the implementation of a textbook in teaching the classroom becomes relatively crucial. As stated before, the role of a textbook helps

the inexperienced teacher. It provides a resource for teaching materials, and many other roles. A textbook should be selected and evaluated in order to find the suitable textbook. The suitability issue of a textbook ever stated by Cunningsworth that no single textbook or course book that been released to market will be completely ideal for particular group of learners. Instead of looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential in adapting and supplementing where its inadequate or unsuitable.

This statement is true. With tons of commercial textbook in Indonesia or nowadays the most widely used is BSE (*Buku Sekolah Elektronik*) or E-Book, the quantity of a textbook available in the markets are high and keep increasing. Yet, the high quantity could not ensure a high quality of itself. That is why the quality of textbook should be analyzed. According to Cunningswoth (1995) stated several guidelines in order to evaluates textbook or course book to be specified with what teacher or group of learners needs as follows:

1. They should correspond to learners' needs. They should match the aims and objectives of the language-learning programs. Aims and objectives can reflect learners need in terms of both language content and communicative abilities. Course book should be selected in order to help in attaining these objectives. The aims and objectives of learning or teaching program should determine which course materials are used, and not vice versa. It reflected the principle that course book are better servants than masters. It is very important that course book should facilitate learner's progress and take them forward as effectively as possible towards their goals. Consequently, the content of the materials should correspond to what students need to learn, in terms of language items, skills and communicative strategies.
2. They should reflect the uses (present and future) which learners' will make of the language effectively for their own purposes. The learning or teaching program should have at its base or a clear view of what students need to learn in order to make effective use of the language in personal, professional, academic or whatever other situations are relevance. The most suitable course book for your learners will reflect as closely as possible the language content, language skills and patterns of language use that are needed. This involves us in looking beyond the

confines of the classroom and focusing our attention on the use which individual learners will make of what they have learned.

3. They should take account to students needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid ‘method’. The approach to learning adopted by a course book should not so much impose learning style as meet students’ needs by allowing them to use styles of learning which suits them, where possible encouraging the use of a range of styles so as offer students some choice in the way they learn.
4. They should have a clear role as a support for learning, like teachers, they mediate between the target language. Course book facilitate learning, they bring the learner and the target language together, but in a controlled way. Course book support the students in a number of way, but particularly by supplying models of English which are learnable at the student’s level of proficiency. They also provide exercise and activities designed to promote fluency in the use of English and they often give explanations or contextualized examples which help learners to understand how the language works.

Based on these evaluations in analyzing a good and suitable textbook, the way to analyze a textbook is mainly to find a textbook that focused on the

learners' needs and its implication on its usage in facilitating their needs for their necessity in either present or future needs. In addition, it seems that the rubric assessment from BSNP and *Puskurbuk* in textbook evaluation above is completely clear in its focus which is to analyze the suitability of a textbook that implements the current and latest curriculum of 2013. In which in many points of its development, the curriculum 2013 mainly focus on learner needs, learner centered in teaching and learning process. This is in line with Cunningsworth suggested in his guideline of analyzing and evaluating a textbook.

D. Curriculum

1. The Definition of curriculum

The curriculum seen in a holistic term has different meanings. It could mean content, standard or objectives that hold students accountable. In other words, it can be described as set of instructional strategies that teacher could use (George J. Posner,2004). Yet in the deeper understanding of curriculum, the curriculum itself has several common concepts as follows:

a. Scope and sequence, the depiction of curriculum as a matrix of objectives assigned to successive grade levels (i.e., Sequence) and grouped according to common theme (i.e., Scope).

b. Syllabus, the plan for an entire course, which is typically, includes the rationale, topics, resources and evaluation.
c. Content outline, a list of topics covered organized in outline form.
d. Standards, a list of knowledge and skills required by all students upon completion.
e. Textbook instructional materials used as the guide for classroom instruction.
f. Course of study, a series of course that the students must complete.
g. Planned experiences, all experience students have that are planned by the school, whether academic, athletic, emotional, or social (George J. Posner, 2003).

With the major objective of education in Indonesia which is to educate. People as it is stated clearly in *Pembukaan Undang-Undang Dasar 1945*, the new *UU RI No 20 Tahun 2003* about education in Indonesia released. It defines "*Kurikulum adalah seperangkat rencana Dan pengaturan mengenai tujuan, isi dan bahan pelajaran yang digunakan sebagai pedoman penyelenggaraan pembelajaran untuk mencapai tujuan pendidikan itu*" *(UUD No. 20, 2003).* (Curriculum is seen as sets of plans within that include the purposes, content, and teaching materials that will be used as the guideline to achieve the objective of educational institution).

In conclusion, curriculum is a set of plans created to help teacher to keep track on what students needs to learn and what students have to learn by the end of the courses. This also means that curriculum helps teacher in facilitating them through sets of instructional materials, method of teaching, and method of assessment that has been provided within it. Those are solely conducted to help students to accomplish their needs and relevance toward learning.

2. Curriculum 2013

The curriculum in Indonesia has been increasingly developed to be more advanced nowadays. From the last ten years, teachers in Indonesia already adapt three kinds of curriculums from KBK (Competency based curriculum), KTSP (School based-level Curriculum) and the latest curriculum 2013 which is finally released in July 2013 Curriculum in Indonesia is developed by the Ministry of Education and Culture of Indonesia. As we know that the recent curriculum decided by the ministry is the 2013 Curriculum. The 2013 Curriculum includes competency of attitude, knowledge, and skills integrated. Therefore, the design of curriculum is also changed from teacher-centered to student-centered.

The 2013 Curriculum adopts scientific approach. As conveyed in *Permendikbud* No. 81a in 2013, scientific approach is a learning process that is designed to make students construct concept and principle actively through some steps: (1) observing; (2) questioning; (3) collecting information and concluding, (4) associating, and (5) communicating.

Mendikbud said in *Modul Bahasa Inggris* that the content of the 2013 Curriculum is formed core competencies of class and followed by the basic competence of subjects. Core competence is the quality that must be owned by pupils in the class through basic competence which is organized in pupils` learning process. Basic competence is competence that must be learned by the pupils. This basic competence will be the reference for teacher to write the syllabus and teaching-learning process.

The latest Curriculum 2013 is perhaps the reformed and advanced version of KTSP because many aspects in the Curriculum 2013 are adapted from KTSP. The KD (*kompetensi dasar*) are still used in the Curriculum 2013. It also still uses the KTSP curriculum frameworks as the basis, yet in Curriculum 2013 introduced new curriculum variable which is KI (*kompetensi inti*).

The main aspect that has been optimized in Curriculum 2013 compared to KTSP is that in Curriculum 2013 the contents are not only

based on student accomplishment on the indicator and standards, but also the student comprehension in applying the value of honestly, self-discipline, responsibility, cooperation, tolerance, polite, responsibility, and proactive. The idea of Curriculum 2013 is to provide all indicators in KD (*kompetensi dasar*) and KI (*kompetensi inti*) with religious value, believes, and social peace and relate all those values into every single lesson that will be taught.

E. Previous Study

To make sure the originality of the idea in this study, the researcher will present several previous studies that have relevance with this kind of study the researcher conducted. The first one comes from Refanita in 2011 from state university of Malang with the title of her study "An Analysis of Speaking Materials in Developing English Competencies for SMA/MA Grade XI based on CTL" the idea of her study is to evaluate several inclusions with CLT in the Speaking materials developed in textbook and the result of the study that the Speaking materials in textbook is qualified to be used.

The second relevance study comes from Arif Prasojo in 2014 with the title of his study "The Analysis of English Textbook Pathway to English" Used in The First Grade of Senior High School Based on Curriculum 2013 (An Analytical Study on English Textbook for First Year of Senior High School)".

The idea of his study is to analyze and identify the English textbook materials and exercise whether it is relevance or not with the English Curriculum used. With the results of this analysis, the textbook is good to be used for first grader of senior high schools that have started using curriculum 2013.

The other relevance study comes from Mailani in 2012 with the title of her study "Textbook Analysis on Speaking Materials Written on English in Focus". This study is a content analysis study of an E-Book or (Electronic Book) with rubric assessment that is conducted to help in analyzing and identifying the English eBook compatibility with curriculum 2006 or KTSP. From the findings of her study, stated that the E-Book was not quite successful in developing the speaking materials, and even some of the basic competence is missed. This ends up in a result that the E-Book has not successfully fulfilled the criteria of a good textbook.

With the description of those previous studies above, it will be the references for the researcher in this research to have more detailed study of content analysis of a textbook insider and detailed analysis in identifying and interpreting the compatibility of the English textbook with the latest curriculum 2013.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

Related to the problem of this research, the researcher used the textbook analysis design of document analysis to gather the textual and written documents that are provided within the textbook that was researched. The researcher used this design because in qualitative research the document analysis is a method that is widely applied for written or visual data with the purpose of identifying specific characteristic of materials that are going to be analyzed in general form of textbook, newspaper or any other host of documents (Donald Ary, 2010). In this qualitative research, the researcher intended to examine the condition of materials that are provided in English textbook "Bahasa Inggris". With the help of document analysis in collecting the data from the textbook, the researcher used descriptive qualitative method in analyzing, interpreting and reporting the data that is described in the English textbook. The study aimed to describe and analyze the English textbook based on Curriculum 2013.

