

**An Analysis of English Textbook Entitled “STOP BULLYING NOW”  
for Eleventh Grade Students of SMKN 6 Surakarta in Academic Year  
2021/2022**

**THESIS**

**Submitted as A Partial Requirements  
for the Undergraduate Degree in English Education**



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*Wassalamu'alaikum Wr. Wb.*

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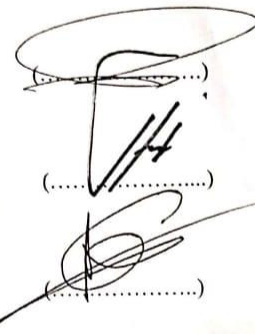
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## **DEDICATION**

This thesis dedicated to

1. The first dedication for my beloved mother Dwi Suratmi who gives me support and prayers for my blessed in life.
2. The second dedication for my little sister Cahya Aulia Sekar who gives me support and gift for me.
3. The third dedication for my father, Teguh Rahardja
4. My almamater UIN Raden Mas Said Surakarta
5. Mrs. Siti Aminah as my motivator
6. My classmate (Neneng, Alvi, Rega, Fikri, Guruh, Arsyad, and Candra) who gives support for me
7. My best friends (Oktania, Wahyudi, Elysia, and Chintya) who gives support for me

## **MOTTO**

“There is only one thing that makes a dream impossible to achieve : the fear of failure”

(Paulo Coelo)

“Great things are not done by impulse, but by a series of small thigns brought together”

(Vincent van Gogh)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled

"An Analysis of English Textbook Entitled "STOP BULLYING NOW" for  
Eleventh Grade Students of SMKN 6 Surakarta in Academic Year 2021/2022"  
is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and  
referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the  
academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 16 Desember 2022

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Alhamdulillah, all praises to be Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Analysis of English Textbook Entitled “STOP BULLLYING NOW” for Eleventh Grade Students of SMKN 6 Surakarta in Academic Year 2021/2022.

Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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7. All people who give support and motivation in created this thesis.

The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general

Sukoharjo,  
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## ABSTRACT

Haryu, Bela. 2022. *An Analysis of English Textbook Entitled “STOP BULLYING NOW” for Eleventh Grade Students of SMKN 6 Surakarta in Academic Year 2021/2022*. Thesis. English Education Department, Cultures and Languages Faculty.

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Keyword : Analysis of content, English textbook, BSKA an instrument of analysis the advisability

The textbook as well as guide and source is an essential component in English Language Teaching (ELT). The objective of this research is to know whether or not textbook entitled “STOP BULLYING NOW” for eleventh grade students of Senior High School, match the criteria from *BSKA (Badan Standar Kurikulum dan Asesmen)*

The research design in this thesis is an analysis of content as the part of qualitative descriptive research, the data of this research used English textbook entitled “STOP BULLYING NOW” , the criteria assessment based on *BSKA (Badan Standar Kurikulum dan Asesmen)*, the validation data in this research used expert judgment, the researcher discuss with the person has qualified in assessment of English textbook.

The result of this research showed that not all the chapter from textbook has standard based on *BSKA (Badan Standar Kurikulum dan Asesmen)* but this textbook has good quality for English Learning Teaching (ELT) as a guide and source because has percentage of assessment 90,43 %. Based on criteria assessment from *BSKA (Badan Standar Kurikulum dan Asesmen)*. This percentage categories in “GOOD” quality of English Textbook.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

The English language is the first language in the world because this language is the language of unity in the world which must be learned in the globalization era. Moreover, the English language is spoken and understood by most of the population in almost every country.

English language teaching (ELT) in Indonesia is now crucial to deliver the material of teaching, usually, the teacher used the textbook as the primary media for teaching and learning in the classroom. Teacher and students need a source to guide them in the classroom. The textbook must be appropriate to reach the students ability in the English language.

According to Ramadhana (2009:12) English language teaching (ELT) textbook play a significant role in language classroom. In some conditions, textbooks serve as the basic for many languages input that the students receive and language practice that occurs in the classroom. In ELT students rarely have chances to use English outside the classroom, consequently, English textbook seems to be the only source by which students receive input and the main material for both teachers and students.

Ika (2021:21) claimed the textbook is one factor that supports the success of English teaching and learning. For beginning teacher, the textbook will be a good solution in teaching and learning because usually who become a new teacher they still nervous or embarrassed. That makes their focus terrible and they cannot remember most of the teaching and learning material.

Palupi (2020) claimed the most obvious and common material support for language instruction comes through the textbook. The textbook is a teacher guide and as lesson material for the students. According to Richards (2015) textbook provides the basic for the content lesson, the balance of skills taught and the kind of language practice. Textbook, as learning material has the power to deliver knowledge, build characters, and build skill, textbook must have

good construction to guide teachers and students in the teaching and learning process.

According to Sitepu (2014:73) claimed textbook is a reference book in every school as a guide in teaching and learning. The textbook has to contain character building, increase the purity of the students, ability in knowledge and technology information skill, esthetic ability, social character ability. The well qualified textbook regulated by *BSKA (Badan Standar Kurikulum dan Asesmen)* (2007)

The English textbook can be a good textbook if the content material is suitable within criteria based on experts. Indonesia has an organization, namely *BSKA (Badan Standar Kurikulum dan Asesment)*, to give the good criteria of textbook and to evaluate the suitability of textbook. *BSKA (Badan Standar Kurikulum dan Asesment)* was conducted to *Kementrian Pendidikan dan Kebudayaan Republik Indonesia* to discuss the suitability of textbook.

*BSKA (Badan Standar Kurikulum dan Asesmen)* (2007) the good qualified textbook must include four elements of advisability, such as: the content of advisability, presentation of advisability, the language of advisability, and graphic of advisability. An element of advisability is outlined in the form of almost detailed qualifications that teachers and students can apply.

The teacher must select the good textbook that comprehends the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)* and the curriculum used in school. But now, there is still out the textbook has cover suitable with the curriculum. But the content in the textbook is not yet suitable with standard from *BSKA (Badan Standar Kurikulum dan Asesmen)*.

Handayani (2016) state that evaluating the English textbook is the crucial thing to do. The evaluation is needed to do in order to check whether the English textbook has fulfilled the criteria of good teaching materials. Evaluating the textbook can also give information about the aspect that need to be improved so that the textbook more effective. The result of evaluation can



help the teacher to determine their action toward the textbook being evaluated. So the purpose of the learning English will be achieved.

Analyzing English textbook in this research is essential to know how far the suitability of content in the English textbook entitled “STOP BULLYING NOW” with the four content good criteria of textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)* then analyzing the English textbook useful to guide the teacher or school to selecting the better English textbook in the teaching-learning process.

The textbook entitled “STOP BULLYING NOW” for eleventh-grade students published by *Kementrian Pendidikan dan Kebudayaan Republik Indonesia* has four elements of advisability, namely the advisability of content, the advisability of presentation, the advisability of language, and advisability of graphics. In addition, this textbook contains curriculum 2013 and has eight chapters for two semesters.

The researcher observed in SMKN 6 Surakarta to get information about the use of the English textbook entitled “STOP BULLYING NOW” for eleventh-grade students. The researcher interviews with the English teacher in SMKN 6 Surakarta. SMKN 6 Surakarta selected the English textbook entitled “STOP BULLYING NOW” because the textbook has a 2017 revision curriculum, and SMKN 6 Surakarta got it free from *Kementrian Pendidikan Republik Indonesia*. The English textbook is colorful, and the material is easy to know by students, making it easy in the teaching-learning process. For this reason, the researcher concludes that the English textbook entitled “STOP BULLYING NOW” is suitable for the eleventh grade of students of SMKN 6 Surakarta. Still, the researcher need to analyze how far the element of advisability in this textbook suitable with the good element advisability of English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)*.

Based on the statement above, the researcher conducted research entitled “An Analysis English Textbook Entitled Stop Bullying Now for Eleventh Grade Students of SMKN 6 Surakarta in the Academic year 2021/2022”. As a result, the researcher concluded that the textbook is a sheet

group of learning material, a teaching tool (material) that presents the subject matter defined by the curriculum, and the textbook is an universal importance element of (English language) teaching. Therefore, the English textbook entitled “STOP BULLYING NOW” is used for students of SMKN 6 Surakarta for eleventh-grade students because the textbook has elements of advisability, there are advisability of content, advisability of presentation, advisability of language, and advisability of graphics.

## **B. Identification of the Problem**

Based on the background of the study, the researcher identifies of the problem such as:

1. Not all of teacher understand the advisability of English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)*.
2. There are many English textbook publisher, but not all the English textbook suitable with standard from *BSKA (Badan Standar Kurikulum dan Asesmen)*.
3. Not all of schools can select the better English textbook for students because the schools get it free from *Kementrian Pendidikan dan Kebudayaan*.

## **C. Limitation of the Study**

The research on textbook analysis entitled “STOP BULLYING NOW” for eleventh-grade students of SMKN 6 Surakarta in this textbook has eight chapters. The researcher limited her research in textbook analysis of the title “Stop Bullying Now” for eleventh-grade students of SMKN 6 Surakarta in eight chapters (chapter 1 – chapter 8). The researcher would like to analyze eight elements of advisability. Such as the advisability of content, the advisability of presentation, the advisability of language, and the advisability of graphics.

## **D. Formulation of the Study**

The researcher formulated the study on how far the English textbook for eleventh-grade students published by *Kementrian Pendidikan dan Kebudayaan*

*Republik Indonesia*, entitled “STOP BULLYING NOW” is suitable with four elements of good qualified textbook based on *Badan Standar Kurikulum dan Asesmen (BSKA)* ?

#### **E. Objective of the Study**

Based on the formulation of the problem, the goals of this research there are the researcher can be answered the problem of research as follow: to know how far the suitable of English textbook entitled “STOP BULLYING NOW” for eleventh-grade students is suitable with the four-element of advisability based on *BSKA (Badan Standar Kurikulum dan Asesmen)*.

#### **F. Benefits of the Study**

The researcher, hopefully this research valuable for many people, especially as a reference in the next research in the analysis of English textbook. There are the benefits of research:

##### **1. For the teacher**

The selecting suitable of English textbook in the teaching and learning process that fulfills the advisability of content, advisability of presentation, advisability of language, and advisability of graphics. The teacher can apply this research result to the teaching and learning process and upgrade their knowledge by choosing a suitable English textbook.

##### **2. For the students**

The appropriate information for the eleventh-grade students in vocational high school on the advisability of content, the advisability of language, the advisability of presentation, the advisability of graphic of English textbook entitled “STOP BULLYING NOW” published by *Kementrian Pendidikan dan Kebudayaan Republik Indonesia*.

##### **3. For the researcher**

The benefits of this research for the researcher in the next research it can increase the researcher knowledge about the analysis of English textbooks according to the advisability of content, the advisability of language, advisability of presentation, and the advisability of graphics.

##### **4. For the other researcher**

The benefits of this research is to give an information to other researchers about the strengths and weaknesses of the English textbook entitled “STOP BULLYING NOW” for eleventh-grade students of Vocational High School, according to the criteria *BSKA (Badan Standar Kurikulum dan Asesmen)*.

## **G. Definition of the key Term**

### **1. The English Textbook**

Sitepu (2014) defined that the textbook is the guidebook the teacher and the student should have in teaching and learning. Therefore, the textbook should have good criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)* the textbook has to increase piety, knowledge, ability in technology, and information for the students.

### **2. Descriptive Qualitative**

Farida (2017:54) state that descriptive qualitative is research method based on facts carried out by means of observation, interviews, and study documents.

### **3. Expert Judgment**

Sugiyono (2011:17) claimed that the expert judgment is the method of data validation that carried out by experts in the specific knowledge in the form of opinion statement.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Background**

##### **1. Textbook**

###### **a. Definition of Textbook**

Richards (2015) state that the textbooks are a key component in most language programs. They may provide the basis for the content of the lessons, the balance of skills taught, and the kinds of language practice the students take part in. In some situations, they serve as the basis for much of the language input students receive and the language practice that occurs in the classroom.

According to Renandaya (2020:46) describe that the teaching material is a key component in most language programs. Whether the teacher uses the textbook, institutionally prepared materials, or student materials, instructional materials generally serve as the basic for much of the language input students receive and the language practice.

*Badan Standar Kurikulum dan Asesmen (2007)* state that the textbook as teaching material must represent the curriculum. Currently, in Indonesia, it is called the standard of content consisting of standard competence and basic competence. From this statement, the researcher concludes that a good textbook has criteria from *Kementrian Pendidikan dan Kebudayaan Republik Indonesia* must have three points appropriate for the education curriculum: (basic competency and standard competency). These points can build the ability of students to know about the lesson.

According to Tarigan in Mufidati (2020:93) state that textbooks are books of the lesson in specific fields of study as a standard book arranged by the expert of the field for instructional purpose, complied by harmonious teaching media, and easily understood by the user in schools and colleges to receive teaching program.

According to Kinasih (2014:86) state that textbook is one of references that put English instruction materials which often used for language instruction, the textbook is also a standard source of information. Therefore, it should be one of the many sources teachers can create effective lessons and offer guidance and orientation framework.

Efendi (2009) state that textbook is a part of learning equipment that very important to accelerate, enhance, and educate students, textbook must be designed carefully to function as effective learning tools.