B. Research Subject

The textbook used in this research is the English textbook for second grade of senior high school "Bahasa Inggris" semester 2 published by

Kementerian Pendidikan dan Kebudayaan Indonesia and used in MAN 4 Aceh Besar. The textbook has 6 chapters (start from chapter 6 until chapter 11) within this textbook and the researcher determines to study all of chapters as the sample for the whole

English textbook and also this textbook is used by all the teachers who teach English in second grade of MAN 4 Aceh Besar as the main textbook.

C. Procedure of Data Collection

In the procedure of data collection, the first procedure of this study was looking for the data from BSNP (*Badan Standar Nasional Pendidikan*) and Curriculum 2013 about English teaching in the second grade of senior high school, which would later be the guideline to determine the analysis of the content materials provided whether it was compatible with the curriculum. The second procedure is looking for English textbook, then the researcher observed the content of the textbook to find the materials provided in the textbook and do the analysis of the materials which takes from the "Bahasa Inggris" textbook. Next, the researcher looked up to any references that he could relate them with the topic of this study and the researcher compared the materials with the theme suggested by the Curriculum 2013. The data then were categorized and arranged in detailed information about its source of data content and related information in curriculum. After that, the process was continued into the data analyzing which

intended to analyze and evaluate the data materials find in the “Bahasa Inggris” textbook. Finally, the researcher was interpreted the data gained from process of evaluation of the textbook “Bahasa Inggris”.

D. Instrument of the Study

To detain an accurate data collection, data analysis, and data interpretation, the researcher used documentation in collecting data which derives from curriculum 2013 for second grades of senior high school and Rubric assessment from BSNP (*Badan Standar Nasional Pendidikan*). The researcher also used an English textbook for the second year of Senior High School on even semester, “Bahasa Inggris”, written by Mahrukh Bashir, Helena I.R Agustien and Emi Emiliand and papers about content analysis of textbook as a guideline in analyzing and interpreting data.

E. Technique of Data Analysis

In this research, the researcher analyzed the data from the textbook with rubric assessment from BSNP. This analysis was meant to evaluate the materials which are conformed in Curriculum 2013. In this analysis, the researcher did the following steps;

1. Comparing the materials provided within the textbook with the theme suggested by the Curriculum 2013.
2. Evaluating the materials presented in the textbook “Bahasa Inggris”.
3. Interpreting the data gained from process of evaluation of the textbook “Bahasa Inggris”.
4. Summing up the compatibility of the textbook content in Quantitative output to show result in percentage and number. The researcher used the following formula to help presenting the data in forms of numbers

$$\mathbf{P = F: N \times 100\%}$$

Notes: P: Percentage

F: Frequency

N: The Sum of the Frequency (Anas Sudjiono, 2005).

5. The researcher also used two models for the scoring formula based on BSNP rubric assessment, first the range scoring is 4 to 1 as follows:
    a. Score 4 is given if the textbook materials fulfill 91% - 100% from the rubric assessment criteria.
    b. Score 3 is given if the textbook material fulfill more than 76% 90% from the rubric assessment criteria from BSNP.
    c. Score 2 is given if the textbook material fulfills 61%-75% from the rubric assessment criteria.

d. Score 1 is given if the textbook material only fulfils 0%-60% of the rubric assessment criteria.

6. The second, the range scoring is 4 and 1 as follows:
    a. Score 4 is given if the textbook fulfills at least 95% of the criteria.
    b. Score 1 is given if the textbook could not fulfill 95% of the criteria.

CHAPTER IV
RESULT AND DISCUSSION

A. Data Description

Here is the process where data that has been collected from each sample chapter presented in the textbook "Bahasa Inggris" is evaluated. Feasibility of content evaluated the exercise and text developed within the textbook based on the criteria from BSNP rubric assessment. This evaluation is used to make sure that every category of a standard textbook fulfilled within this textbook. Those categories in feasibility of content are:

1. The compatibility of material with core competence and basic competence

    a. Completeness (*Kelengkapan materi*)

    Completeness evaluated chapter from how the chapter developed interpersonal, functional and transactional text. Score 4 is given if 95% of KI and KD developed in text, and score 1 if it less than 95%.

    b. In-Depth (*Kedalaman materi*)

    How chapter provided text, developed procedure of how text created. Letting the students to produce a text and analyze the text are the assessment criteria for in-depth. Score 4 is given if chapter provide at least 2 text that relevance with the KD along with a clear description on how to produce and analyze those kinds of text while score 1 is given if it is less than the requirement.

2. The accuracy of the materials

c. Social function (*Fungsi sosial*)

Social functions means that every text provided in the chapter should fulfill the KI. Score 4 is given if the textbook fulfill at least 95% of KI and score 1 if the textbook could not fulfill 95% of KI.

d. Generic structure (*Kerangka berfikir*)

In generic structure, the exercises and text provided to students should help them in developing a systematic way of thinking and creating an efficient and actives way of producing text in the real life application. Score 4 is given if the chapter provided a systematic theory in producing a text. If it dids not provided a systematic theory on how to produce text then it is scored 1.

e. Linguistic feature (*Fitur kebahasaan*)

Linguistic feature concerned with the language uses in both exercise and text written whether it is a good and acceptable language or not. Score 4 is given if the language uses in the text or materials are acceptable and polite while score 1 is given if it does not met the criteria.

3. Supporting Materials

f. Relevance (*Relevansi pendukung materi*)

This criterion of feasibility of content judges the relevance of illustrations, tables and picture used in exercises or text in supporting the materials. The up-to-datedness of the materials supported are also considered. Score 4 is given if

91% to 100% the supporting tables, picture or illustrations are relevant with the materials, score 3 if 76% to 90% material supported is relevant, score 2 for 61% to 75% material supports are relevant, and score 1 if it is only 0% to 60% material supports is relevant.

g. Development of life skills (*Pengembangan kemampuan hidup*)

The development of life skills related to the usefulness of materials and text assist in developing student's skills in social life. Score 4 is given if personal, social, academic and vocational life skills are developed in the materials, score 3 if its only 3 skills are developed, score 2 if it is only 2 skills are developed and score 1 if it is only 1 skill is developed.

h. Development of diversity insight (*Pengembangan wawasan kebhinekaan*).

The appreciation for cultural diversity and the understanding of cultural richness in both local and global is the measurement in scoring the development of diversity insight. Score 4 is given if 91% to 100% materials or text provided in the chapter are relevant with diversity insight. Score 3 if 76% to 90% if it is relevant with diversity insight. Score 2 for 61% to 75 % if it is relevant with diversity insight and score 1 if it is only 0% to 60% materials relevant with diversity insight. All the feasibility of content scoring guidance above will be applied in judging and assessing each sample chapter.

B. Data Analysis

All the feasibility of content scoring guidance above will be applied in judging and assessing each sample chapter. Below are the detailed analyses from chapter 6 to chapter 11 based on compatibility with core competence and basic competence and also using the scoring guidance from BSNP about feasibility of content. To make reader easier in understanding the detailed analyses, the researcher provided a systematic explanation about the results of the research based on the component and item.

1) General Analyses

- **Chapter 6 "The Story of Writing"**

The chapter 6 in general described and provided students with various exercises about identifying the characteristics of procedural/instructional text with most of exercises developed in this chapter are used to expose ability to make proper procedural/instructional text. Apart from that, this chapter provided clear and effective theory in how to identify the characteristics of a procedural/instructional text and procedure on how to make proper procedural/instructional text.

- **Chapter 7 "Natural Disasters"**

The seventh chapter provided students with various exercise about identifying of a scientific factual report correctly with most of exercises developed in this chapter are used to expose ability to do a presentation based on scientific factual report. Apart from that, this chapter provided clear and effective theory in how to the extract of a scientific report based on the context and usage then how to write a scientific report with also do a presentation based on scientific factual report.

- **Chapter 8 "The Last Leaf"**

The eighth chapter provided students with various exercise about conditionals with most of exercises developed in this chapter are used to expose ability to identify and explain the usage of conditionals. Apart from that, this chapter provided clear and effective theory in how to write text using conditionals form and use conditionals form orally based on context in proper.

- **Chapter 9 "Father of Indonesian Education"**

"Father of Indonesian Education" in general described about what is biography and express it in various exercises about interpersonal characteristics of biography. The exercise developed in this chapter is used to teach students on how to identify a biography, explain the usage of a biography and write a

biography. This chapter provided with clear and effective theory on how to retell and write the content of a short/medium length biography of one known personality with their own language.

- **Chapter 10 "Meaning Through Music"**

Chapter 10 in general provided students with various exercises about interpersonal interaction among students. Most of the exercises developed in this chapter are used to expose students in listening, speaking, and understanding moral value of songs. This chapter is also provided every exercise with clear and effective theory in how to identify the characteristic of a song lyrics, explain the message of a song based on context. and make song lyrics with certain message given.

- **Chapter 11 "Man Made Disaster"**

The chapter 11 in general described and provided students with various exercises about identifying the characteristics of an analytical expository essay with most of exercises developed in this chapter are used to expose ability to make a summary of an analytical expository text given properly. Apart from that, this chapter provided clear and effective theory in how to identify characteristics of an analytical expository essay and o explain the usage of an analytical expository essay

2) The compatibility of materials with Core Competence and Basic Competence.

Below are the detailed analyses from chapter 6 to chapter 11 based on compatibility with core competence and basic competence (The completeness and in-depth).