The researcher conclude that the textbook is an important media in teaching and learning, textbook as a source for teacher and students to access learning material, especially for beginner teacher textbooks, which can support guidance to delivered material of study. And the textbook must suitable with the curriculum and standard from expert or in Indonesian textbook must be suitable with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)* as an organization to evaluate the education department by *Kementrian Pendidikan Republik Indonesia*.

## **2. The Criteria of Textbook**

### **a. Criteria of Textbook**

Efendi (2009) state that textbook content development based on the effective of curriculum. Therefore, textbook must standardized, and seen as collection of knowledge about every side of life. It has to be prepared on its comprehensiveness and its presentation.

According to Anisa (2019) state that the textbook also has criteria, there are follow:

#### **1) Accuracy of the content**

- a) The content of textbook must accurate without factual errors.

- b) The content is up to date and avoids presenting information that will make the text absolute quickly, considering the subject being addressed.
- 2) Instructional design
  - a) The textbook contains various instructional materials, including reflective questions, learning activities, and other features that promote learner engagement and active learning.
  - b) The relationship between the use of textbook and fulfilling particular learning outcomes is clearly explained.
- 3) Text clarity
  - a) The text of textbook is written in accessible and supposed for students and teaching in learning process.
  - b) The textbook contained a structured, clear of error, and logical progression of topic
  - c) The textbook contained not grammatical, spelling, or other typographical errors.

Richard (2001) claimed the good criteria of textbook as follow:

1) Adding or deleting content

The textbook may contain too much or too little for the program, whole units to be dropped, or perhaps section of units throughout the book omitted.

2) Modifying task

The exercises and the activities may to be changed to give them an additional focus, for example listening activity that focused only listening for information adapted so that students listen a second or third time for a different purpose.

According to Sitepu (2014:86) state that the standard of the textbook is important, it was affected to choose textbook in the teaching and learning process and create textbook by the writer, the writer of the textbook must make clear limitations or misunderstandings are, for example, whether or not the textbook is

helpful for the teaching and learning process and a tool to guide teachers in teaching and learning process, there are the standard of textbook:

#### 1) Standard of Material

Standard of material describes a comprehensive picture of the education content at each level and type of education. The standard of material covers the scope of the material and the level of competence to achieve the competence of graduates at certain levels and types of education. There are:

- a) The basic curriculum framework is a guideline for composing and developing an education unit-level curriculum.
- b) The unit-level curriculum is to be developed by the education unit.
- c) The educational calendar for implementing education in primary and secondary education units.

#### 2) Standard of Process

The school carries out planning, implementation, assessment, and supervision of the learning process for effective and efficient teaching and learning. In the standard of process, there are factors to support:

- a) The syllabus, unit planer of implementing the learning process, including the material for the preparation
- b) The learning process includes the requirements for implementing the learning process related to the maximum number of students in a class, the complete learning load for the teacher, textbooks, and class management.
- c) Evaluation of learning outcomes using teacher assessment standard and subject group evaluation guidelines. The teachers on learning outcomes evaluate learning is the process to measure the level of



achievement of student competency. Standard of Competence Graduate

### 3) Standard of Competence Graduate

Graduated competency standards (SKL) are qualifications of graduate abilities that include attitude, knowledge, and skill. The SKL for each level of education is as follows:

- a) The SKL at the basic education level aims to lay the foundation for intelligence, knowledge, personality, noble character, and skills to live independently and attend further education.
- b) The SKL in general secondary education units aims to improve intelligence, knowledge, personality, good character, and skills to live independently and attend further education.
- c) The SKL in vocational secondary education units aims to improve intelligence, knowledge, personality, noble character, and skills to live independently and further education following their major.
- d) The SKL is used as an assessment guide in determining student graduation from the education unit. However, SKL is used as a reference in conducting formative and summative assessments at every level of education (class).

The researcher conclude that the good criteria of English textbook is the textbook increase student ability in the English language and the textbook must be competence with *SKL (Standar Kelulusan)*, syllabus, curriculum, and the textbook has HOTS (High Order Thinking Students) as the point in Indonesian 2017 curriculum revision.

### **b. The Element Advisability of Textbook**

*Badan Standar Kurikulum dan Asesmen (2007)* claimed that the good criteria of textbook have four elements: (advisability of content, advisability of language, advisability of presentation, and advisability of graphic).

The elements of advisability of the textbook included English skills of reading, writing, listening, speaking, and the items of vocabulary, grammar, pronunciation, and technical. Therefore, as a teaching and learning tool, textbooks can also standardize the quality of the teaching and learning process. Then the researcher focused to analysis of English textbook entitled “STOP BULLYING NOW” based on criteria from *BSKA (Badan Standar Kurikulum dan Asesmen)*.

## **3. The Advisability of Content**

### **a. The Advisability of Content**

According to *BSKA (Badan Standar Kurikulum dan Asesmen) (2007)* the advisability of content is the material in the textbook must suitable according to the curriculum used in the school because the textbook is a source in teaching and learning process.

The content material of advisability, there are the factors that should be considered: suitable with the description of the course material, standard of competence (SK) and primary competence (KD) validity with the learning material, the validity of the learning material, and learning support materials.

- 1) The suitability of the material with Competency Standards (SK) and Basic Competencies (KD). The English textbook must contain material that support to achieve of SK (competency standards) and KD (primary competencies) of the subjects.

- a) The material presented from the introduction of the concept, definition, procedure, output display, example, case, and exercise to interactions between concepts according to the level of education of students and following based on primary Competence (KD).
- b) The comprehensiveness of material, the material offered in the textbooks at least consists of all subject matter explaining the scope of the elements that help the accomplishment of SK and KD had been formulated in the curriculum of topics involved.
- c) The immensity of materials, the material of study (example of task and exercises) that the textbook elaborates on substance (facts, concepts, principles, and theory) included in SK and KD.
- d) The comprehension of learning material, the learning material in the textbook included an explanation of related concept, definition, rule, and tasks, so the students can identify the idea or ideas and follow the rules knowledge based on SK and KD has been formulated.

Based on SK and KD, the textbooks learning material must increase cognitive, affective, and psychomotor. The grade of hardly and complexity of the material are adapted to the developmental grade of students cognitive.

- 2) The validity of learning material, according to *BSKA (Badan Standar Kurikulum dan Asesmen)* (2007), the learning material in the textbook have to valid with standard competency (SK) and based on competency (KD) to support the teaching and learning material.

- a) Concept and definition validity

The material in the textbook should be accurate to avoid misunderstanding for students in describe the learning material.

b) Rule validity

One aspect of building theory is the rule, textbook should be offered validity of principles so that students do not have to misinterpret of material study.

c) Technique validity

The technique of validity is the steps to reach goals, the formula of technique must be accurate to make the learning study systematic.

3) The material support of the learning.

According to *BSKA (Badan Standar Kurikulum dan Asesmen)* (2007) the material in the textbook must be supported the teaching learning material. Now in the globalization era, teachers and students have to ability in technology and information development. the material that helps in the learning process such as:

a) Technological development ability.

The material (there are an example, an explanation, biodata of writer) in textbook based on the development of science and technology.

b) The featured example, and reference validity.

The feature (there is an explanation and example) describe the situation now. The textbook reference is helpful for the maximum of the referral last five years.

c) The opinion of students

The opinion is applied when students have to conclude. The textbook material must include an explanation, example, task, question, or quiz that supports the learners to make a good conclusion, so the conclusion must be arranged and accurate. The material has to contain the question open (based on learner argument), the question that needs learners to answer the problem and solve the problem of question.

d) Solved the problem

The problem solved can support to creativity of students, the material presented in the textbook needs to contain a variety of strategies and solve the problem of exercises. Solving the problem included knowing the problem, designing a model, solving the model, checking results, and describing a solution obtained.

e) The linkage among the principles

The principles or concepts should be linked in the textbook, and links among the principles in the textbooks can be found within the description or exercises. This concept supposed learners to create a knowledge information network intact.

f) The communicatively of textbook material

The material of study in the textbooks must include examples and exercises to communicate thoughts in writing and orally to clarify the situation or problem being discovered or encountered. Written communication can deliver diverse forms like symbols, tables, diagrams, or other media. Then verbal communication can be done individually, in pairs, or in groups.

g) The applicate of principle

The material in textbook must contain a description, examples, or questions that describe applying principles in daily life. Then, make students can use it in real life.

h) The attractiveness of material

The material in textbooks has to include an explanation, techniques, pictures, photographs, sketches, historical stories, examples, or problems of interest that may cause encourage learners to explore too far. If learners are

interested in the material delivered, they might be inflamed to study.

i) Enrichment of textbook material

The material in the textbook must be included explanations, examples, or issues related to the enrichment of the topic so that the material is more profound than the material described by KD. With this enrichment, students are expected to have a broader competence.

#### 4. The Advisability of Presentation

##### a. The advisability of presentation

According to *BSKA (Badan Standar Kurikulum dan Asesmen) (2007)* the advisability of presentation there is the suitable of the textbook to deliver the material to comprehend students in teaching and learning material. The advisability of the presentation there is three-point that must be considered, namely (1) technique of presentation, (2) learning of presentation, (3) the presentation of completeness, (4) part of the content of the textbook, (5) ending part of the textbook.

##### 1) Technique of presentation

The technique of textbook presentation must systematic based on competency standard (SK) and based on competency (KD). Also, textbook deliver a positive impact and build character for students. The technique of presentation must be systematic, and there are the indicators of technique presentation.

##### a) The systematic of presentation

(1) In every chapter in the textbook should contain positive value to interest the students in the teaching and learning process.

(2) Building the students motivation can be offered in the form of pictures, illustrations, the structure of the sentence, or examples of use in daily life that comprehend the topic presented.

(3) The contents included matters covered by the sub-components of content advisability.

b) Presentation regularity

(1) The textbook presentation is based on the logic of inductive or deductive.

(2) The presentation of plot inductive thinking to get conclusion from a fact or data.

(3) The presentation design deductive reasoning to explain the clarity of a proposition. The concept is presented from easy to difficult, simple to complex, or informal to formal premises so that learners can follow him either.

c) The inter-chapter must be balanced

The explanation of the substance between chapters (based on the number of pages) presented suitable by considering standard competence (SK) and based competence (KD). Explanation of substance among the sections in the chapter (based on the number of pages) is also presented appropriately by considering the KD to be reaching.

2) Learning presentation

The learning presentation of the textbook must contain the contextual issue, suitable according to the new curriculum, type presentation of learning in textbook there are:

a) The learners-Center

The presentation of material in textbooks is interactive to encourage students to learn independently, for example, by using questions, interesting pictures, sentence solicitation, and activities (including group tasks).

- b) The learning presentation increase skills in the process

The presentation and discussion of the textbook emphasize psychomotor abilities and idea approaches according to regularity in SK and KD, now not only on the acquisition of the result.

- c) The problem of contextual

- (1) The material in the textbook presented a contextual issue that is familiar, interesting, or the information suitable for learners.

- (2) The contextual problem is relevant as much as possible at the first presentation to facilitate the discovery of concepts, principles, and procedure.

- 3) The presentation of completeness

The factors of the presentation of completeness following:  
Introduction of part at first there are prefaces in the textbook, manual, utilization, and tables of content or a list of symbolic:

- a) Foreword usually includes content that is explained.
- b) The instructions for use explain about description of the purpose, the contents of the book, and the user guide book for students to learn.
- c) The table of content an overview of the content in the textbook, included by page number.

- 4) Part of Content

The presentation material in the textbook includes images, illustrations, references or source, varied and graded, exercise, and learning points in every chapter.

- a) The image and illustration must be clear, interesting, and suitable according to the topics introduced. The material should be easy to understand for learners, and the image and illustration should be mentioned in the reference.



- b) The reference source is immediately contained in the reference list or source.
- c) The presentation of every chapter included exercises and tasks with the level of difficulty graded suitable to support knowledge of the principle.
- d) The summary of the chapter is a collection of key principles expressed with concise and significant sentences and makes it easier to recognize the contents of the chapter. This summary can be presented at the end of the chapter so that learners can remember the crucial aspect studied.

## 5) Ending Part

The textbooks end includes a bibliography, an index, and a glossary.

### a) Bibliography

The bibliography contained the name of the textbook, in the bibliography included the contents and description of the textbook, its title, author, edition, print, publisher city, publisher of the factory, years of the publisher, and the number of pages.

### b) Index

The crucial elements of the textbook there are (an index, an index essentially a roadmap to the book, listing names, places, and things in alphabetical order and giving the page number associated with each topic). So the learners get valuable information or make it easy to find the word and pages in the textbook.

### c) Glossary

The glossary is a collection of key terms, and the explanation that comes with the emergence of the term and the page numbers are presented alphabetically.

## 5. Advisability of Language

### a. The advisability of language

According to the components of the language of *BSKA* (*Badan Standar Kurikulum dan Asesmen*), language in the variety of writing consist of letter, word, phrase, and sentences that contain meanings to express thoughts/ideas or feelings. Several components need to be considered in used language in a variety of writings, and there are: student language skills, language rules, word choice, language style, and legibility.

The language advisability has three factors must consider such as: the usefulness of language usage by the level of development of learners, the application of communicative language, and the use of language integration eligible chronological flow of thought.