Tabel 4.1 The core competence and basic competence chapter 6

Basic Competence	Indicator Competence	Materials
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.	• Students are able to identify the characteristics of a procedural/ instructional text.	• Building Blocks (p, 8-15)
	• Students are able to explain the usage of a procedural/ instructional text.	• Exercices (p, 16-19)
4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips). *4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan*	• Students are able to tell the information from a procedural/instructional text, correctly.	• Active Coversation (p, 20)
	• Students are able to edit and revise procedural/instructional text correctly.	• Writing Connection (p, 21-22)
	• Students are able to make proper procedural/instructional text.	• Let's Create (p,23)

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		• Parent Connection (p, 24)

a) The Completeness

- **Chapter 6**

This chapter developed interpersonal, transactional and functional text. This can be seen in page 2 “personal connection” and “genre connection”. This part of text is developed to help students share the experience in using procedural text and also to introduce procedural text and benefits in daily conversation. This chapter successfully developed a daily interpersonal and transactional text in real life. Besides, in page 9 to 11 can be found a text for introducing and describing language features of procedural text, and in page 12 to 14 develop a text how to make procedural text. As for “active conversation” in page 20, it is practices of creating a conversation between people. Reading skill is also trained in beginning chapter with “reading activity” and also “discussion and personal journal” writing as “post-reading activity”. This is very good because all texts and exercises were developed in all skill based exercise. Therefore, the completeness in chapter 1 scored 4/4.

b) In-Depth

- **Chapter 6**

This chapter has been successfully developed all of the criteria of In-Depth. It can be seen from completeness criteria of chapter 6 that this textbook has already developed more than 2 texts and an exercise that expose students able to tell the information from a procedural/instructional text and able to make proper procedural/instructional text. In term of procedure on how to make proper procedural/instructional text, page 9 to 14 does not only develop the procedure on how make proper procedural/instructional text, but also teach students language features of procedural text. Page 20 to 21 also described how to create a conversation between people and also "writing connection". Page 24 provide an exercise "parent connection" model. Several exercise extensions on things that related to procedural/instructional text and "formative assessment" in page 25. So, score 4/4 is given for this criterion.

Tabel 4.2 The core competence and basic competence chapter 7

Basic Competence	Indicator Competence	Materials
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu	• Students are able to identify the extract of a scientific report based on the	• Building Blocks (p, 33-34)

menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya *3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah factual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI*	context and usage.	
	• Students are able to identify the characteristics of a scientific factual report correctly.	• Example of information report (p,35-36)
	• Students are able to explain the usage of a scientific factual report correctly.	• Let's Practice (p, 38-39)
4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. *4.13 Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana tentang*	• Students are able to write a scientific report in 200 words minimum, properly. Student is able to write a scientific report in 200 words minimum, properly.	• Active Conversation (p, 40)
	• Students are able to rewrite the content of a	• Writing Connection (p, 41)

orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan Matapelajaran lain di Kelas XI.kiat-kiat (tips). *4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*	scientific factual report they get, properly.	
	• Students are able to do a presentation based on scientific factual report they get, properly.	• Let's Contribute (p, 42) • Parent Connection (p, 43)

a). The Completeness

- **Chapter 7**

This chapter developed interpersonal, transactional and functional text. This can be seen in page 27 "personal connection" and "genre connection". This part of text is developed to help students know about factual report (earthquake) and also to introduce the report writing correctly. This chapter successfully developed a daily interpersonal and transactional text in real life and also factual report. Besides, in page 33 to 36 can be found a text for introducing and describing of topics for information report with specific structure, and in page 35 to 36 developed a text how to write a good factual/information report. As for "active conversation" in page 40, it is practices of creating a conversation and then using role-play technique. Reading skill is also trained in beginning chapter

with “reading activity” and also discussion and “personal journal writing” as “post-reading activity”. This is very good because most of the texts and exercises were developed in exercise and text about factual/information report. Therefore, with these consideration, in term of completeness chapter seventh scored 4/4.

b). In-Depth

- **Chapter 7**

In the chapter 7, this textbook developed sufficient texts and exercise that expose students to identify the characteristic of factual report, explain the usage and also do a presentation based on factual report they get. This chapter has been successfully developed all of the criteria of In-Depth. It can be seen from completeness criteria of chapter 7 that this textbook has already developed more than 2 texts and an exercise that expose students able to identify the characteristic of factual report and able to explain the usage of factual report text. In term of procedure on how to write information report text, page 34 does not only develop the procedure on how to write information report text, but also provide students sentence structure in report text. Page 40 to 41 also described how to create a conversation based on the following situation and in page 43 provide an exercise “parent connection” model. Several exercise extensions on things that related to scientific factual report and “formative assessment” in page 44. That make 4/4 is the score for this criterion.

Tabel 4.3 The core competence and basic competence chapter 8

Basic Competence	Indicator Competence	Materials
3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang, sesuai dengan kontekssesuai dengan konteks penggunaannya.	• Students are able to explain what are conditionals.	• Building Blocks (p, 52-54)
	• Students are able to identify the conditionals in context.	
	• Students are able to explain the usage of conditionals.	• Let's Practice (p, 55-57)
4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Students are able to write text using conditionals form based on context in proper.	• Active Conversation (p, 58) • Writing Connection (p, 59)
	• Students are able to use conditional form orally, based on context in proper.	• Lets Create (p, 60) • Parent Connection (p,61)

a). The Completeness

- **Chapter 8**

The development of text can be seen in page 47 to 49 which talks about short story "The Last Leaf" and students offer personal reaction and understanding of the text to teacher and classmates. This chapter successfully developed a daily interpersonal and transactional text in real life. Besides, in page 52 to 53 can be found a text for introducing and describing conditionals form, and in page 53 develop a text how to match the "if" clause with the correct second clause. As for "active conversation" exercise in page 58, it is practices of completing a sentence and the go around the classroom and also share with other classmates. Reading skill is also trained in beginning chapter with "reading activity" and also discussion and "personal journal writing" as "post-reading activity". That is why in term of completeness this chapter scored 4/4.

b). In-Depth

- **Chapter 8**

This chapter has been successfully developed criteria of In-Depth. The texts developed within this chapter are useful for students. The text in page 52 and 53 are well developed to explain students what are conditionals and the usage of conditionals. The exercises in page 55 to 58 are good exercise in term of developing and exercising students how to write text using conditionals form. It

also makes students understand more about using conditionals form orally while they interact with others students in group works. Therefore, 4/4 is the score for this chapter's in depth.

Tabel 4.4 The core competence and basic competence chapter 9

Basic Competence	**Indicator Competence**	**Materials**
3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.	• Students are able to explain what is biography.	• Building Blocks (p, 69-70)
	• Students are able to identify the characteristics of a biography.	
	• Students are able to explain the usage of a biography.	• Tips for writing a biography (p, 71) • Let's Practice (p, 72-74)
4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal.	• Students are able to retell the content of a short/medium length biography of one known personality with their own language, properly.	• Active Conversation (p, 75)
	• Students are able to write a summary of a	• Writing Connection (p, 76)

	short/medium length biography of one known personality	• Let's Create (p, 77) • Parent Connection (p, 78)

a). The Completeness

- **Chapter 9**

Completeness in chapter 9 developed several interpersonal texts about biography. This can be seen in page 64 "personal connection" and "genre connection". This part of text is developed to help students image and write what they want the world to know about them and also to share about biography recount. This chapter successfully developed a daily interpersonal and transactional text in real life. The text in page 71 about some questions to focus on while writing biography and exercise that follows it also has a good practice to check students' comprehension of writing biography. The text with a title "Ki Hajar Dewantara" in page 65 is also full of motivations which are very good text to keep students motivated. With these considerations, score 4/4 for completeness is given.

b). In-Depth

- **Chapter 9**

A successful development in providing interpersonal text and developing material in chapter 9 can be seen in page 70 to 71. Format and characteristics commonly used for writing a biography stating intentions are provided. Exercises in page 72 to 75 also expose students to write a summary of a short/medium length biography of one known personality. A poster in page 77 is also a good addition in in-depth, as it is give some valuable information about biography poster report. Based on this consideration, score 4/4 is given to this chapter.

Tabel 4.5 The core competence and basic competence chapter 10

Basic Competence	**Indicator Competence**	**Materials**
3.12. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.	• Students are able to identify the characteristic of a song lyrics.	• Building Blocks (p, 92-94)
	• Students are able to mention the social function of a song in language perspective.	• How figure out song meaning (p, 95)
4.16. Menangkap pesan dalam lagu.	• Students are able to explain the message of a song based on context.	• Let's Practice (p, 97-100)
	• Students are able to answer question	• Active Conversation (p, 101)

	based on the lyrics of the song.	• Writing Connection (p,102)
	• Students are able to make song lyrics with certain message given.	• Let's Create (p,103) • Parent Connection (p, 104)

a). The Completeness

- **Chapter 10**

The completeness in this chapter expected a development of interpersonal, functional and transactional text of songs This can be seen in page 81 "personal connection" and "genre connection". This part of text is developed to help students share some songs that can inspire hope and faith in us. The example of song in page 82, 84 and 86 also has a good interpersonal exercise which provided identifying sections and mention the social function of a song in language perspective. The "post-reading activity" exercises in page 83 to 90 of a reading comprehension and exercise in page 102 of writing exercise are also well developed for interpersonal exercise, the exercise exposes students able to explain the message of a song based on context. Various skills practiced in exercises become the consideration of this chapter to be given score 4/4 for completeness.

b). In-Depth

- **Chapter 10**

In the chapter, this textbook developed sufficient texts and exercises that expose students to explain the message of a song based on context and make song lyrics with certain message given. Several exercises mentioned in completeness of chapter 10 such as post "reading activity" exercise after each song and "active conversation" exercise in page 101. These exercises developed with identifying sections to let the students identifying the lyric of song or foam by comprehending the message of song or poem. Apart from that, this exercise asks students to socialize with other students in the class to practice the discussion about the song. With all this well-developed exercise, the in depth scored 4/4 for this chapter.

Tabel 4.6 The core competence and basic competence chapter 11

Basic Competence	**Indicator Competence**	**Materials**
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya	• Students are able to identify the characteristics of an analytical expository essay. • Students are able to explain the format of an analytical expository essay.	• Building Blocks (p, 112-114) • Example of expository text (p, 115-116)

	• Students are able to to explain the usage of an analytical expositaory essay.	• Let's Practice (p, 117-118)
4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.	• Students are able to retell the information they get from an analytical expository text given properly.	• Active Conversation (p, 118-120)
	• Students are able to answer questions based on the text they learned.	• Writing Connection (p,121)
	• Students are able to make a summary of an analytical expository text given properly	• Let'S Create (p, 122) • Parent Connection (p, 123)

a). The Completeness

- **Chapter 11**

This chapter developed interpersonal, transactional and functional text. This can be seen in page 2 "personal connection" and "genre connection". This part of text is developed to help students write what come to students mind when they think about global warming in their life. This chapter successfully developed a daily interpersonal and transactional text in real life. Besides, in page 112 to

114 can be found a text for introducing and describing analytical exposition text, and in page 115 to 116 develop an example of exposition text. As for “active conversation” in page 118, it is practices of creating a conversation between students. Reading skill is also trained in beginning chapter with “reading activity” and also “discussion and personal journal writing” as “post-reading activity”. This is very good because all texts and exercises were developed in all skill based exercise. Therefore, the completeness in chapter 1 scored 4/4.

b). In-Depth

- **Chapter 11**

This chapter has been successfully developed all of the criteria of In-Depth. It can be seen from completeness criteria of chapter 11 that this textbook has already developed more than 2 texts and an exercise that expose students able to explain the format of an analytical expository essay and able to make a summary of an analytical expository text given properly. In term of procedure on how to make a summary of an analytical expository text given properly, page 113 to 114 does not only develop the procedure on how to make a summary of an analytical expository text, but also teach students language features of procedural text. Page 118 to 119 also described how to create a conversation between students and also “writing connection”. Page 123 provide an exercise “parent connection” model. Several exercise extensions on things that related to

procedural/instructional text and “formative assessment” in page 124. So, score 4/4 is given for this criterion.

Furthermore, below are the detailed analyses from chapter 6 to chapter 11 based on the accuracy of materials and supporting materials (Social Functions, Generic Structure, Linguistics Feature, Relevance, Development of Life Skill and Development of Diversity Insight)

Tabel 4.7 The Scope of material in “Bahasa Inggris” textbook.

Learning Activity	Material Description	Chapter / Page
Pre-Reading Activity	• Personal Connection: *berbagi pengalaman menggunakan teks procedural* • Genre Connection: *Mengenal teks prosedur dan manfaatnya dalam komunikasi sehari-hari.*	6
	• Personal Connection: *Melakukan tanya jawab tentang gempa bumi.* • Genre Connection: *Mengenal penulisan laporan.*	7
	• Personal Connection: *Mengungkapkan pengalaman saat menemani atau merawat orang yang sedang sakit parah* • Genre Connection: *Mengenal bentuk cerita pendek*	8
	• Personal Connection: *menulis apa yang ingin dicatat dalam biografi jika ada yang akan menulis biografi kit*a • Genre Connection : *Mengenal fungsi sosial, struktur teks, dan unsur kebahasaan suatu biografi,*	9

	serta mengenal biografi tokoh terkenal	
	• Personal Connection: *Mengungkapkan pengalaman saat berusaha bangkit dari keterpurukan*. • Genre Connection: *Mengenal puisi atau syair lagu dan bagaimana membuat sebuah puisi atau syair sebuah lagu.*	10
	• Personal Connection: *Menuliskan apa yang terpikir ketika mendengar istilah pemanasan global* • Genre Connection: *Mengenal lebih jauh tentang essay/eksposisi analitis*	11
Reading Activity	• *Membaca artikel berjudul* Technical Writing History.	6
	• Reading: *Membaca sebuah laporan berjudul* Earthquake	7
	• Reading: *Membaca cerita pendek dengan judul* The Lastm Leaf	8
	• Reading: *Membaca biografi singkat* Ki Hajar Dewantara.	9
	• Reading: *Membaca dan mengamati beberapa contoh puisi atau syair lagu*	10
	• Reading: *Membaca sebuah eksposisi berjudul* Global Warming	11
Post-Reading Activity	• Discussion: *Mendiskusikan hal-hal yang terkait dengan isi artikel , dengan panduan daftar pertanyaan yang ada di buku teks*. • Personal Journal Writing: *Menuliskan tentang apa pengaruh perkembangan menulis bagi perkembangan dunia*	6

	• Discussion: *Diskusi kelompok berdasarkan pertanyaanpertanyaan yang diberikan.* • Personal Journal Writing: *Mengungkapkan perasaan terhadap suatu peristiwa*	7
	• Discussion: *Mendiskusikan teks yang dibaca berdasarkan pemahaman dan daftar pertanyaan terkait teks.* • Personal Journal Writing: *Menuliskan pengalaman mencapai keberhasilan didasari oleh tekad dan keyakinan yang kuat*	8
	• Discussion: *Mendiskusikan hal hal yang terkait dengan biografi.* • Personal Journal Writing: *Siswa menuliskan apa kegiatannya sehari-hari jika mereka adalah* Ki Hajar Dewantara	9
	• Discussion: *Mendiskusikan puisi yang dibaca berdasarkan pemahaman dan daftar pertanyaan terkait teks.* • Personal Journal Writing: *Menuliskan upaya yang bisa dilakukan untuk menciptakan perdamaian dunia*	10
	• Discussion: *Mendiskusikan halhal yang terkait dengan isi* essay expository *yang dibaca* • Personal Journal Writing: *Menuliskan prediksi perubahan iklim pada 10 tahun yang akan datang dan bagaimana pengaruhnya bagi kehidupan*	11
Building Blocks	• *Mempelajari tentang teks prosedur, ciri-ciri, kegunaan, serta cara membuatnya*.	6

	• *Mempelajari tentang penulisan laporan dan memahami bagaimana menulis laporan dengan benar*	7
	• *Struktur teks kalimat pengandaian dan aturan penggunaannya.*	8
	• *Mempelajari tentang biografi, karakteristik teksnya, serta unsur-unsur kebahasaan yang digunakan pada penulisan biografi*	9
	• *Mengenal jenis dan struktur lagu* • *Mengenal teknik menulis lagu dan puisi*	10
	• *Mempelajari tentang* essay expository *dan bagaimana menyusun sebuah* essay expository *dengan benar*	11
Let's Practice	• *Mengerjakan tugas-tugas tertulis berkaitan dengan teks prosedur.*	6
	• *Berlatih menulis dan menyampaikan sebuah laporan*	7
	• *Melengkapi kalimat pengandaian dengan benar.*	8
	• *Berlatih melengkapi teks informasi yang hilang dari sebuah biografi.*	9
	• *Mengidentifikasi gaya bahasa yang digunakan dalam lirik lagu dan puisi.* • *Menebak isi lagu berdasarkan judul lagu yang diberikan.*	10
	• *Berlatih menentukan teks eksposisi analitis dari beberapa teks yang diberikan*	11
Active conversation	• *Membuat suatu percakapan antara konsumen dan petugas teknis penggunaan kompor gas.*	6

	• *Menampilkan* role-play *berdasarkan situasi yang ditawarkan di buku teks*	7
	• *Menjawab pertanyaan dari kalimat pengandaian dan membandingkan jawaban dengan teman.*	8
	• *Mewawancara teman dengan tujuan untuk menuliskan biografinya.*	9
	• *Berdiskusi dan mewawancarai teman mengenai lagu, puisi, penyanyi dan penulis puisi yang paling disukai.*	10
	• *Membuat suatu percakapan yang berupa diskusi tentang bagaimana mencegah* global warming	11
Writing	• *Menulis teks prosedur atau petunjuk sesuai topik yang dipilih.*	6
	• *Menulis* information report *secara individual berdasarkan pilihan topik yang ditawarkan*	7
	• *Menuliskan kembali cerita* The Last Leaf *menggunakan kalimat conditionals.*	8
	• *Menulis biografi singkat salah satu tokoh yang dipilih*	9
	• *Mengubah lirik dari lagu yang paling tidak disukai atau tidak realistis*	10
	• *Menulis sebuah eksposisi analitis berdasarkan satu isu yang sedang hangat di media*	11
Create and Contribute	• *Membuat teks prosedur yang bermanfaat bagi orang-orang di sekitar dan mempublikasikannya.*	6
	• *Memilih salah satu dari kegiatan berikut:*	7