- 1) The usefulness of language usage by the level of development of the learners, there are two point:
  - a) The accordance with the grade of learner highbrow development, the development of learners so growth grade by grade, so the language advisability compliance by the quality of learners.
  - b) The accordance with the grade of learners social-emotional development, the language in textbooks is suitable for the social-emotional adulthood of learners with illustrations depicting the ideas that begin from the immediate (local) to the social environment.
- 2) The application of communicative language.

There are indicators of language advisability that must be informative.

- a) The message is easy to read, the message in the textbooks presented with interesting language, reachable, precise, objective, using sentences, and prevalent in Indonesian

daily communication to suggest learners study the book thoroughly.

- b) The precision of language rules in a textbook based on BSNP, the textbook must be using EYD, so don't make learners confused about the unique language.

## 6. The Advisability of Graphic

### a. Advisability of Graphic

According to *BSKA (Badan Standar Kurikulum dan Asesmen) (2007)*, there is an aspect of graphic advisability there are (size of textbook, cover design, selection type font of textbook, design of the book content, the balanced of layout, the comprehensiveness of layout, and content of illustration.

#### 1) Size of textbook

- a) According to the standard of ISO (The International Organization for Standardization), there is the size of the textbook. There is the size of textbook:

**Table 2. 1**  
**The series of the textbook**

SERIES A		SERIES B	
Type	Size (mm)	Type	Size (mm)
A0	841 x 1189	B0	1000 x 1414
A1	594 x 841	B1	707 x 1000
A2	420 x 594	B2	500 x 707
A3	297 x 420	B3	353 x 500
A4	210 x 297	B4	250 x 353
A5	148 x 210	B5	176 x 250
A6	105 x 148	B6	125 x 176
A7	74 x 105	B7	88 x 125
A8	52 x 74	B8	62 x 88

A9	37 x 52	B9	44 x 62
A10	26 x 37	B10	31 x 44

- b) The English textbook has two series they are series A and series B. The series A is more widely used especially the A4 and A5 types. The basis of ISO making sizes for each type of size is that with that size, the shape and proportions of the paper remain the same as the shape to the smallest size seen in the following image.
- c) The textbook is based on the type/content material and the reader of the textbook, and the size of the textbook is based on class grade:

**Table 2. 2**  
**The size of English textbook**

<b>Class Grade</b>	<b>Size of textbook</b>	<b>Shape</b>
Elementary School 1-3	A4 (210 x 297 mm) A5 (148 x 210 mm) B5 (176 x 250 mm)	Vertical or landscape Vertical or landscape Vertical or landscape
Elementary School 4-6	A4 (210 x 297 mm) A5 (148 x 210 mm) B5 (176 x 210 mm)	Vertical or landscape Vertical Vertical
Junior high school & Senior high school	A4 (210 x 297 mm) A5 (148 x 210 mm) B5 (176 x 210 mm)	Vertical or landscape Vertical Vertical

- d) Based on the size of material and content in the textbook. The textbook size needs to be adjusted to the material content of the book based on the field of study. This affects the layout of the content and the number of pages.

## 2) Cover design

The cover design of textbook must be interest to use, especially for students because the first impression is cover of textbook, there are the important point of cover design:

- a) The presented elements of the layout on the skin of the face, back, and spine in a harmonious rhythm, unity, and consistency.
- b) The design of the skin face, back, and is a unity.
- c) The base of color, illustrations, and typography in cover design must be compatible and interlinked.

**Table 2. 3**  
**The size of the textbook**

Level of School	Size of Book	Shape of Book
Elementary School 1-3 Grade	A4 (210 x 297mm)	Vertical and Landscape
	A5 (148 x 210mm)	Vertical and Landscape
	B5 (176 x 250mm)	Vertical and Landscape
Elementary School 4-6 Grade	A4 (210 x 297mm)	Vertical and Landscape
	A5 (148 x 210mm)	Vertical
	B5 (176 x 250mm)	Vertical
Junior High School	A4 (210 x 297mm)	Vertical and Landscape
Senior High School	A5 (148 x 210mm)	Vertical
	B5 (176 x 250mm)	Vertical

### 3) The type font of textbook

The writing style of the textbook is crucial, because the writing style must effective to support teaching and learning, so the publisher of the textbook have known of selecting type of font in create textbook, there kind point of selecting type of font:

- a) The type of font used is interesting and easy to read.

- b) The font size in the textbook's title is more dominant and disproportionate (size, author, and publisher).
  - c) The color of textbook title must contrast with the background of the book.
  - d) The size of the font is 0.0138 inches, generally, the textbook uses the size of the font is 10, 11, 12.
  - e) Size of font 24 is generally used as a title of the textbook.
- 4) The design of book content
- There is the content that should be included in the design of textbook:
- a) The content explained teaching material and declare the objects character.
  - b) Easier describes specific teaching materials of study and can visually declare the type of illustration presented according to the material in the textbook
  - c) The shape, the color, the size, the proportion corresponding object reality
  - d) Presented based on the items shape, color, and size will avoid students misinterpretation.
  - e) The application of color causes misunderstanding and interpretation.
  - f) The application of elements according to a pattern of the layout.
  - g) The application of layout elements (title, subtitle, prologue, illustration list, illustration.) at the first of every chapter is consistent.
- 5) The balanced layout
- a) The balanced line of printing and margin  
The displayed layout includes the title, subtitle, text, illustration, caption, and pages number) on the textbook printed should be balanced.
  - b) The margin between two pages side by side is balanced

The page layout even affects the page layout odd next to him, referring to two open pages.

c) The balance between text and illustration

It is a unity in the textbook among the texts with illustrations on one page.

6) The comprehensive layout

The title of the chapter, the subtitle, the chapter, and the page number must be comprehensive, and there is the set-up of the layout:

- a) The chapter of title should be written in full along with the number of the chapter for example: Chapter I, Chapter 2, Chapter 3, and etc.
- b) The writing and sub-title based on the hierarchy of presentation of teacher's material.
- c) The display of page numbers is based on the layout pattern.

7) Font character of a textbook

- a) The choosing font character, doesn't use too many types of fonts that support the learners to understand the study material, to different text elements, can utilize the variety of fonts in the family fonts.
- b) The choosing a font character, don't use decorative font causes it confuses user while using the textbook.
- c) The selecting of typing letters, the textbook used variation letters kind of: bold, italic, capital, and small fonts makes the textbook interesting to learn.

8) Content illustration

The content of illustrations on the textbook must be interested for students in the learning process and to reach the goals of curriculum, the part of content illustrations are: letter, word, punctuation mark, number, diagram, and illustration are signs/symbols/symbols is communicating. The symbols are included in two types, namely iconic and digital, iconic symbols are described as actual objects or situations, such as photography,

paintings, and illustrations, while the example of digital symbols is letters, words, Morse code, and semaphore symbols. The function of illustration follows:

- a) Catch the student attention: illustrations are more eye-catching than text.
- b) Avoiding usage error: by looking at pictures, people can operate electronic equipment, such as televisions, washing machines, and cameras.
- c) Explaining the visual concept (showing the shape of things).
- d) In the textbooks, the role of illustration is as follows.
- e) Generate interest and motivation.
- f) Attracts and directs attention.
- g) Support students to understand concepts that are difficult to explain in words.

## **7. The Advantages of Textbook**

Richards (2001) emphasized that using textbook saves teachers a great deal of time, and Teachers have to use this time for teaching instead of producing material themselves, so textbooks can make effective time for teaching and learning process when time is effective teachers can explain deeply material.

Then according to Hamer (2001), many good textbooks are attractively presented and prepared with good structure that offers a coherent syllabus. The material in the textbook should be determined by the syllabus and must corresponding to the syllabus or lesson plan.

Prastowo (2015:171) claimed that the advantages of textbook is that textbook gives students the chance to repeat the learning materials or new learning materials, the textbook can be used year in year out, and the textbook support the teacher to reach goal of curriculum.

The researcher conclude that the advantages of textbook can support the teacher and students in learning process, then the students can be previous the material study in the next day, the textbook support to reach



the goal of study. The good textbook is the content of textbook relevance with standard based on *BSKA (Badan Standar Kurikulum dan Asesmen)*

#### 8. **The Disadvantages of Textbook**

The textbook also has disadvantages. The materials in the textbook can't all apply in the teaching and learning process because of unsupported facilities and infrastructure in the school. According to Richards (2001) teachers who base their teaching on the textbook can become disliked by student.

According to Yunita (2012:261) The disadvantages of textbook are pay less attention individual differences of students, the teaching materials in the textbook are presented without paying attention to students with upper and lower students.

The researcher conclude the textbook in teaching and learning process makes teachers not created to deliver material in the teaching and learning process, teachers usually just explain to the learner about the material in the textbook with the direct method, so this method makes learners, especially in kindergarten or elementary school bored, learners needed interested learning so teachers can be included games or ice-breaking and interest media to teaching and learning process.

#### 9. **The Function of Textbook**

According to Sitepu (2012) state that the textbook must be suitable with the curriculum and the goal of education national by *Kementrian Pendidikan Republik Indonesia*, the textbook as a guide for students and teacher in teaching and learning process, the good textbook is the textbook that has standard from *BSKA (Badan Standar Kurikulum dan Asesmen)*. There are the function of the textbook:

- a. The function of textbook for students
  - 1) reference for teaching and learning process.
  - 2) Guide for completing tasks.
  - 3) Source for getting information.

- b. The function of textbook for teacher.
  - 1) The reference for creating learning design.
  - 2) The source for giving task.
  - 3) The source for elaborate contextual learning material.

Imran (2014) claimed that the functions of the textbook are: As a reference material for educators and to direct all activities in the learning process as well as a substance of competence taught to students. The conclusion of the function of the textbook is the primary source in teaching and learning. The material in the textbook must be suitable for the curriculum or lesson plan in the school, but not all textbook have good standards based on *BSKA (Badan Standar Kurikulum dan Asesmen)* and relevance to the curriculum or lesson plan.

## **B. Previous Study**

Pohan (2007) claimed that a previous study is an activity (compilation of literature review) that aims to collect scientific data and information in the form of theories, methods, or approaches that have developed and have been documented in the form of books, journals, manuscripts, notes, historical records, documents, and etc. Leddy (1997) claimed that the previous study is an explanation contain previous research that have similarities and differences between new research.

The previous study is useful to given the research limitation and guide the researcher to know the relevance with reference in the new research. This study was conducted with the aim of avoid repletion, and plagiarism The researcher using previous study references from other literature research in analysis of English textbook, there are the table of similarities and differences this thesis between others thesis.

**Table 2. 4**  
**The similarities and differences this research between previous study**

<b>Tittle</b>	<b>Tittle</b>	<b>Author</b>	<b>Year</b>	<b>The Similarities</b>	<b>The differences</b>
1.	An Analysis of English Textbook Entitled “BAHASA INGGRIS” for Eleventh Grade Senior High School Based on Content Standard of BSNP	Ika Rahayu	2021	The similarity with this thesis is the use design that is descriptive qualitative research	The difference on the data validation of research that the Ika Rahayu used triangulation while in the research using the validation of data expert judgment.
2.	An Analysis of English Textbook Entitled “Headline English” Published by Srikandi Empat of Seventh Grade of Junior High School.	Anisa Novita Sari	2019	The similarity with this thesis is the use design that is descriptive qualitative research.	The difference on this titled of English textbook that the Anisa Novita Sari used title “ Headline English”, while the researcher using the title of “Stop Bullying Now”.

3.	Content Analysis of English Textbook Entitled "TALK ACTIVE" Used by the Senior High School (Student's Book)	Rezu Betri	2018	The similarity with this thesis is the use technique of data analysis that is from Sudiono Anas	The difference on this titled of the use design of research that the Rezu Berti used library research while the researcher using descriptive qualitative research.
4.	A content Analysis of The English Textbook Entitled "When English Ring a Bell" for grade VII High School Published by Ministry of Education and Culture of Indonesia in the Academic Year of 2016".	Wuri Dwi Wulandari	2016	The similarity with this title is the use design that is descriptive qualitative research.	The difference on this titled of English textbook that the Wuri Dwi Wulandari is criterion of evaluation, the thesis of Wuri Dwi Wulandari evaluated based on relevancy to curriculum, while the researcher evaluate criterion based on <i>BSKA (Badan Standar Kurikulum dan Asesmen)</i> .

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The researcher, in this research analyzed the English textbook entitled “STOP BULLYING NOW” for eleventh grade students, so the researcher using descriptive qualitative research, because this research focused on systematic explained and fact. In the opinion of Sugiyono (2017:29) the qualitative descriptive is a research method based on the philosophy of post positivism that is usually used to study natural objective conditions in which the researcher acts as the key instrument. Moleong (2005) qualitative descriptive research is the research approach uses data collected in the form of sheets, books, pictures and not numbers. These data can be obtained from interviews, field notes, photos, video tapes, documentation personal, note, or memo. As claimed by Mukhtar (2013:10) descriptive qualitative research is the method used by researcher to find knowledge or theory of the research at a particular time.

The researcher in this research using the English textbook entitled “STOP BULLYING NOW” as document to analyze data, the analysis of data is important to get result of research. Arikunto (2013:90) state that the content analysis is a part of qualitative descriptive research because using document to analysis. The researcher concluded that this research design is descriptive qualitative research and needs to analyze content in the English textbook suitable for *BSKA (Badan Standar Kurikulum dan Asesmen)*.