	• *1. Mengubah information report menjadi semacam poster lalu membacakannya kepada teman lain, kemudian menempelnya di majalah dinding atau yang sejenisnya agar bisa dibaca dan bermanfaat bagi orang lain* • *2. Membuat* graphic organizer *dari* information report *yang telah ditulis, lalu menyusunnya kembali menjadi sebuah laporan*	
	• *Memilih salah satu dari kegiatan berikut:* • *1. Membuat ilustrasi dari bagian cerita* "The Last Leaf" *yang paling disukai* • 2. *Membuat cerita bergambar/ komik berdasarkan cerita*"The Last Leaf" *yang telah dibaca* • 3. *Membuat dialog dari bagian paling disukai dari cerita* "The Last Leaf" *yang berisi ungkapan conditional*	8
	• *Membuat poster biografi berdasarkan biografi tokoh/ pahlawan menurut kreasi sendiri dan mengeksposnya sehingga dapat dilihat orang banyak.*	9
	• *Siswa dapat memilih salah satu dari kegiatan berikut:* • *Membuat puisi atau lirik lagu* • *Membuat scrapbook tentang lagu atau puisi yang paling disukai* • *Memilih satu lagu untukdicermati dan menggubah kembali syairnya*	10
	• *Siswa memilih salah satu dari kegiatan berikut:* • *1. Menulis eksposisi analitis teks dan membuat poster tentang pelestarian hewan langka*	11

	• *Membuat pamflet tentang bahaya rokok dan narkoban untuk mengedukasi masyarakat* • *Menganalisa teks eksposisianalitis yang dipelajari pada awal Bab 11, sesuai dengan petunjuk yang diberikan di buku siswa.*	
Parent's Connection	• *Mewawancarai orang tua, keluarga , atau tetangga tentang bagaimana mereka menggunakan teks prosedural dalam kehidupan sehari-hari.*	6
	• *Menyampaikan laporan yang telah dibuat kepada orang tua/ wali di rumah, dan meminta mereka memberi nilai laporan tersebut.*	7
	• *Bertanya pada orangtua jika mereka punya kesempatan untuk mengubah dunia, perubahan apa yang akan mereka lakukan? Tuliskan informasi yang didapat dengan menggunakan kalimat pengandaian dengan* third condional.	8
	• *Mencari informasi tentang sejarah hidup ayah-ibu/kakeknenek/ keluarga untuk membuat biografi singkat tentang mereka.*	9
	• *Meminta orangtua menceritakan lagu yang paling disukai dan alasannya. Siswa menuliskan lirik lagu dan alasan yang disampaikan dalam bahasa Inggris.*	10
	• *Menyampaikan kepada orang tua/keluarga di rumah eksposisi analitis teks yang sudah di tulis pada kegiatan menulis.*	11

3) The Accuracy of the Materials

c) Social Functions

- **Chapter 6**

This chapter has been analyzed and found out to be successful in implementing the social functions of each exercise. Most of the exercises described in completeness and in-depth criteria have already designed to have social functions in daily life. The interpersonal practice exercise in page 14 to 15 where students exposed to write a producer text was a useful exercise. The exercise “active conversation”, “writing connection” and “let’s contribute” in page 20 to 23 was also quite handy to be learned. It taught students to love speaking, writing and interacting with other. This “writing connection” can be a basic lesson for them before learning to write an academic or formal journal. With this consideration, social functions for this chapter scored 4/4.

- **Chapter 7**

This chapter generates social functions within the factual text and exercises. For example, the text of cheetahs in page 35 and exercise “let’s practice” in page 38 are useful because the text and exercise takes daily life situation as theme. The same thing goes to the reading text in page 28 and exercise in page 31. Both of them use a common interactional and transactional

language in daily life of reporting factual information and writing a factual text. So far, social functions in this chapter scored 4/4.

- **Chapter 8**

The usefulness in term of social function for each exercise developed in this chapter is packed with daily useful examples. Exercise in page 55 show questions that are commonly used in daily life. It even checks students' comprehension about the conditional sentences using several questions. "Active conversation" exercise in page 58 and "let's contribute" exercise in page 60 also use daily life theme exercise in which will be useful for students because it can be applied easily by them. In "parent connection" exercise, students are asked to work in their life and do interaction with their parent. Therefore, this chapter scored 4/4 in term of social functions.

- **Chapter 9**

In "let's practice" exercise in page 72 to 74, "active conversation" exercise in page 75 and also "parent connection" exercise in page 78, exercises are useful for the students. They used examples of a theme in students' real life. For example, read the information and write short biographies about the heroes of Indonesia. These exercises really useful knowledge to implement in real life. That is why social function scored 4/4 in this chapter.

- **Chapter 10**

This chapter has been analyzed and found out to be successful in implementing the social functions of each exercises from this chapter. All he exercises ask student to understand message of song, relate it to real life and give opinion about the social function of a song in language perspective. These kinds of exercises could be useful for students. Therefore, with those considerations, 4/4 is the score for this chapter's social function.

- **Chapter 11**

This chapter has been analyzed and found out to be successful in implementing the social functions of each exercise. Most of the exercises described in completeness and in-depth criteria have already designed to have social functions in daily life. The interpersonal practice exercise in page 117 to 118 where students exposed to write an exposition text was a useful exercise. The exercise "active conversation", "writing connection" and "let's contribute" in page 118 to 121 was also quite handy to be learned. It taught students to love speaking, writing and interacting with other. This "writing connection" can be a basic lesson for them before learning to write an academic or formal essay. With this consideration, social functions for this chapter scored 4/4.

d) Generic Structure

- **Chapter 6**

A systematic way of thinking for students in this chapter has been successfully developed by embedding the generic structures and procedure on how to make proper procedural/instructional text on page 12 to 13. Several exercises also required students' analysis in remembering the systematic of what students do in specific themed of procedural text. The "writing connection" on page 21 also provide the organizer to write down the ideas for procedural text. Students have to analyze the example first before they follow the systematic on how to write a simple procedural text for anyone. That makes 4/4 score is given for generic structure.

- **Chapter 7**

As for generic structure, a systematic way of thinking for students is provided in this chapter. This can be seen in page 28 which provided a commonly natural disaster information text and factual data of the earthquake, and also personal reaction of the text. Page 34 also provided with a relevant and specific structure in formal writing of report text. Therefore, this chapter scored 4/4 in term of generic structure.

- **Chapter 8**

A systematic way of thinking for students has been successfully developed in this chapter. This can be seen with a complete explanation which can be used to identify and use conditionals form in page 52 to 53. This chapter also provide with grammar uses in conditionals types which is commonly used when students use conditionals form orally. That is why this chapter scored 4/4 for generic structure.

- **Chapter 9**

This chapter's generic structure evaluated on how the exercises and text provided to students can help them in developing a systematic way of thinking. It also helps them to create an efficient and active way of implementing it in real life application. This book has successfully developed those aspects. In page 69 to 71, the "building blocks" in writing stating biographies are clearly stated in a direct and useful tip. That is why while students learn the common characteristics of biography, they also identify and do the exercise given. With this consideration, score 4/4 is given to this chapter's generic structure.

- **Chapter 10**

Generic structure in chapter 10 related with the effective way of thinking and systematic explanation about types of song, typical song structure, poetry

techniques and the way how to figure out a song's meaning. A complete list of identifying music commonly used in identifying song, poetry and poem are available in page 92 to 95. Therefore, this chapter scored 4/4 for developing generic structure.

- **Chapter 11**

A systematic way of thinking for students in this chapter has been successfully developed by embedding the generic structures and procedure on how to make summary of an analytical expository text on page 123 to 114. Several exercises also required students' analysis in remembering the systematic of what students do in specific themed of expository text. Students have to analyze the example first before they follow the systematic on how to write a simple expository text for anyone. That makes 4/4 score is given for generic structure.

e) Linguistic Feature

- **Chapter 6**

The language used in this chapter is acceptable and polite. The table of language features of procedural in page 9 to 11 shows a great pattern of how the language used in chapter 6. The story of technical writing in page 3 is also delivered in an acceptable and polite language. Most of the exercises used a less

formal of daily conversational language that commonly used. The topic used in every activity is also light and commonly found in student's daily life. Therefore, linguistic feature scored 4/4 in this chapter.

- **Chapter 7**

The language that is used in this chapter has been developed as it is expected. The text in page 28 and page 35 use a caring and polite language of daily condition. The theme used is also commonly found in the students' environment which is about natural disaster and ocean animals. The text about factual information in page 28 to 30 is also written in acceptable language for information report. With all of these considerations, linguistic feature of this chapter scored 4/4.

- **Chapter 8**

As caring attitudes expressions are commonly used in daily conversation, a consideration of linguistic feature of acceptable and polite language uses should be prioritized. This chapter successfully implemented it within this chapter's exercise. The example can be seen in "reading activity" page 47 about a short story. The language used is acceptable and student easy to rewrite using conditional sentences. "Active conversation" exercise in page 58 also uses

acceptable and polite language of a simple sentences. Therefore, this chapter scored 4/4 in term of linguistic feature.

- **Chapter 9**

This chapter's linguistic feature is written in a good and efficient way. It can be seen that this chapter developed in acceptable and polite language such as long text in page 65 about Ki Hajar Dewantara's biography and short text in page 72 to 73 about heroes of Indonesia. Almost all the exercises in this chapter is also written in a polite and acceptable language. Therefore, in term of linguistic feature, this chapter is given score 4/4.