#### **B. Data and Data Source**

Data and data source as believed by lofland (in moleong, 2003 : 15) "The primary data sources in qualitative research are words and actions, the rest are additions such as documents and others". Sources of data will be taken from documents, interviews, field notes and results from observations. In this research, the researcher need to explore the suitability every chapters in this textbook based on *Badan Standar Kurikulum dan Asesmen (BSKA)* so the

researcher using data and data source from The English textbook entitled “STOP BULLYING NOW” for eleventh-grade students has 8 chapter and has 170 pages, English textbook entitled “STOP BULLYING NOW” published by *Kementrian Pendidikan dan Kebudayaan Republik Indonesia Tahun 2018*, which 2017 curriculum revision as primary source, and using references from journal, books, and the other thesis with same discussion as second source.

### **C. Research Instrument**

Sugiyono (2006:102) state that the research instrument is a tool used to measure the observed natural and social events (research variables). In other opinion Sanjaya claimed (2011:84) research instruments are tools that can be used to collect research data or information. According to Bodgan and Biklen statement (2010:27) state that the key instrument of the qualitative research is the researchers themselves.

Based on statement above in this research, the researcher is the research instrument, and the researcher will be involved in all processes of the thesis from chapter I to chapter VIII. The secondary instrument will be used document of the textbook entitled “STOP BULLYING NOW” for eleventh-grade students. The researcher focused on eight chapters that should be analyzed to check the suitability textbook according to *Badan Standar Kurikulum dan Asesmen (BSKA)*. The researcher make a checking sheet and giving symbol (✓) if the indicator point or the element of advisability related with standard from *Badan Standar Kurikulum dan Asesmen (BSKA)*.

### **D. Techniques of Collecting the Data**

The qualitative research methods are beneficial for gaining rich, in-depth information about an issue or problem and generating solutions, according to Auerbach and silverstain (2003) state. That qualitative research involves analyzing and interpreting texts and interviews to discover meaningful patterns descriptive of a particular phenomenon. In another statement, Steven Duckeshire & Jennifer Thurlow (2002) claimed qualitative research involves non-numerical data and often entails the collection and analysis of narrative data.

Based on the statement above, the researcher uses collecting data from the document to continue this research, and the first instrument is an English textbook entitled “STOP BULLYING NOW” for eleventh-grade senior high school. This document is the primary tool, and then the second instrument is a checklist, the area in the checklist is based on the criteria of a good textbook based on *Badan Standar Kurikulum dan Asesmen (BSKA)*. The researcher focused on four elements of advisability, the good criteria of the textbook there are (Advisability of content, advisability of presentation, advisability of language, and advisability of graphic).

#### **E. Trustworthiness of the Data**

Sugiyono (2013:84) believe that the validity of the data is the degree of accuracy between the data that occurs in the object of research and the power that can be reported by researchers, the data is valid if there is no difference between the data reported by the researcher and the actual data. Kusaeri (2017:65) state that validation is the accuracy, significance, and usefulness of a conclusion obtained from the interpretation of test scores. The validation data is needed to reach the goal of research, in qualitative research some technique can be used to develop the research data validity. In this research using expert judgment to validity the data.

Sugiyono (2011:17) claimed that the expert judgment is the method of data validation that carried out by experts in the specific knowledge in the form of opinion statement. Based on the trustworthiness of data, it means the use several ways to get the accuracy of data and give proof about the data validation. The researcher discussed with the English teacher in SMKN 6 Surakarta, Mrs. Utami to give checklist symbol in the suitability sheet. because the researcher got information to analyzed from English textbook entitled “STOP BULLYING NOW” for eleventh grade students that used in SMKN 6 Surakarta.

#### **F. Techniques of Analyzing the Data**

Krippendorff (2013) states that content analysis is generally a research technique for making reliable and valid references from the text (or other meaningful matter) to the context of their use. In this research, the researcher

used content analysis of English textbooks to get information and validation data. The result of this research is describe the evaluation of English textbook entitled “STOP BULLYING NOW” suitable with the elements of advisability based on *BSKA (Badan Standar Kurikulum dan Asesmen)*. The steps to analysis of English textbook there are:

1. Reading all the chapter of the English textbook entitled “STOP BULLYING NOW’ for eleventh grade.
2. Make a check list sheet from every sub-chapter this determined by the suitability elements of textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)*.
3. The checking of suitability elements based *BSKA (Badan Standar Kurikulum dan Asesmen)* in each chapter, and giving checklist (✓) symbol that the data has fulfilled the elements of advisability the textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)*.
4. The researcher evaluated the material in the English textbook entitled “STOP BULLYING NOW’ to find out the worthiness of good criteria English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)*. The researcher used the formula to present data in the form of numbers, the formula by Anas (2005)

$$P : \frac{A}{B} \times 100\%$$

Note:

P: Percentage

A: Total score

B: Total score maximal

**Table 3. 1**  
**The point of evaluation criteria by BSKA**

Aspect of Advisability	Sub Aspect	Items
Advisability of content	The suitability of the material with competency standard (SK) and basic competencies (KD)	The material presented from the introduction of the concept
		The comprehensiveness of material study



		The immensity of material study
		The comprehension of learning material
	The validity of learning material	The material in textbook should be accurate to avoid misunderstanding for students
		The textbook should be systematic to reach goals of learning process
	The material study support the learning process	The textbook contain development of science and technology
		The textbook contain news situation now, the references maximum last five years
		The opinion is applied when students has to conclude, the textbook must include an explanation, example, quiz, task, and question
		The material study presented in the textbook needs to contain a variety of strategies and solve the problem exercises
		The concepts of textbook should be linked in the textbook to support students create knowledge information network intact
		The material of study in the textbook must to

		communicative in written communication to misinterpret students perception
--	--	--

5. Interpreting the findings into the description of the analysis paragraph, the table of classified into one of four good criteria of textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)*. As claimed by *BSKA (Badan Standar Kurikulum dan Asesmen)* (2007) there is table of score:

**Table 3. 2**  
**Classified the score of criteria English textbook**

<b>Range of fulfilled score</b>	<b>Categories</b>
80% - 100%	Good
60% - 79%	Fair
50% - 59%	Sufficient
0% - 49%	Poor

6. Conclude the research, the researcher makes a result of this research, then share this result to public or other researchers

## CHAPTER IV

### RESEARCH FINDING AND DISCUSION

#### A. Research Finding

The researcher used the data to analyze from the English textbook entitled “STOP BULLIYNG NOW” for eleventh grade students written by Mahrukh Basir and published by *Kementrian Pendidikan dan Kebudayaan Republik Indonesia*. This textbook based on 2017 revision curriculum which included 8 chapter and 170 pages. This textbook contained standard competency (SK) and basic competency (KD) that presented in the first page in every chapter then this textbook has two volume the last volume used 2017 revision curriculum that use now in senior high school of SMKN 6 Surakarta, this textbook free for students but this textbook has advantages and disadvantages.

In this chapter the researcher presented the data collected from textbook that has been analyzed before with the English teacher from SMKN 6 Surakarta that has ability in evaluation criteria of English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)*. The researcher finding used table of score based on the advisability from *BSKA (Badan Standar Kurikulum dan Asesmen)* in chapter 1 till chapter 8 the English textbook entitle “STOP BULLYING NOW” for eleventh grade of vocational high school.

The classified of advisability there are 18 categories for every chapter, the researcher presented score of advisability English textbook in each chapter, then the total score of advisability finding for 8 chapter will be presented as percentage in the end, the percentages of English textbook collected from the advisability based on *BSKA (Badan Standar Kurikulum dan Asesmen)*.

#### 1. Chapter 1 “Offers and Suggestion”

**Table 4. 1**

**The score of advisability in chapter 1**

<b>The aspect of advisability</b>	<b>Sub aspect of advisability</b>	<b>Score</b>	<b>Reason</b>
The advisability of content	The suitability of learning material	82	The content material in this

	with standard competency (SK) and basic competency (KD)		chapter suitable with the goals of learning based on standard competency and basic competency, increase students writing skill
	The validity of learning material	80	
	The material support of learning process	80	
The advisability of presentation	Technique of presentation	85	The advisability of presentation in this chapter based on standard competency and basic competency, support the goal of learning process.
	Learning presentation	83	
	The presentation is completeness	75	
	Part of content	79	
	Ending part	60	
The advisability of language	The usefulness of language usage by level of grade students	82	The language feature presented with familiar word and sentences.
	The application of communicative language	83	
The advisability of graphic	Size of textbook	80	The advisability of graphic in this part suitable with criteria based on <i>BSKA (Badan Standar Kurikulum dan Asesmen)</i> . The illustration catch students attention
	Cover design	75	
	The type of font	70	
	The design of book content	78	
	The balanced of layout	75	
	The comprehensive of layout	85	
	Font character of textbook	79	
	Content illustration	70	

Based on table of score the advisability of English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)* criteria the advisability in the chapter 1 “Offers and Sugestion” there are 18 points assessment of advisability and get score 91,56 %. Based on standard assessment from *BSKA (Badan Standar Kurikulum dan Asesmen)* this result in the category “GOOD”

Percentage : P

Total score : 77,83

Total score maximal : 85

$$P = \frac{77,83}{85} \times 100 \% \\ = 91,56 \%$$

a. The advisability of content

1) The suitability learning material with standard competency (SK) and based competency (KD)

In the chapter 1 the assessment advisability of content got score 82, the suitability learning material with standard competency and based competency was proper. This presented from content material of English textbook support to achieve learning goal as explained by standard competency and basic competency, the standard competency and basic competency in chapter 1 as follow:

(1) The applied of social function, structure of text, linguistic element interaction and transactional oral and written involving action of offers and suggestion.

(2) Created interaction and transactional text, oral and written text involving action of offers and suggestion that noticed of social function, structure of text, and linguistic elements that correct with problem of context

2) The validity of learning material based on standard competency and basic competency.

In the chapter 1 the assessment advisability got score 80, the validity of learning material with standard competency and basic competency was proper as explained by standard competency and basic competency, this presented from the content material in the English textbook appropriate with the standard competency and basic competency, the learning material discuss about offers and suggestion, in this chapter the students must be giving example sentence that contain offers and suggestion material as kind of using

word (should, can, shall) so this textbook valid with the standard competency and basic competency.

3) The learning material support of learning process

In this chapter 1 the assessment got score 80, the learning material support of learning process was proper with the goals of standard competency and basic competency, the goals of this chapter is the students has ability in giving and receiving offers and suggestion and the students able in written or oral interaction text and transactional text.

b. The advisability of presentation

1) Technique of presentation

In the chapter 1 the assessment got score 85, the technique of presentation in this part was interested for students to learn this material study because in this part the presentation of textbook using many shapes and color.

2) Learning presentation

In the chapter 1 the assessment got score 83, the learning presentation in this part was suitable based on criteria *BSKA (Badan Standar Kurikulum dan Asesmen)* this textbook contain students center in the page 14 till 15 and the conversation was presented in this textbook easily and familiar in daily activities so the students understand the learning material

3) The presentation is completeness

In the chapter 1 the assessment got score 75, the presentation is completeness in this part because giving explanation in every topic of “offers and suggestion” the textbook presented table of examples of “offers”, responding of “offers”, “suggestion” and “modals”

4) Part of content

In the chapter 1 the assessment got score 79, the part of content in this part was enough because in every topic of “offers and suggestion” in this textbook presented with illustration shapes and table so the students easily to understand the learning material but in the last page of this chapter without summary.

5) Ending part

In the chapter 1 the assessment got score 60, this chapter without ending part, but ending part in the last page of this textbook, if the students need to explore the learning material can see in the last page of this textbook.

c. The advisability of language

1) The usefulness of language usage by level of grade students

In the chapter 1 the assessment got score 82, the language usage in this part was useful and easy to read and understand by students because using familiar word that used in daily life of students.

2) The application of communicative language

In the chapter 1 the assessment got score 83, the language feature in this part was communicative in every point and the language easy to read, the language feature in this chapter accordance with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)* and suitable with *EYD (Ejaan Yang Disempurnakan)* from *KBBI (Kamus Besar Bahasa Indonesia)* to misinterpret the student opinion.

d. The advisability of graphic

1) Size of textbook

In the chapter 1 the assessment got score 80, the size of textbook in this chapter appropriate with the standard from ISO (International Standard Organization), the textbook has two series

2) In the chapter 1 the assessment got score 75, the advisability of graphic in this part as kind of layout, font, color, design less interesting and eye cat of student attention because used many color and illustration shapes and the textbook in this chapter only used same font.

3) In the chapter 1 the assessment got score 70, the type of font in this part only used one type of font and the color of font don't too much and using bold font to written important word.

4) In the chapter 1 the assessment got score 75, the design of book content in this part less attention for students because too much table and shape with dark color.

5) In this chapter the assessment got score 75, the balanced of layout in this part suitable with the standard from *BSKA (Badan Standard Kurikulum dan Asesmen)*

- 6) In the chapter 1 the assessment got score 85, the comprehensive of layout in this part was suitable with the standard from *BSKA (Badan Standard Kurikulum dan Asesmen)* the presented of page number, and the written of title the textbook comprehend with the standard criteria.
- 7) In the chapter 1 the assessment got score 79, font character of textbook in this part don't used too much type of font and style of writing.
- 8) In the chapter 1 the assessment got score 70, the content illustration in this part less attention for students because used too much table and shapes.

## 2. Chapter 2 “Opinions and Thoughts”

**Table 4. 2**

**The advisability of chapter 2 “Opinions & Thoughts”**

<b>The aspect of advisability</b>	<b>Sub aspect of advisability</b>	<b>Score</b>	<b>Reason</b>
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	78	The content material this textbook in part 2 suitable with standard competency and basic competency
	The validity of learning material	82	
	The material support of learning process	70	
The advisability of presentation	Technique of presentation	82	The advisability of presentation in this part doesn't interesting
	Learning presentation	78	
	The presentation is completeness	81	



	Part of content	75	
	Ending part	60	
The advisability of language	The usefulness of language usage by level of grade students	86	The advisability of language in this chapter suitable with the grade of students level, the language feature easy to understand
	The application of communicative language	80	
The advisability of graphic	Size of textbook	80	The advisability of graphic in this chapter interesting and proper with the criteria based on <i>BSKA (Badan Standar Kurikulum dan Asesmen)</i>
	Cover design	75	
	The type of font	82	
	The design of book content	78	
	The balanced of layout	75	
	The comprehensive of layout	82	
	Font character of textbook	80	
	Content illustration	75	

The advisability percentage of chapter II

P : Percentage

Total Score : 77,72

Total Score Maximal : 86

$$P = \frac{77,72}{86} \times 100\%$$

$$P = 90,37 \%$$

Based on table of score the advisability of English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)* criteria the advisability in the chapter 2

“opinions & thoughts” there are 18 points assessment of advisability and get score 90,37 %. Based on standard assessment from *BSKA (Badan Standar Kurikulum dan Asesmen)* this result in the category “GOOD”

a. The advisability of content

- 1) The suitability of learning material with standard competency (SK) and basic competency (KD) in chapter 2 got score 78 in this part was proper with the content material in the textbook, in this part discuss “Opinions & Thoughts” the goals of learning process in this part as kind of:

- (1) The applied of social function, structure of text, and language feature oral and written communication that suitable with the learning material that is “opinions and thoughts”

- (2) Created interaction and transactional text, oral and written, short and long text that used theme of learning material that is “opinions and thoughts” that suitable with rule of written.

- 2) The validity of learning material

The validity of learning material in this chapter got score 82 in this part was appropriate with goals of standard competency and basic competency, in this part discuss “opinions and thoughts” the material study was accurate and don’t has misinterpret of explanation.

- 3) The material support of learning process

The material support of learning material in this chapter got score 82 the material study helpful the student has ability in presented opinion and thoughts, the material study supported the student development in technology and students center, in the last page the students should be make a plan for the next meeting, and completed the statement of learning process.

b. The advisability of presentation

- 1) Technique of presentation

The technique of presentation in this chapter got score 70 in this part was appropriate with criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)* the presentation of material study was systematic from easy to

hard, and the illustration from picture support the students to learn this topic and development the ability in speaking, writing skills.

2) Learning presentation

The learning presentation in this part got score 70, in chapter 2 contain interesting and familiar contextual issue, the material study increase student ability in development of learn independently, for example in page 28 the students must be presented the dialogue about opinion and giving for example and reasons, this way support the students critical thinking and increase writing skill.

3) The presentation is completeness

The material study in this part got score 82, in chapter 2 was completed, this textbook giving example to deliver of opinion and thoughts and explain the structure to express opinion.

4) Part of content

The part of content assessment in this chapter got score 75, was suitable with the criteria from *BSKA (Badan Standar Kurikulum dan Asesmen)* this part included exercises task and in this part the explanation of material study with illustration of dialogue, shapes, group task, but the illustration of dialogue don't attract student attention because the illustration in every dialogue same.

5) Ending part

The ending part in this chapter got score 60, the ending part doesn't contain of glossary, index, bibliography or source of this book, but the students can see in the last page of this book

c. The advisability of language

- 1) The usefulness of language in this chapter got score 86 because the language feature useful by level of grade students in this chapter suitable with the grade of the English textbook entitle "STOP BULLIYING NOW" for eleventh grade students, the language feature in this book used easy word and sentence that usually using in daily life.

2) The application of communicative language

The language feature in this chapter got score 80 and the language easy to read and doesn't contain unique word or sentences in this chapter so avoid misinterpret student opinion.

d. The advisability of graphic

1) Size of textbook

In this part the size of textbook got score 80, the size of textbook suitable with the standard from (ISO) International Standard Organization of Standardization) this textbook used size A5 (148 x 210 mm).

2) Cover design

The design of cover in this textbook got score 75, suitable with standard from *BSKA (Badan Standar Kurikulum dan Asesmen)* the color and illustration interlinked.

3) The type of font

The type of font in this chapter got score 82, only used one type font, but the font easy and interest to read by students.

4) The design of book content

The design of book content in this textbook got score 78, the score categorized of "good" because suitable based criteria for *BSKA (Badan Standar Kurikulum dan Asesmen)* the color, shape, and size of textbook corresponding object reality.

5) The balanced of layout

The layout in this textbook suitable with standard from *BSKA (Badan Standar Kurikulum dan Asesmen)* the illustration and text in this textbook balanced in one page to misinterpret student opinion in this assessment got score 75.

6) The comprehensiveness of layout

In this past the layout got score 82, was comprehensive, the textbook has page number and the title in every sub chapter was comprehensive.

7) Font character of textbook

The size of font in this textbook got score 80, this score suitable with criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)*

because used size 11 and contain typing of bold, italic, capital, and small font makes interesting of learning process.

8) Content illustration

The illustration of content in this got score 75 because doesn't catch student attention because in dialogue illustration in this textbook same between other dialogue in this part.

### 3. Chapter 3 "Party Time"

**Table 4. 3**  
**The advisability of chapter 3 "Party Time"**

<b>The aspect of advisability</b>	<b>Sub aspect of advisability</b>	<b>Score</b>	<b>Reason</b>
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	80	The advisability of content in this chapter suitable with standard competency and basic competency and the material study was valid with the goal of standard competency and basic competency
	The validity of learning material	82	
	The material support of learning process	83	
The advisability of presentation	Technique of presentation	84	The advisability of graphic in this textbook appropriate with the standard from <i>BSKA (Badan Standar</i>
	Learning presentation	83	
	The presentation is completeness	84	
	Part of content	85	
	Ending part	60	

			<i>Kurikulum dan Asesmen)</i>
The advisability of language	The usefulness of language usage by level of grade students	75	The language feature that used in this textbook easy to understand by students because used familiar sentence
	The application of communicative language	78	
The advisability of graphic	Size of textbook	80	The advisability of graphic in this textbook appropriate with the standard based on <i>BSKA (Badan Standar Kurikulum dan Asesmen)</i>
	Cover design	75	
	The type of font	81	
	The design of book content	80	
	The balanced of layout	75	
	The comprehensive of layout	80	
	Font character of textbook	81	
	Content illustration	75	

The percentage of advisability English textbook

P : Percentage

Total score : 78,94

Total score maximal : 85

$$P = \frac{78,94}{85} \times 100 \%$$

$$P = 92,87 \%$$

Based on table of score the advisability of English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)* criteria the advisability in the chapter 3 “Party

Time” there are 18 points assessment of advisability and get score 92,87 %. Based on standard assessment from *BSKA (Badan Standar Kurikulum dan Asesmen)* this result in the category “GOOD”

a. The advisability of content

- 1) The suitability of learning material with standard competency (SK) and basic competency (KD)

This chapter discuss “Party Time” and got score of assessment 80, the material study explained about invitation letter, in chapter 3 the learning material suitable with the standard competency and basic competency, in this part the students has support the student ability in writing skill, there are the competency in part 3

- (1) Differentiate social function, structure of text, language feature in invitation letter and accept and give information about school agenda based on context material.

- (2) Create formal and informal invitation letter

- 2) The validity of learning material

The material study must be valid with the standard competency and basic competency, to achieve goals of learning process. In this chapter the material was valid with the standard competency and basic competency, in this chapter the assessment of validity material got score 82.

- 3) The material support of learning process

The material in textbook must be supported the learning material, in this part the material supported of learning process because the material study was familiar, and in the page 42 student write an invitation letter formal and informal, this chapter increase ability student in writing skill, in this chapter got score 83.

b. The advisability of presentation

- 1) Technique of presentation

The textbook entitled “STOP BULLYING NOW” for eleventh grade students presented by systematically material study and contain positive value to support the goals of learning process, the assessment of technique presentation got score 84.

2) Learning presentation

The learning presentation of assessment in this chapter suitable with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)* in this assessment the textbook increased the writing skill of students, the student opinion to create invitation letter, and the material of study based on contextual problem, the learning presentation in this chapter got score 83.

3) The presentation completeness

In this textbook the material study doesn't completed and suitable with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)*, this part explained how to create invitation letter, in this assessment got score 83

4) Part of content

In the part of content assessment in this chapter the image and illustration was clearly to delivered for students. The illustration described an invitation letter and the structure of invitation letter, in the part of content assessment got score 85.

5) Ending part

The ending part in this chapter don't suitable with the standard based on *BSKA (Badan Standar Kurikulum dan Asesmen)*, the assessment of ending part got score 60.

c. The advisability of language

1) The usefulness of language usage by level of grade students

The assessment of usefulness language in this chapter was proper with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmmen)*. The language used in this part suitable with the grade of students, the language feature used word and sentence in daily life, the assessment advisability of language got score 75.

2) The application of communicative language



The language feature in this chapter easy to read by students and suitable with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)*, in this assessment got score 78.

d. The advisability of graphic

1) Size of textbook

The size of textbook in this chapter suitable with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)*. And in this assessment got score 80

2) Cover design

The cover design in this textbook was colorful and catch student attention, the cover design must be included illustration, color, shape interlinked. In this assessment got score 75

3) The type of font

The type of font in this part used many type of font and style of font, as kind italic, bold, capital, and small font. There are suitable with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)*

4) The design of book content, in this assessment got score 81.

The book content in this part included illustration, shape, color interlinked to misinterpret student opinion and the application of illustration and color in this part was consistent, in this assessment got score 80.

5) The balanced of layout

The layout in this chapter was balanced based on criteria *BSKA (Badan Standard Kurikulum dan Asesmen)*, in this assessment got score 75.

6) The comprehensive of layout

The layout in this chapter comprehensive because used page number to help the student and teacher in learning process, in this assessment got score 80.

7) Font character of textbook in this part was proper with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)*, the assessment of font character in chapter 3 got score 81.

8) Content illustration

This chapter used an illustration, shapes, color, image, picture must be interlinked, in this chapter the assessment got score 75, because the used of illustration of font just used one type of font.

#### 4. Chapter 4 “National Disaster an Exposition”

**Table 4. 4**

##### **The advisability of chapter 4 “National Disaster an Exposition”**

<b>The aspect of advisability</b>	<b>Sub aspect of advisability</b>	<b>Score</b>	<b>Reason</b>
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	80	In the advisability of content in this part, suitable with the standard competency and basic competency and the material of study support for daily activities of students
	The validity of learning material	81	
	The material support of learning process	81	
The advisability of presentation	Technique of presentation	70	The technique of presentation less attention from students, and in the chapter four giving less example of exposition text
	Learning presentation	70	
	The presentation is completeness	65	
	Part of content	71	
	Ending part	60	
The advisability of language	The usefulness of language usage by level of grade students	80	The language feature in this part appropriate with the standard from

	The application of communicative language	83	<i>BSKA (Badan Standar Kurikulum dan Asessmen)</i>
The advisability of graphic	Size of textbook	80	The advisability of graphic in this part appropriate based on criteria of <i>BSKA (Badan Standar Kurikulum dan Assesmen)</i> for example in page 50 this textbook used many color of font to explain language feature of exposition text.
	Cover design	75	
	The type of font	84	
	The design of book content	80	
	The balanced of layout	75	
	The comprehensive of layout	80	
	Font character of textbook	70	
	Content illustration	65	

The percentage of advisability English textbook

P : Percentage

Total Score : 75 %

Score Maximal : 84

$$P = \frac{75}{84} \times 100\%$$

$$P = 89,28 \%$$

Based on table of score the advisability of English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)* criteria the advisability in the chapter IV “national disaster an exposition text” there are 18 points assessment of advisability and get score 89,28 %. Based on standard assessment from *BSKA (Badan Standar Kurikulum dan Asesmen)* this result in the category “GOOD”

a. The advisability of content

- 1) This chapter got score 80, the suitability of learning material with standard competency (SK) and basic competency (KD)

The advisability of content in this part was suitable with the standard based on *BSKA (Badan Standard Kurikulum dan Asesmen)*. In this part discuss “national disaster and an exposition” the goals in this chapter as follow:

- (1) Differently social function, structure of text, and language feature in many exposition text oral or written has giving and accepting information based on actual issue.
  - (2) The student comprehension in exposition text as learning material
  - (3) Create exposition text based on the structure, social function, and language feature
- 2) The validity of learning material

This chapter got score 81, the learning material in this chapter was suitable with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)*. In this chapter the material was valid with the point of standard competency and basic competency.

- 3) The material support of learning process

This chapter got score 81, the material in this textbook supported to increased student ability in writing, reading, and speaking skills because the students should be makes an exposition text then read this text in front of class.

b. The advisability of presentation

- 1) Technique of presentation

This chapter got score 70, the advisability of presentation in this chapter proper with the regulation from *BSKA (Badan Standard Kurikulum dan Asesmen)* the material presented by systematic structure.