- **Chapter 10**

Text in this chapter developed in acceptable and polite language in all exercises instruction but, all the song lyrics not acceptable language to understand by students. It can be seen from the language uses in all songs are hard to understand by student. All of these songs are not familiar for students in this era. For these considerations, 1/4 is the score for this chapter's linguistic feature.

- **Chapter 11**

The language used in this chapter is acceptable and polite. The explanation about analytical exposition text in page 112 to 114 shows a great pattern of how the language used in chapter 11. The global warming text beginning chapter is also delivered in an acceptable and polite language. Most of the exercises used a less formal of daily conversational language that commonly used. The topic used in every activity is also light and commonly found in student's daily life. Therefore, linguistic feature scored 4/4 in this chapter.

4) Supporting Materials

f) Relevance

- **Chapter 6**

This chapter provided great content. All of the exercise and text developed in the chapter used illustrations, and most of them worked well. The tables, pictures and diagrams were really relevant, well implemented and motivated students in doing the exercise. All the references of material source were also very relevant for the students. Based on this consideration, this criterion scored 4/4.

- **Chapter 7**

The illustrations in page 28 to 30 and page 38 are helpful for students to know about factual information and also students can offer personal reaction. The "writing connection" exercise about information report in page 41 is also helpful for students to learn how to write report text with formal writing. Illustrations provided within the exercises are also suitable for the exercise. That is why relevance and up to datedness scored 4/4 in this chapter.

- **Chapter 8**

On how relevance the sources used in supporting the exercise or task given, this chapter provide a good example of illustrations in page 53 and 56 which give a good understanding about conditional form and how to use conditional form. The text in page 58 also gives a good sources and fresh idea on how to complete sentences based on conditional from. Based from this consideration, score 4/4 is given for relevance.

- **Chapter 9**

As for relevance criterion, the illustrations in this chapter are well developed. Some writing exercises in page 76 and 77 are provided with good illustrations about how to write a short biography. Although teacher's involvement is needed within this exercise, these illustrations support the

exercise of writing comprehension. Therefore, in this criterion, score 4/4 is given for relevance.

- **Chapter 10**

This chapter provided good illustrations of identifying the characteristic of a song in page 92 to 95. The illustration of several songs and steps how to figure out a song's meaning in the introduction of this chapter are also good. It provided a good example of what will be learned for students. Therefore, for relevance, this chapter is given 4/4.

- **Chapter 11**

This chapter provided great content. All of the exercise and text developed in the chapter used illustrations, and most of them worked well. The tables, pictures and diagrams were really relevant, well implemented and motivated students in doing the exercise. All the references of material source were also very relevant for the students. Based on this consideration, this criterion scored 4/4.

g) Development of Life Skills

- **Chapter 6**

Most of exercises and activities use a polite and have social and cultural topic. It can be seen in page 20 “active conversation” exercise that this exercise expects students to understand and aware of surrounding where students have social needs to interact with each other’s. As in Parental exercise in page 24 that was made to help students gaining their confidence in having a public speaking. Therefore, based on this consideration, 4/4 is the score for this chapter’s development of life skills.

- **Chapter 7**

The “active conversation” exercise in page 40 provided both a useful learning source about factual report and useful group interactions where students are exposed to work in group in solving and doing the analysis about the exercise. In page 42 “let’s create” exercise and page 42 “parent connection” exercise are examples of useful exercise for students in developing students’ skills in social life because the theme and language used is simple and commonly used by students in real-life. Based on these considerations, development of life skills in this chapter scored 4/4.

- **Chapter 8**

Many exercises in this chapter provide a good development of life skills. Almost exercises in this chapter give good life skills developments with many kinds of exercise using several conditions that commonly happens in students' daily life. Besides the "parent connection" exercise in page 61 also display a good life skill development which will be needed for students because the exercise provides a good change between students and their parent. Score 4/4 is given to development of life skills with those consideration above.

- **Chapter 9**

In development of life skills, this chapter has successfully developed student's skills in social life. For this criterion, the language and theme of most the exercises here used students' daily life experience. It can be seen in "active conversation" exercise page 75 and writing exercises in page 76 and 77 and also "parent connection" exercise page 78 which are suitable for students' daily life. With this reason, score 4/4 is given.

- **Chapter 10**

Within this chapter, useful exercises that help students develop their life skills are provided. From the analysis, all the exercises as "active conversation", "writing connection", "parent connection" are kinds of exercise that help

students in developing life skills. These exercises expose students to write and explain the message of a song based on context. Therefore, in term of development of life skills, this chapter scored 4/4.

- **Chapter 11**

Most of exercises and activities use a polite and have social and cultural topic. It can be seen in page 118 “active conversation” exercise that this exercise expects students to choose the topic and make conversation between other students. As in Parental exercise in page 123 that was made to help students gaining their confidence in having a public speaking. Therefore, based on this consideration, 4/4 is the score for this chapter’s development of life skills.

h) Development of Diversity Insight

- **Chapter 6**

In this chapter, the exercises are well packed with diversity insight exercises as they were seen in the example of procedural text in page 12 to 13. These examples provide local ingredients of Indonesia where students will be exposed with the knowledge of several cooked menu in Indonesia and also in page 13 to 14 which the text “How to Plant Jasmine” and exercise of procedural text for Indonesia chicken satay was a great knowledge about Indonesia. Therefore, 4/4 is the score for this chapter’s development of diversity insight.

- **Chapter 7**

In this chapter, the materials are well packed with diversity insight as they were seen in the reading text in page 28 to 30. These texts provided natural disaster that happened in Indonesia where students will be exposed with the knowledge of natural disaster in Indonesia and also in "active conversation" exercise in page 40 the situation provided based on Indonesia condition that will make student think hard and know well about natural disaster in Indonesia. Therefore, 4/4 is the score for this chapter's development of diversity insight.

- **Chapter 8**

As for this criterion, this textbook provided a less national diversity insight, yet, text in page 47 about a short story provided a global diversity insight about how artists life in New York City and how it is seen different with real condition in Indonesia. This chapter just provided an exercise about national diversity insight in page 60. So, 1/4 is given as score for development of diversity insight of this chapter.

- **Chapter 9**

As for the development of diversity insight, a good example about diversity insight provided in page 65 to 66 and 72 to 73. This chapter provided historical nonfiction about the heroes of Indonesia and also provided some

exercises to write a biography on a person of student's choice. Therefore, development of diversity insight of this chapter scored 4/4.

- **Chapter 10**

In term of development of diversity insight, this chapter provided several examples of songs and poems in page 82 to 90. Yet, there is no national diversity insight within most songs of this chapter makes score 1/4 is given for development of diversity insight.

- **Chapter 11**

In the assessment of development in diversity insight, this chapter is well packed with global issue in the world. This chapter also provided local issue in Indonesia as exercise in page 117 and page 122. For this consideration, 4/4 is scored for development of diversity insight.

From the qualitative descriptions of the feasibility of content, the complete textbook assessment and evaluation have been done. Here are the tables that show the research findings from feasibility of content.

Table 4.8 Feasibility of Content Frequency

Component	Item	Score			
		1	**2**	**3**	**4**
1. The compatibility of materials with Core Competence (*KI*) and Basic Competence (*KD*)	a. Completeness				6
	b. In Depth				6
2. The accuracy of the Materials	c. Social Functions				6
	d. Generic structure				6
	e. Linguistic Feature	1			5
3. Supporting Materials	f. Relevance				6
	g. Development of Life skills				6
	h. Development of Diversity Insight	2			4
Total		**3**			**36**

Based on the table of feasibility of content above, the number 6 in completeness, in-depth, social functions, generic structure, relevance and development of life skills mean that from 6 sample chapters the whole criteria scored 4. As for linguistic feature, there is only one chapter which scored 1 and five chapters which scored 4 and also for development of diversity insight, there are two chapters which scored 1 and four chapters which scored 4. All of them make up the total of 36 in the score 4 and total 3 in the score 1 from 45 categories altogether. From previous tables, it can be derived that 36 categories in feasibility of content from 6 sample chapter out of 45 categories have fulfilled and only 1

category from linguistic feature and 2 categories from development of diversity insight could not met the criteria of score 4/4.

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

$$P = \frac{36}{45} \times 100\%$$

$$P = 80\%$$

Therefore, it can be concluded that 80% of the materials, exercises, and text developed in the textbook "Bahasa Inggris" are fulfilled the rubric assessment of feasibility of content from BSNP. Based on the result, the researcher stated that "Bahasa Inggris" textbook was categorized as "good" with an average score of 80%. This statement according to *Pusat Perbukuan* as follows.

Tabel 4.9 Final Calculation of Analysis Textbook

Range of Fulfillment Score	**Category**
80% - 100%	**Good**
60% - 79%	Fair
50% - 59%	Sufficient
0% - 50%	Poor

(Source: *Pusat Perbukuan*, cited in Latif, 2015, p. 72)

C. Discussion

The result findings of this research revealed many interesting facts. From the analysis, it can be concluded that the author of the textbook had tried to arrange this book as perfect as possible, but as human being short of lack still appeared in this textbook. The author also had been trying to provide the activities which related to the context, but there are not always acceptable for students.

Regarding the relevance of materials with core competence and basic competence, all chapters of "Bahasa Inggris" textbook were classified as very good in completeness item and in-depth item, including interpersonal texts, transactional text and fungsional texts. For this category, the completeness item and in-depth item scored 4 for all chapters of the textbook, which means that it was good in the aspect of relevance of materials with core competence and basic competence. Cunningsworth (1995) suggested that there are two kinds of textbook evaluation if we need to see good criteria of a textbook. The first kind is impressionistic overview which is useful and gives a general overview of material or the completeness of textbook. The other is in depth which involves more of the content. As researcher stated above that "Bahasa Inggris" textbook very good in completeness and in-depth item.

In terms of materials accuracy, five chapters of "Bahasa Inggris" textbook scored 4 in all items. Those were in social functions, generics structure and

linguistic feature. Those chapters really good in accomplishing social function through functional texts, development of students' ability to think coherently and systematically through interactive interpersonal and transactional texts, development of student's ability to think coherently and systematically through generic structure of texts, and accuracy and acceptability of linguistic features. With regards to the ratio of fulfillment criteria, five chapter scored 4 including chapter 6, chapter 7, chapter 8, chapter 9 and chapter 11, which mean it has good level of materials accuracy. Meanwhile, there is only one chapter was scored 1 in linguistic feature, it means this chapter not good in all items. The chapter is chapter 10. The accuracy is one of the checklist of the criteria of contracting high quality learning materials, this checklist was adapted by Nardine (2004) in Peer Review Special Interest Group (HEAL).

in relation to supporting learning materials, four chapters of "Bahasa Inggris" textbook was scored 4 in three items, namely relevance of material, development of live skills and development of diversity insight. Three items were classified as good, including personal skills, awareness of local potential and wealth, appreciation of democratic values, and an understanding of the insight on diversity. The chapter that scored 4 including chapter 6, chapter 7, chapter 9 and chapter 11. However, two other chapters including chapter 8 and chapter 10 were scored 1 in development of diversity insight item. According to Onuoha-Chidiebere (2011), supporting materials refers to different kinds of materials or

resources that teachers and learners use in the teaching and learning process, in order to make the process more effective and productive also to facilitates the achievement of goals in education.

Based from the tables about the evaluation of content and discussion, the result of this study can be concluded as follows. From feasibility of content 80% of materials, exercise and text developed in the textbook “Bahasa Inggris” are surprisingly fulfilled the criteria from BSNP of how standard textbook should be. There are various categories in feasibility of content such as the development of text, exercises, development of life skills and diversity, social functions and generic structure. Yet, this non-commercial textbook from Ministry of Education and Culture fulfilled more of the criteria from BSNP. From this result of analysis of English textbook “Bahasa Inggris” for the second grade of senior high school based from the curriculum 2013, the researcher concluded that “Bahasa Inggris” textbook from the feasibility of content met the standard of a good English textbook in Indonesia based from BSNP rubric assessment. The researcher also stated that “Bahasa Inggris” textbook categorized in good quality of English Textbook because “Bahasa Inggris” textbook almost provided all criteria based on experts mentioned in literature review chapter.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the study of analyzing the English textbook of "Bahasa Inggris" published by Ministry of Education and Culture, the researcher concluded "Bahasa Inggris" textbook is good to be used for second grade of senior high schools that have started using curriculum 2013. This book fulfilled all the core competence and basic competence of curriculum 2013. It also applied the student-centered teaching method which is the main concern in curriculum 2013.

Apart from that, the exercises given are attractive and applicable in the classroom. It exposed students to be an active learner all the time even though there are some minor's incompatibility based from BSNP assessment about the detailed analysis in the lack of cultural diversity and a little bit about linguistic structure. English textbook "Bahasa Inggris" is still acceptable to be used by school because it is more than qualified to be used in Curriculum 2013.

B. Suggestion

Based on the study of the textbook "Bahasa Inggris", the researcher would like to give several suggestions to help in improving the quality of textbook and

teaching quality. The suggestions for English teacher and further researcher are as follows:

1. The teacher needs to seek out the compatibility of the textbook they about to use because the matched textbook with curriculum, the appropriateness of textbook, and the materials in the textbook implemented in the classroom

   and many other ways to improve the quality of teaching and learning process are in teacher hands. As the book "Bahasa Inggris" is the first non-commercial to fulfill the needs of curriculum 2013 materials, this book met almost the requirements and standard of a textbook in implementing curriculum 2013. By using this book in teaching ang learning process, hopefully a great result is compromised.
2. The further researchers are expected to analyses other aspect of the content in English textbook "Bahasa Inggris" published by Ministry of Education and Culture of Indonesia such as technique of presentation, learning presentation and completeness of presentation to get comprehensive result of this textbook analysis.

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Undang Undang Dasar RI no 20 Tahun 2003.

APPENDICES

I. INSTRUMENT

Rubric Assessment of Textbook (From BSNP (*Badan Standar Nasional Pendidikan*)

No	Component	Sub Component	Item	Keterangan	Score			
					1	2	3	4
1	Kesesuaian Uraian Materi dengan Ki dan KD	Kelengkapan Materi	Jenis Teks Interpersonal	4 = Buku teks pelajaran memuat teks-teks interpersonal pendek dan sederhana minimal 95% dari cakupan materi KI dan KD.				
				1 = Buku teks pelajaran memuat teks-teks interpersonal pendek dan sederhana kurang dari 95% dari				

				cakupan materi KI dan KD				
			Jenis Teks Transaksional	4 = Buku teks pelajaran memuat teks-teks transaksioal pendek dan sederhana minimal 95% dari cakupan materi KI dan KD.				
				1 = Buku teks pelajaran memuat teks-teks transaksional pendek dan sederhana kurang dari 95% dari cakupan materi KI dan KD				
			Jenis Teks Fungsional	4 = Buku teks pelajaran memuat teks-teks fungsional pendek dan sederhana minimal 95% dari cakupan materi KI dan KD.				

				1 = Buku teks pelajaran memuat teks-teks fungsional pendek dan sederhana kurang dari 95% dari cakupan materi KI dan KD.				
		Kedalaman Materi	Pajanan (Exposure)	4 = Setiap jenis teks dilengkapi dengan minimal 2 contoh teks di dalam buku yang memiliki fungsi sosial yang relevan dan penugasan kepada siswa untuk mencari minimal 2 contoh teks sejenis dari sumber lain				

				1 = Setiap jenis teks dilengkapi dengan kurang dari 2 contoh teks di dalam buku yang memiliki fungsi sosial yang relevan dan penugasan kepada siswa untuk mencari kurang dari 2 contoh teks sejenis dari sumber lain				
			Retensi Aturan Pembentukan Teks	4 = Aturan pembentukan teks diajarkan pada 3 unsurnya yaitu fungsi sosial, unsur dan struktur makna, dan fitur linguistik.				
				1 = Salah satu dari 3 unsur aturan pembentukan teks yaitu fungsi sosial, unsur dan struktur makna, dan fitur				

				linguistik tidak diajarkan.				
			Produksi	4 = Tugas untuk menghasilkan teks memuat 3 unsur pembentukan teks yaitu fungsi sosial, unsur dan struktur makna dan fitur linguistic				
				1 = Salah satu unsur pembentukan teks yaitu fungsi sosial, unsur dan struktur makna, dan fitur linguistik tidak termuat dalam Tugas.				

			Ekstensi	4 = Tugas untuk mendalami minimal 2 teks lengkap dengan 3 unsur pembentukan teks (fungsi sosial, unsur dan struktur makna, dan fitur linguistik) di luar teks yang disajikan dalam buku teks ini.				
				1 = Tugas untuk mendalami teks lengkap dengan 3 unsur pembentukan teks (fungsi sosial, unsur dan struktur makna, dan fitur linguistik) di luar teks yang disajikan dalam buku teks ini kurang dari 2.				
2	Keakuratan Materi	Fungsi Sosial	Fungsi Sosial	4 = Minimal 95% teks berguna untuk mencapai fungsi sosial yang tepat				

				1 = Kurang dari 95% teks berguna untuk mencapai fungsi sosial yang tepat				
		Unsur dan Struktur Makna	Unsur dan Struktur Makna	4 = Minimal 95% unsur dan struktur makna teks sesuai dengan fungsi sosialnya				
				1 = Kurang dari 95% unsur dan struktur makna teks sesuai dengan fungsi sosialnya				
		Fitur Linguistik	Fitur Linguistik	4 = Minimal 95% fitur linguistik dalam teks sesuai dengan fungsi sosialnya sesuai dengan fungsi sosialnya				
				1 = Kurang dari 95% fitur linguistik dalam teks sesuai dengan fungsi sosialnya				

3	Materi Pendukung Pembelajaran	Relevansi	Relevansi Materi dan Sumber Rujukan	4 = Secara keseluruhan, 91% - 100% lebih bahan ajar diambil dari sumber rujukan yang relevan dengan materi				
				3 = Secara keseluruhan, 75% - 90% bahan ajar diambil dari sumber rujukan yang relevan dengan materi				
				2 = 61% - 74% bahan ajar diambil dari sumber rujukan yang relevan dengan materi				
				1 = 0% - 60% bahan ajar diambil dari sumber rujukan yang relevan dengan materi				
			Kemukhtakiran materi dan	4 = Secara keseluruhan, 91% - 100% lebih sumber				

			Sumber Rujukan	bertahun terbit 4 tahun terakhir				
				3 = Secara keseluruhan, 75% - 90% sumber bertahun terbit 4 tahun terakhir				
				2 = 61% - 74% sumber bertahun terbit 4 tahun terakhir				
				1 = 0% - 60% sumber bertahun terbit 4 tahun terakhir				
		Pengembangan Kecakapan Hidup (Personal, Sosial, Akademik dan Vokasional)		4 = Secara keseluruhan, memuat teks-teks yang memuat 91% - 100% unsur kecakapan hidup.				
				3 = Secara keseluruhan, memuat teks-teks yang memuat 75% - 90% unsur kecakapan hidup.				