- 2) Learning presentation

This chapter got score 70, the assessment of learning presentation in this chapter suitable with the criteria based on *BSKA (Badan Standar*

*Kurikulum dan Asesmen*) the task increase student ability in technological and scientist knowledge.

3) The presentation is completeness

This chapter got score 65, in chapter four explain exposition text, the material was completed but less to attach attention for students because giving less example of exposition text.

4) Part of content in this textbook suitable with the standard *from BSKA (Badan Standar Kurikulum dan Asesmen)*.

5) Ending part in this textbook don't suitable with standard based on *BSKA (Badan Standar Kurikulum dan Asesmen)* because don't has summary and the assessment of ending part in chapter 4 got score 60.

c. The advisability of language

1) This chapter got score 80, the useful of language usage by level of grade students

The language feature in this chapter customized by grade of students, and the language feature was proper from *BSKA (Badan Standar Kurikulum dan Asesmen)* this part used the word and sentences easily by students.

2) The applied of communicative language

This chapter got score 83, the language used in this chapter was communicative to misinterpret student opinion.

d. The advisability of graphic

1) Size of textbook

This part got score 80, the size of textbook in this part proper with the standard based on *BSKA (Badan Standar Kurikulum dan Asesmen)*.

2) Cover design

This part got score 75, the cover design in this part contain an illustration, color, picture, image linked by the theme of material study, the cover design attach student attention.

3) The type of font

This chapter got score 84, the type of font in this chapter used many type of font to explain learning material and used many color, the assessment type of font in this chapter was proper with the standard based on *BSKA (Badan Standar Kurikulum dan Asesmen)*.

4) The design of book content

This part got score 80, the design of book content suitable with the standard based on *BSKA (Badan Standar Kurikulum dan Asesmen)*

5) This balanced of layout got score 75, in this part proper with criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)*

6) The comprehensive of layout in this part got score 80, the layout comprehensive with the color, illustration, picture, image and all off assessment of criteria textbook.

7) Font character of textbook in this part got score 70, the font used many type of font and used style italic, bold, capital, and small font.

8) Content illustration in this part used shape, image, colorful font to attach student attention and got score 65.

## 5. Part 5 “Letter Writing”

**Table 4. 5**

**The advisability of chapter 5 “Letter Writing”**

<b>The aspect of advisability</b>	<b>Sub aspect of advisability</b>	<b>Score</b>	<b>Reason</b>
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	82	The content material in this textbook was suitable with standard competency and basic competency, and the material study support for student activities in daily life for example invite someone to join attend the agenda
	The validity of learning material	82	
	The material support of learning process	85	

The advisability of presentation	Technique of presentation	80	The presentation advisability of this part so far so good and completed.
	Learning presentation	81	
	The presentation is completeness	82	
	Part of content	80	
	Ending part	60	
The advisability of language	The usefulness of language usage by level of grade students	80	The language presentation easy to understand by student
	The application of communicative language	82	
The advisability of graphic	Size of textbook	80	The presentation of design, layout, size of font appropriate with criteria based on <i>BSKA (Badan Standar Kurikulum dan Asesmen)</i> , but in the page 65 the font unclear and the content illustration doesn't catch student attention.
	Cover design	75	
	The type of font	60	
	The design of book content	80	
	The balanced of layout	75	
	The comprehensive of layout	60	
	Font character of textbook	80	
	Content illustration	60	

The percentage of advisability English textbook

P : Percentage

Total score : 75,77

Total score maximal : 85

$$P = \frac{75,77}{85} \times 100\%$$

$$P = 89,14 \%$$

Based on table of score the advisability of English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)* criteria the advisability in the chapter five “individual letter” there are 18 points assessment of advisability and get score 89,14 %. Based on standard assessment from *BSKA (Badan Standar Kurikulum dan Asesmen)* this result in the category “GOOD”

a. The advisability of content

- 1) The suitability of learning material with standard competency (SK) and basic competency (KD) in this assessment got score 82.

The material study must be balanced with the standard competency and basic competency to achieve goal of learning process as this part the learning goal as follow:

- (1) Definitely social function, structure of text, and language feature in individual letter and giving and accepting information based on individual or other people
- (2) To know the contextual meaning based social function, structure of text, language feature by individual letter.
- (3) Create individual letter

- 2) The validity of learning material

The learning material must be systematic in this part got score 82, in this part the validity of material suitable with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)* and achieve goal of learning process based on standard competency and basic competency.

- 3) The material support of learning process

The material in this chapter got score 85, this chapter discuss “individual letter” the material supported the student ability in writing and grammar skill, because the students practice to make letter.

b. The advisability of presentation

- 1) Technique of presentation

The technique of presentation in this chapter got score 80, proper with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)* the presented material should be systematic and rule.

- 2) Learning presentation

The learning presentation in this chapter got score 81, the assessment included the textbook must support students center and the material of study presented contextual problem. In this chapter the learning



presentation was suitable with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)*.

3) The presentation is completeness

The presentation is completeness in this chapter got score 82, completed because this textbook explained the structure of letter and the sentence that use in create individual letter.

4) Part of content

In the part of content got in this part got score 80, proper based the criteria from *BSKA (Badan Standar Kurikulum dan Asesmen)* in this chapter used illustration of letter to explain the content material.

5) Ending part

The ending part in this content got score 60, the ending parte doesn't suitable with *BSKA (Badan Standar Kurikulum dan Asesmen)* because doesn't summary.

c. The advisability of language

1) The useful of language by usage grade of students

The language feature in this chapter got score 80, the language feature included word and sentence in daily life, so don't make student confused to translate the language.

2) The applied of communicative language

The language feature in this chapter got score 82, the language was communicated, the language feature easy to read and understand by students, avoid misinterpret student opinion.

d. The advisability of graphic

1) Size of textbook

The size of textbook in this part got score 80 suitable based *BSKA (Badan Standar Kurikulum dan Asesmen)*.

2) Cover design

The cover design in this part got score 75, the cover design as kind illustration, shape, color interlinked to catch student attention.

3) The type of font

The type of font assessment got score 60 included size of font, this chapter doesn't proper with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)* because the font typing unclear so this is makes students misinterpretation.

4) The balanced of layout

The layout of this chapter got score 80, the layout balanced because the presented of title and the description of competency, in every illustration the size was same.

5) The design of book content

The design of book content in this chapter got score 75, proper with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)*

6) The comprehensive of layout

The layout must comprehensive with the illustration, image, picture, shape, table, font to avoid misinterpret student opinion. In this part the assessment got score 80.

7) Font character of textbook

The font character in this chapter got score 60 used many type of font, style of writing in writing letter, bold, italic, capital, and small font to giving the title or important material but the font unclear.

8) Content illustration

The content illustration in this chapter got score 60, suitable with criteria from *BSKA (Badan Standar Kurikulum dan Asesmen)*, because Doesn't catch student attention.

## 6. Chapter 6 "Cause and Effect

**Table 4. 6**

**The advisability of chapter 6 "Cause and Effect"**

<b>The aspect of advisability</b>	<b>Sub aspect of advisability</b>	<b>Score</b>	<b>Reason</b>
The advisability of content	The suitability of learning material with standard	82	The advisability of content in this part was

	competency (SK) and basic competency (KD)		appropriate with standard competency and
	The validity of learning material	82	basic competency, the material study
	The material support of learning process	80	explain about “cause and effect”
The advisability of presentation	Technique of presentation	79	The presentation advisability in this part interesting and catch students attention because the presented material easy to understand by student
	Learning presentation	80	
	The presentation is completeness	81	
	Part of content	80	
	Ending part	60	
The advisability of language	The usefulness of language usage by level of grade students	80	The language feature that used in this part easy to read and understand by the student. Because doesn't using unique word
	The application of communicative language	80	
The advisability of graphic	Size of textbook	80	The design, layout, and font character in this part suitable with the criteria based on <i>BSKA (Badan Standar</i>
	Cover design	75	
	The type of font	75	
	The design of book content	78	
	The balanced of layout	75	

	The comprehensive of layout	80	<i>Kurikulum dan Asesmen)</i>
	Font character of textbook	80	
	Content illustration	80	

The percentage of advisability English textbook

P : Percentage

Total Score : 64,83

Total score maximal : 82

$$P = \frac{64,83}{82} \times 100 \%$$

$$P = 79,06 \%$$

Based on table of score the advisability of English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)* criteria the advisability in the chapter VI “cause and effect” there are 18 points assessment of advisability and get score 79,06 %. Based on standard assessment from *BSKA (Badan Standar Kurikulum dan Asesmen)* this result in the category “GOOD”

a. The advisability of content

- 1) The suitability material study with the standard competency (SK) and basic competency (KD)

In this chapter the suitability of material study with the standard competency and basic competency proper with the criteria from *BSKA (Badan Standar Kurikulum dan Asesmen)* the learning material support to achieve goals of learning process, in this chapter the assessment advisability of content got score 82. There are the goals of learning process based on standard competency and basic competency

(1) Applied social function, structure of text, and language featured in transactional and interaction text by oral or written communication.

(2) Created interaction and transactional text by oral and lisan with points of social function, structure of text, and language feature.

2) The validity learning material

The learning material was valid with the standard competency and basic competency to achieve goals of learning process, the material study must be clear to avoid misunderstanding student perception, in this chapter the assessment validity if learning material got score 82.

3) The material support of learning process

The material study in this chapter support the students to increase in writing skills because the students was make text by the theme that is “cause and effect” this theme support the students logical thinking, in this assessment got score 80.

b. The advisability of presentation

1) Technique of presentation

The technique presentation in this chapter was proper with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)* the presentation of learning material was systematic by the rule, in this assessment got score 79

2) Learning presentation

The learning presentation assessment in this part support the students center ability and in the page 84 the students must explore the actual issue and created text with theme “cause and effect”, in this assessment got score 80

3) The presentation is completeness

The presentation in this part was completed because this textbook explain the chapter of “cause and effect” with communicative illustration that easily to understand by student, in this assessment got score 81.

4) Part of content

The part of content in this textbook suitable with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)* in this chapter discuss about “cause and effect” and this textbook included exercise, individual task, and group task, in this assessment got score 80.

5) Ending part

The ending part in this textbook don't suitable with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)* because doesn't summary in the last page, in this assessment got score 60.

c. The advisability of language

1) The useful of language usage by level of grade student

Selecting word and sentence in language feature of English textbook is important because the unique word make students confused. In this chapter was suitable with standard competency and basic competency, because used language in daily activity or familiar language feature, in this assessment got score 80.

2) The applied communicative language

The language feature in this chapter was communicative because the language easy to read and understand by students so avoid the misinterpret student perception, in this assessment got score 80.

d. The advisability of graphic

1) Size of textbook in this part suitable with the standard from ISO (International Organization of Standardization), in this assessment got score 80.

2) Cover design in this textbook interlinked with the illustration, color, shape, font, picture, image in this part because to make harmony in this book, in this assessment got score 75.

3) The type of font

Selecting type of font in this chapter used many type to attach students attention and used size 12 in explained content material of study, in this assessment got score 75.

- 4) The design of book content included illustration, shape, color, table that interlinked and in this chapter was proper with the criteria based *BSKA (Badan Standard Kurikulum dan Asesmen)*, in this assessment got score 78.
- 5) The balanced of layout in this chapter balanced with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)*, in this assessment got score 75.
- 6) The comprehensive of layout in this chapter comprehend the textbook In this chapter has page number, in this assesement got score 80.
- 7) Font charater in this textbook don't suitable with the criteria from *BSKA (Badan Standar Kurikulum dan Asesmen)* because in page 65 the text unclear, in this assessment got score 80.
- 8) Content illustration in this textbook as kind tree of answer, shapes, image, picture, color interlinked and proper with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)*, in this assessment got score 80

## 7. Chapter 7 “Meaning Through Music”

**Table 4. 7**

**The advisability of chapter 7 “Meaning Through Music”**

<b>The aspect of advisability</b>	<b>Sub aspect of advisability</b>	<b>Score</b>	<b>Reason</b>
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	80	This chapter based on standard competency and basic competency, in this chapter the student discuss the meaning or value of music
	The validity of learning material	80	
	The material support of learning process	80	
The advisability of presentation	Technique of presentation	75	The presentation of learning

	Learning presentation	80	material interesting but doesn't summary for this chapter
	The presentation is completeness	84	
	Part of content	80	
	Ending part	60	
The advisability of language	The usefulness of language usage by level of grade students	80	The language feature was communicative and there are many new words and sentence for students
	The application of communicative language	81	
The advisability of graphic	Size of textbook	80	The content illustration in this chapter interesting for students in learning process
	Cover design	75	
	The type of font	80	
	The design of book content	81	
	The balanced of layout	79	
	The comprehensive of layout	75	
	Font character of textbook	81	
	Content illustration	80	

The percentage advisability of English textbook;

Percentage : P

Total score : 78,38

Total score maximum : 84

$$P = \frac{78,38}{84} \times 100\%$$

P = 93,30 %

Based on table of score the advisability of English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)* criteria the advisability in the chapter 7 “meaning through music” there are 18 points assessment of advisability and get score 93,30 %. Based on standard assessment from *BSKA (Badan Standar Kurikulum dan Asesmen)* this result in the category “GOOD”

a. The advisability of content



- 1) The suitability learning material with the standard competency (SK) and basic competency (KD)

The suitability of learning material with standard competency and basic competency was proper and got score 80, in this chapter the goals of learning process is the students has ability in speaking and writing skills, there are the basic competency in chapter seven:

- (1) Get the meaning social function and language feature in this chapter

- (2) Get the meaning of lesson about the language feature of music.

- 2) The validity of learning material

The learning material in this chapter valid with the standard competency and basic competency and in this assessment got score 80, the material study increase in speaking skills because the students practice in front of class.

- 3) The material support learning process

The material in this chapter support the student ability in speaking skills and increase in student critical thinking, in this assessment got score 80.

b. The advisability of presentation

- 1) Technique of presentation

In this chapter got score 75 of assessment, the presentation of learning material was proper with the standard material study presented by systematic rule.

- 2) Learning presentation

The learning presentation in this chapter included students center and actual issue, and got score 80

- 3) The presentation is completeness

The presentation in this textbook was completed, in this chapter explained about the meaning on song, and got score 84.

- 4) Part of content

In this textbook the part of content proper with the criteria based on BSKA (*Badan Standar Kurikulum dan Asesmen*) the content material included illustration to catch student attention, and got score 80.

5) Ending part

In this textbook the ending part don't suitable with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)* because doesn't summary, in this assessment got score 60.

c. The advisability of language

1) The usefulness of language usage by level of grade students

The language feature in this chapter got score 80 of assessment, the language suitable with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)* because using easy language hat used in daily activities, the selecting song was support the useful of language because used familiar song

2) The applied of communicative language

The language that used in this chapter was communicative because the language easy to read and understand by the students, in this assessment got score 81.

d. The advisability of graphic

1) Size of textbook in this chapter suitable with the standard based on ISO (International of Standardized Organization), in this assessment got score 80

2) Cover design in this textbook proper with the standard based on *BSKA (Badan standar Kurikulum dan Asesmen)*.in this assessment got score 75.

3) The type of font, in this chapter used many type of font to catch student attention, so assessment of type font in this chapter proper with standard from *BSKA (Badan Standar Kurikulum dan Asesmen)* and got score 80.

4) The design of book content included an illustration, shape, color, table to attach student attention and the point of design book content should be interlinked, in this assessment got score 81.

5) The balanced of layout got score of assessment 75 in this part suitable with criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)*.

- 6) The comprehensive of layout assessment in this part got score 78 because the layout suitable with the illustration, image, picture, and table of English textbook.
- 7) Font character of textbook in this chapter used many type of font and used style of font italic, bold, capital, and small font, in this chapter got score 78.
- 8) Content illustration in this textbook got score 80 suitable with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)*. Because used many color to completed the illustration of learning material.

## 8. Chapter 8 “Explain This”

**Table 4. 8**

**The advisability of chapter 8 “Explain This”**

The aspect of advisability	Sub aspect of advisability	Score	Reason
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	80	In this part suitable with standard competency and basic competency, and this part was reviewed the learning material from chapter 1 till chapter 8, this part has summary from chapter 1 till chapter 8, so this chapter helped student to
	The validity of learning material	80	
	The material support of learning process	83	

			memorized learning material
The advisability of presentation	Technique of presentation	80	the presentation of text in this chapter was interested because just presented the point of learning material from chapter 1 till chapter 8
	Learning presentation	81	
	The presentation is completeness	85	
	Part of content	80	
	Ending part	60	
The advisability of language	The usefulness of language usage by level of grade students	85	The language feature that used in this chapter easy to understand by the student
	The application of communicative language	80	
The advisability of graphic	Size of textbook	80	The presentation of graphic in this chapter suitable with criteria from <i>BSKA (Badan Standar Kurikulum dan Assesmen)</i>
	Cover design	75	
	The type of font	81	
	The design of book content	79	
	The balanced of layout	75	
	The comprehensive of layout	81	
	Font character of textbook	80	
	Content illustration	80	

The percentage advisability of chapter 8

P : Percentage

Total score : 74,72

Total score maximum: 85

$$P = \frac{74,72}{85} \times 100\%$$

$$P = 87,90 \%$$

Based on table of score the advisability of English textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)* criteria the advisability in the chapter 8 “explain it” there are 18 points assessment of advisability and get score 97, 90 %. Based on standard assessment from *BSKA (Badan Standar Kurikulum dan Asesmen)* this result in the category “GOOD”

e. The advisability of content

- 1) The suitability material study with the standard competency (SK) and basic competency (KD)

In this chapter the suitability of material study with the standard competency and basic competency proper with the criteria from *BSKA (Badan Standar Kurikulum dan Asesmen)* the learning material support to achieve goals of learning process and got score of assessment 80. There are the goals of learning process based on standard competency and basic competency

- (1) Applied social function, structure of text, and language featured in transactional and interaction text by oral or written communication.
- (2) Created interaction and transactional text by oral and written with points of social function, structure of text, and language feature.

- 2) The validity learning material

The learning material was valid with the standard competency and basic competency to achieve goals of learning process, in this assessment got score 80. The material study must be clear to avoid misunderstanding student perception.

3) The material support of learning process

The material study in this chapter got score of assessment 83, the material supported the students to increase in writing skills because the students was make text by the theme that is “explain it” this theme support the students logical thinking.

f. The advisability of presentation

1) Technique of presentation

The technique presentation in this chapter got score 80 and was proper with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)* the presentation of learning material was systematic by the rule.

2) Learning presentation

The learning presentation assessment in this got score 81, because support the students center ability and in the page 84 the students must explore the actual issue and created text with theme “explain it”.

3) The presentation is completeness

The presentation in this part was completed and got score 85 because this textbook explained the chapter of “explain it” with communicative illustration that easily to understand by student.

4) Part of content

The part of content in this textbook suitable with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)* in this chapter discuss about “cause and effect” and this textbook included exercise, individual task, and group task. In this assessment got score 80

5) Ending part

The ending part in this textbook don't suitable with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)* because doesn't summary in the last page. in this assessment got score 60

g. The advisability of language

1) The useful of language usage by level of grade student

Selecting word and sentence in language feature of English textbook is important because the unique word make students confused. In this chapter was suitable with standard competency and basic competency

because used language in daily activity or familiar language feature. In this chapter got score 85.

2) The applied communicative language

The language feature in this chapter was communicative because the language easy to read and understand by students so avoid the misinterpret student perception. In this assessment got score 80.

h. The advisability of graphic

1) Size of textbook in this part got score 80 was suitable with the standard from ISO (International Organization of Standardization)

2) Cover design in this textbook got score of assessment 75, because interlinked with the illustration, color, shape, font, picture, image in this part because to make harmony in this book

3) The type of font

Selecting type of font in this chapter used many type to attach student attention and used size 12 in explained content material of study. In this part the assessment got score 80

4) The design of book content included illustration, shape, color, table that interlinked and in this chapter was proper with the criteria based *BSKA (Badan Standard Kurikulum dan Asesmen)*. In this assessment got score 81.

5) The balanced of layout in this chapter balanced with the standard from *BSKA (Badan Standar Kurikulum dan Asesmen)*. In this assessment got score 75.

6) The comprehensive of layout in this chapter comprehend the textbook in this chapter has page number. In this assessment got score 77.

7) Font character in this textbook don't suitable with the criteria from *BSKA (Badan Standar Kurikulum dan Asesmen)* because in page 65 the text unclear. In this assessment

8) Content illustration in this textbook as kind tree of answer, shapes, image, picture, color interlinked and proper with the criteria based on *BSKA (Badan Standar Kurikulum dan Asesmen)*.

## B. Discussion

The analysis of English textbook entitled “STOP BULLTING NOW” for eleventh grade student of SMKN 6 Surakarta, based on the total score from chapter 1-chapter 8 get average 90,43 % of advisability. There are the details of score from chapter 1 till chapter 8

**Table 4. 9**  
**The score advisability in 8 chapter**

Chapter	Score	Categories
Chapter 1	91,56 %	GOOD
Chapter 2	90,37 %	GOOD
Chapter 3	92,87 %	GOOD
Chapter 4	89,28 %	GOOD
Chapter 5	89,14 %	GOOD
Chapter 6	79,06 %	GOOD
Chapter 7	93,30 %	GOOD
Chapter 8	97,90 %	GOOD

This score categorized “GOOD” the evaluation criteria is the aspect materials with standard competency and basic competency, the accuracy material, the textbook developing student ability skills, and the layout or graphic of textbook based on standard from *BSKA (Badan Standar Kurikulum dan Assesmen)*.

Based on the total score of evaluation the English textbook entitled “STOP BULLYING NOW” for eleventh grade students, the quality of textbook is good enough and proper to guide the students and teacher in learning process, as the statement of Sitepu (2012:27) state that the good qualified of textbook must be included of goals of learning, competency standard, and basic standard, the textbook also development the good characteristics of students. This statement same with the criteria of textbook based on *BSKA (Badan Standar Kurikulum dan Asesmen)* there are the



advisability of content, advisability of presentation, advisability of language, and advisability of graphic.

Based on finding above, the researcher got result that in the chapter 1 till 8 presented good implementation of criteria of English textbook based on *BSKA (Badan Standar Kurikulum dan Assesmen)*, it could be seen in the criteria completeness based on standard from *BSKA (Badan Standar Kurikulum dan Asesmen)*. The English textbook entitled “STOP BULLYING NOW “ support of learning process and the researcher suggest this English textbook for learning process because has the advisability of content, advisability of presentation, advisability of language, and advisability based on standard from *BSKA (Badan Standar Kurikulum dan Assesmen)*.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data of analysis and discuss, the researcher conclude that the English textbook entitled “STOP BULLYING NOW” based on the assessment of advisability content, advisability of presentation, advisability of language, and advisability of graphic based on criteria from *BSKA (Badan Standar Kurikulum dan Asesmen)*. The textbook entitled “STOP BULLYING NOW” for eleventh grade students published by *Kementrian Pendidikan dan Kebudayaan Republik Indonesia* the writer is Makhruk Basir. Appropriate to support learning process, this textbook suitable as learning tool for teacher in learning process, and this textbook proper for students as source of learning process.

The researcher concluded that from chapter 1 till chapter 8 of English textbook entitled “STOP BULLYING NOW” was appropriated for teaching and learning process because the total score 91,05%. This book relevant with the curriculum 2017 revision. This textbook was good enough to be used for eleventh grade of senior high school this textbook acceptable the critiea based on *BSKA (Badan Standard Kurikulum dan Asesmen)*.

The advantages of English textbook entitled “STOP BULLYING NOW” for eleventh grade students between other English textbook is this textbook has enrichment content material that suitable with criteria from *BSKA (Badan Standar Kurikulum dan Assesmen)* as kind in this textbook has formative text based on the student opinion and the sheet of assessment in every chapter by the student to increase or evaluated by teacher and publisher of textbook, then this textbook has pre reading activities, reading

activities, and post reading activities to increase student ability in reading, writing, speaking skills because the students must be written of story and presented the story.

## **B. Suggestion**

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

Teachers must be selected the most appropriate of English textbook in learning process that fulfill in content advisability, presentation advisability, language advisability, and graphic advisability. Teacher can apply the result of this study on teaching and learning activities, and can increase knowledge in choosing the appropriate book.

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

The students got information the advisability of English textbook on the content advisability, presentation advisability, language advisability, and graphic advisability. On textbook entitled “STOP BULLYING NOW”.

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

The analysis of English textbook can be an alternative in determining research, this research can also be developed on the scope of research other specific expertise and this research can be source in the next research.