				2 = Secara keseluruhan, memuat teks-teks yang memuat 61% - 74% unsur kecakapan hidup.				
				1 = Secara keseluruhan, memuat teks-teks yang memuat 0% - 60% unsur kecakapan hidup.				
		Pengembangan Wawasan Kebangsaan		4 = Secara keseluruhan, memuat teks-teks yang memuat 91% - 100% unsur wawasan kebhinekaan.				
				3 = Secara keseluruhan, memuat teks-teks yang memuat 75% - 90% unsur wawasan kebhinekaan.				
				2 = Secara keseluruhan, memuat teks-teks yang memuat 61% - 74% unsur wawasan kebhinekaan.				

				1 = Secara keseluruhan, memuat teks-teks yang memuat 0% - 60% unsur wawasan kebhinekaan.				

II. CORE COMPETENCE AND BASIC COMPETENCE OF CURRICULUM 2013

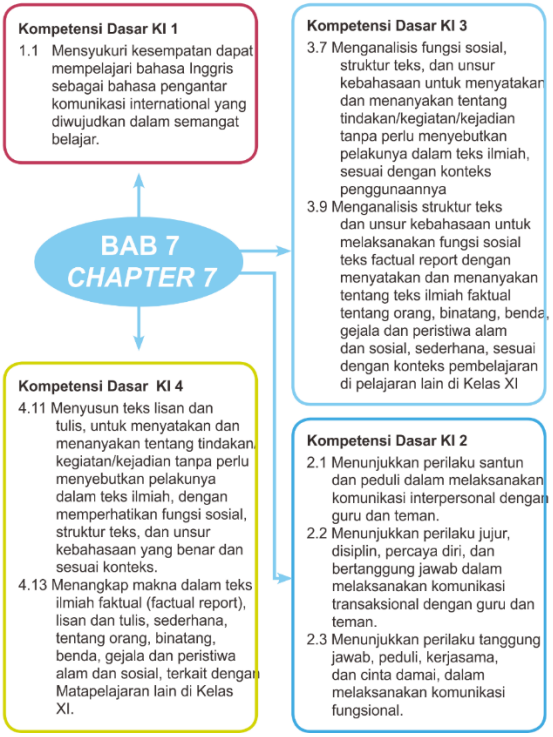
INDIKATOR KOMPETENSI DASAR 3.6

- Students are able to identify the characteristics of a procedural/ instructional text.
- Students are able to explain the usage of a procedural/ instructional text.

INDIKATOR KOMPETENSI DASAR 4.7 & 4.8

- Students are able to tell the information from a procedural/ instructional text, correctly.
- Students are able to edit and revise procedural/instructional text correctly.
- Students are able to make proper procedural/instructional text.

KOMPETENSI DASAR *(BASIC COMPETENCES)*



INDIKATOR KOMPETENSI DASAR 3.7 & 3.9

- Studentsareabletoidentifytheextractofascientificreport based on the context and usage.
- Studentsareabletoidentifythecharacteristicsofascientific factual report correctly.
- Studentsareabletoexplaintheusageofascientificfactual report correctly.

INDIKATOR KOMPETENSI DASAR 4.11 & 4.13

- Studentsareabletowriteascientificreportin200words minimum,properly.Studentisabletowriteascientificreportin 200wordsminimum,properly.
- Studentsareabletorewritethecontentofascientificfactual report they get, properly.
- Studentsareabletodoapresentationbasedonscientificfactual report they get, properly.

KOMPETENSI DASAR *(BASIC COMPETENCES)*

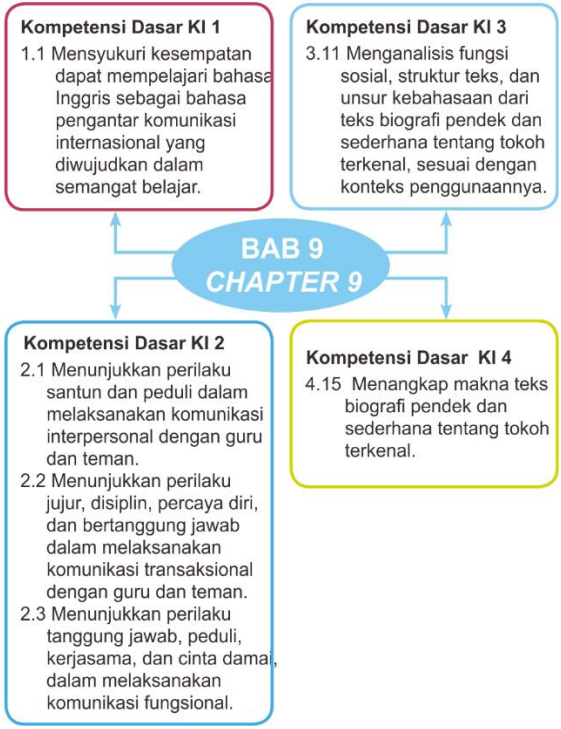
INDIKATOR KOMPETENSI DASAR 3.8

- •Students are able to explain what are conditionals.
- • Students are able to identify the conditionasl in context.
- •Students are able to explain the usage of conditionals.

INDIKATOR KOMPETENSI DASAR 4.12

- •Students are able to write text using conditionals form based c context in proper.
- •Students are able to use conditional form orally, based on context in proper.

KOMPETENSI DASAR *(BASIC COMPETENCES)*



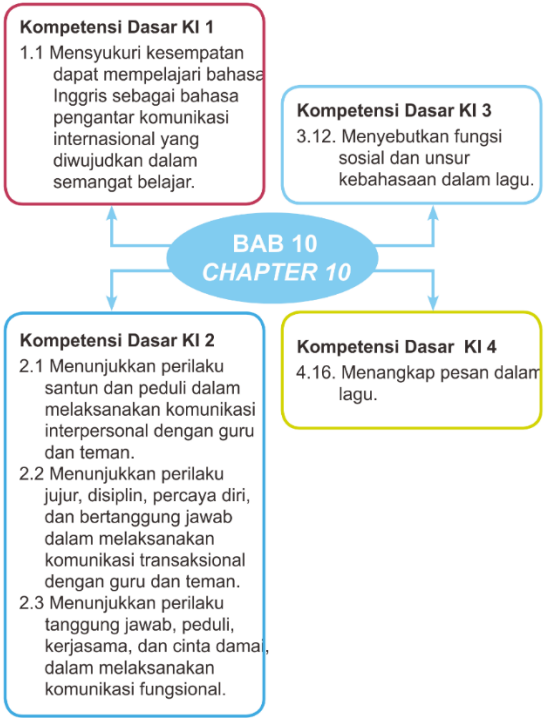
INDIKATOR KOMPETENSI DASAR 3.11

- Students are able to explain what is biography.
- Students are able to identify the characteristics of a biography.
- Students are able to explain the usage of a biography.

INDIKATOR KOMPETENSI DASAR 4.15

- Students are able to retell the content of a short/medium length biography of one known personality with their own language, properly.
- Students are able to write a summary of a short/medium lenght biography of one known personality

KOMPETENSI DASAR *(BASIC COMPETENCES)*



INDIKATOR KOMPETENSI DASAR 3.12

- Students are able to identify the characteristic of a song lyrics.
- Students are able to mention the social function of a song in language perspective.

INDIKATOR KOMPETENSI DASAR 4.16

- Students are able to explain the message of a song based on context.
- Students are able to answer question based on the lyrics of the song.
- Students are able to make song lyrics with certain message given.

KOMPETENSI DASAR *(BASIC COMPETENCES)*

INDIKATOR KOMPETENSI DASAR 3.10

- Students are able to identify the characteristics of an analytical expository essay.
- Students are able to explain the format of an analytical expository essay.
- Students are able to to explain the usage of an analytical expositaory essay.

INDIKATOR KOMPETENSI DASAR 4.14

- Students are able to retell the information they get from an analytical expository text given properly.
- Students are able to answer questions based on the text they learned.
- Students are able to make a summary of an analytical expository text given properly

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Di Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, Nomor : B-11179/Un.08/TU-FTK I/TL.00/11/2017 tanggal 23 November 2017. Perihal sebagaimana tersebut dipokok surat, maka dengan ini dimohonkan kepada saudara memberikan bantuan kepada mahasiswa/i yang tersebut namanya dibawah ini:

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Untuk melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk meyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, di MAN 4 Aceh Besar adapun judul Skripsi:

" AN ANALYSIS 0F `BAHASA INGGRIS` TEXBOOK USED IN THE SECOND GRADE OF SENIOR HIGH SCHOOL ".

Demikian surat ini dibuat atas bantuannya kami ucapkan terima kasih.

Kepala
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