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## APPENDICES

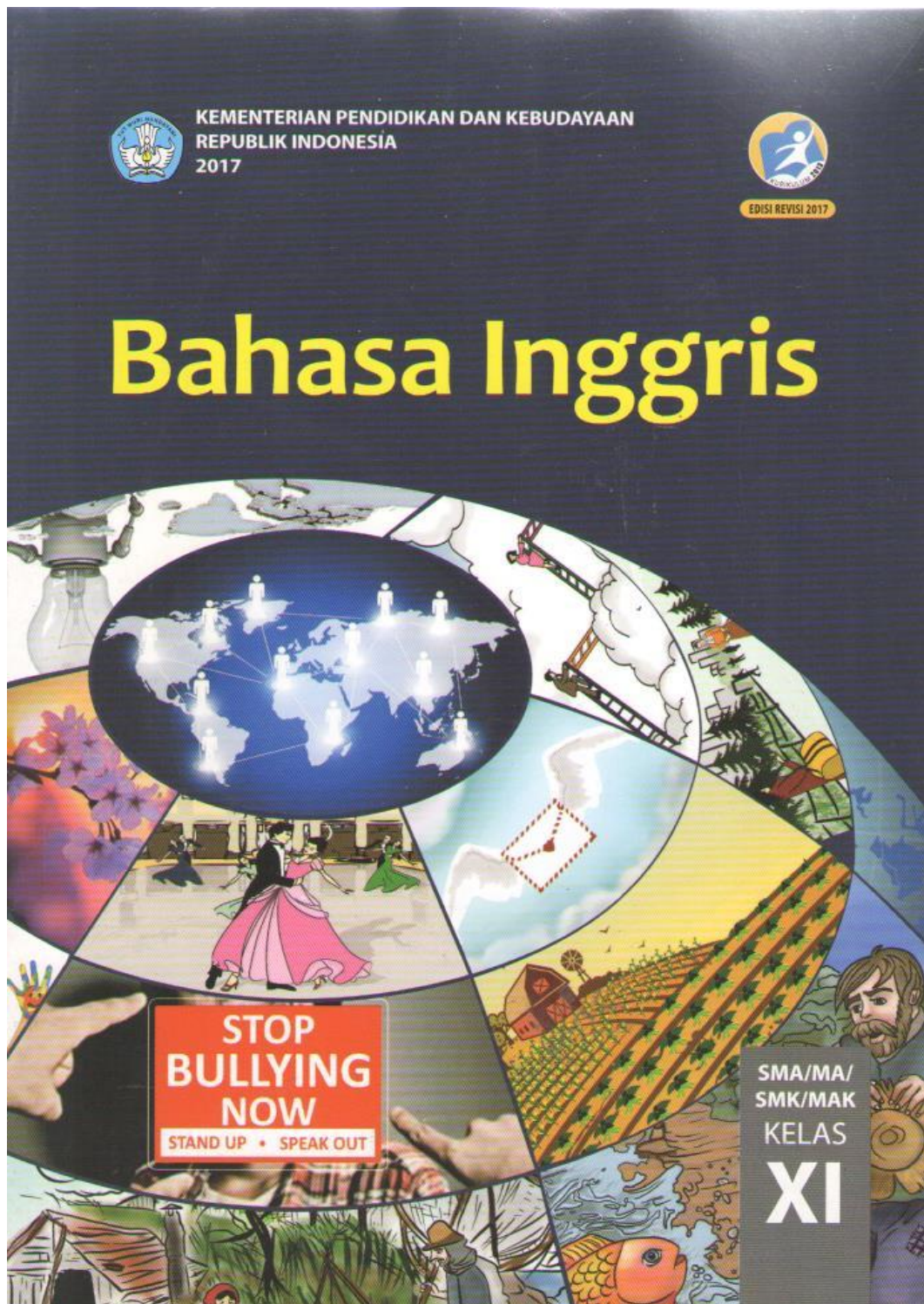
### APPENDICES 1

#### The point of evaluation criteria by BSKA

Aspect of Advisability	Sub Aspect	Items
Advisability of content	The suitability of the material with competency standard (SK) and basic competencies (KD)	The material presented from the introduction of the concept
		The comprehensiveness of material study
		The immensity of material study
		The comprehension of learning material
	The validity of learning material	The material in textbook should be accurate to avoid misunderstanding for students
		The textbook should be systematic to reach goals of learning process
	The material study support the learning process	The textbook contain development of science and technology
		The textbook contain news situation now, the references maximum last five years
		The opinion is applied when students has to conclude, the textbook must include an explanation, example, quiz, task, and question
		The material study presented in the

		textbook needs to contain a variety of strategies and solve the problem exercises
		The concepts of textbook should be linked in the textbook to support students create knowledge information network intact
		The material of study in the textbook must to communicative in written communication to misinterpret students perception

APPENDICES 2  
The English Textbook







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## CHAPTER 1

# Offers & Suggestions

### KOMPETENSI DASAR

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can*.)
- 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks

## B Building Blocks

### Suggesting and Offering

**Suggest** means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.

**Suggestions** are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused.

**Social function:** to facilitate interpersonal communication between different people

#### For example:

- Let's finish our home work first.
- Let's go home.

### Expressions/Gambits

When making suggestions, we often use the following expressions.

Let's ...

Why don't we ...?

We could ...

What about ...?

How about ...?

I suggest that ...

You might want to change ...

I think ...

I don't think ...



### Writing Connection

With a partner, choose a topic of your choice. Write a dialogue using suggestions and offers.

## CHAPTER 2

# Opinions & Thoughts

### KOMPETENSI DASAR

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion.*)
- 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### Agreeing with an Opinion

These are some of the expressions used to express agreement with an opinion.



### Disagreeing with an opinion

These are the expressions used to express disagreement with an opinion.



Opinions can be expressed using mental verbs like believe, think, doubt, assume, feel, etc.



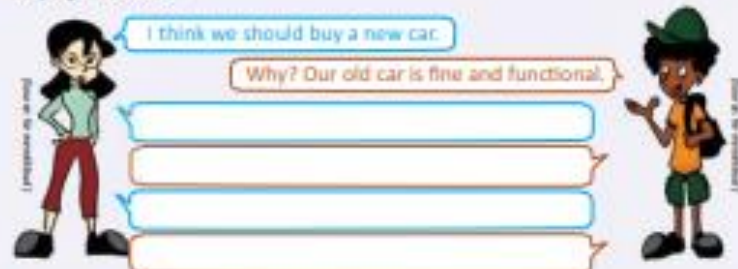


## D

## Active Conversation

Complete the following transactional conversations. Using the role-play approach, reenact the conversation with your classmates.

## Buying a New Car



## Banning of Cigarettes



## Songs



## CHAPTER 3

# Party Time

### KOMPETENSI DASAR

- 3.3 Mendeskripsikan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya
- 4.3 Teks undangan resmi
  - 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja
  - 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks



## B Building Blocks



### Formal Invitation

A formal invitation is an invitation which follows a dignified form, tone or style in agreement with the established norms, customs or values (Websters, 2012).

For example:

- An invitation to the opening of a school
- An invitation to a graduation ceremony
- An invitation to a wedding, etc.

### Common Format of a Formal Invitation

- The first line is the name(s) of the person(s) who invite(s).
- The second line is the request for participation.
- The third line is the names of the person(s) invited.
- The fourth line is the occasion for invitation.
- The fifth line is the time and date of the occasion.
- The sixth line is the place of the occasion.
- The last line is the request for reply.

## **F** Let's Create/Contribute

**Choose one of the activities given below.**

- With a partner, create a formal invitation for the head of your school, inviting him/her to the graduation ceremony in your school. Use the format you have learnt in the building blocks.
- With a partner, create a formal invitation for the head of your district, inviting him/her to the ribbon-cutting ceremony to inaugurate the new science laboratory in your school. Use the format you have learnt in the building blocks.
- Design and create a formal invitation card template.

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## CHAPTER 4

# Natural Disasters-An Exposition

### KOMPETENSI DASAR

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 Teks eksposisi analitis
  - 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual
  - 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

## B Building Blocks

### Analytical Exposition Text

An analytical exposition text evaluates a topic critically but focuses only on one side of an argument.

In your life if you have tried to persuade anyone on a certain issue or argued relentlessly about something with someone, then you have used an exposition.

The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in the conclusion.

#### Social Function

The purpose of an exposition text is to persuade your audience to look at an issue with your perspective.

### Examples of exposition texts are

Legal Defenses

Speeches/Lectures

Editorials

Letters

Newspaper Articles

Political Leaflets

Essays



## C Let's Practice

A. The article given below is incomplete.

Complete it using the format of an exposition text and give it a suitable title.

### Introduction (thesis statement)

Television is the most popular form of entertainment in every household in Indonesia. However, I think watching television too much especially soap operas and dramas can have negative impacts on the viewers.

### Argument 1 + Elaboration

### Argument 2 + Elaboration

### Conclusion (restatement of thesis statement)

## CHAPTER 5

# Letter Writing

### KOMPETENSI DASAR

- 3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya
- 4.6 Teks surat pribadi
  - 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya
  - 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

## B Building Blocks

### Analytical Exposition Text

An analytical exposition text evaluates a topic critically but focuses only on one side of an argument.

In your life if you have tried to persuade anyone on a certain issue or argued relentlessly about something with someone, then you have used an exposition.

The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in the conclusion.

#### Social Function

The purpose of an exposition text is to persuade your audience to look at an issue with your perspective.

#### Examples of exposition texts are

Legal Defenses

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A. The article given below is incomplete.

Complete it using the format of an exposition text and give it a suitable title.

### Introduction (thesis statement)

Television is the most popular form of entertainment in every household in Indonesia. However, I think watching television too much especially soap operas and dramas can have negative impacts on the viewers.

### Argument 1 + Elaboration

### Argument 2 + Elaboration

### Conclusion (restatement of thesis statement)

## CHAPTER 5


# Letter Writing

### KOMPETENSI DASAR

- 3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.
- 4.6 Teks surat pribadi
  - 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya
  - 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Structure of Personal Letter	
Date	Date when the letter is written (top left).
Address	Place where you are writing from (top right).
Salutation & Name	Greeting and the person's name you are writing to.
Introduction	The opening of the letter usually starts with <i>how are you</i> or refers to previous letter.
Body	The main part of the letter. It includes what you want to write to the other person.
Closure	The part indicates the letter is going to end.
Complimentary close	Short expressions like "love you", "sincerely yours", "love".
Signature	Signature or initials of the writer.
Postscript P.S.	After thought in a letter. You begin with P.S. and end it with your initials.

Table 5.2 Structure of personal letter



DID YOU  
KNOW

World's longest letter  
In 1952, a lady in Brooklyn, USA wrote a letter using a narrow tape. She used 3,200 feet of the narrow tape. It took her one month to write the letter.

World's shortest letter  
In 1862, Victor Hugo wanted to know how his book "Les Miserables" was selling. He wrote to his publisher:  
"?"

The publisher replied:  
"?"

## D Active Conversation

Create a dialogue for one of the situations given below. Using the role-play approach, reenact the conversation with your classmates.

### Situation No. 1

You and your friend have decided to write a letter to your parents to describe your recent field trip. Discuss what you want to write about.

You	:	<input type="text"/>
Friend	:	<input type="text"/>
You	:	<input type="text"/>
Friend	:	<input type="text"/>
You	:	<input type="text"/>

### Situation No.2

Your friend is mad at Lucy's cousin, you want to convince her to write to her cousin.

You	:	<input type="text"/>
Lucy	:	<input type="text"/>
You	:	<input type="text"/>
Lucy	:	<input type="text"/>
You	:	<input type="text"/>
Lucy	:	<input type="text"/>
You	:	<input type="text"/>

## CHAPTER 6

# Cause and Effect

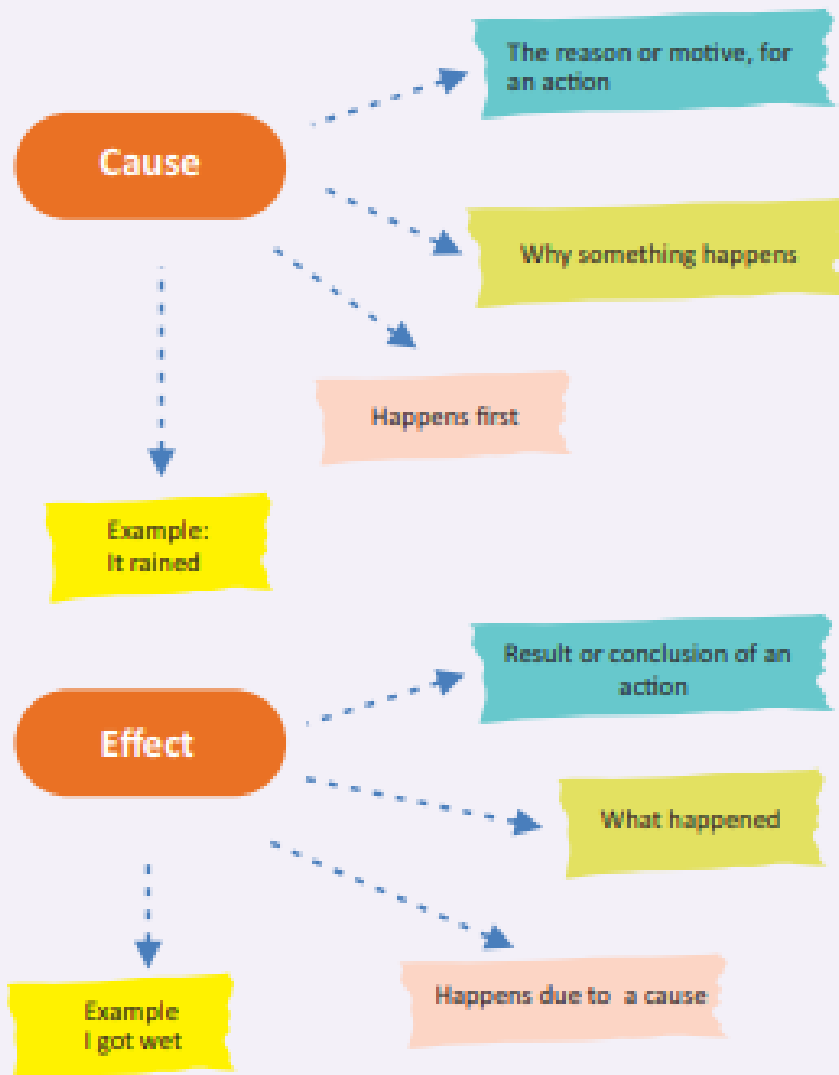
### KOMPETENSI DASAR

- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *because of ...*, *due to ...*, *thanks to ...*)
- 4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks



## B Building Blocks

### Cause & Effect





### Active Conversation

With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.

## CHAPTER 7

# Meaning Through Music

### KOMPETENSI DASAR

- 3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
- 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK





## Pre-Activity

With a partner, study the lyrics of the following songs. Then, discuss the questions.

### *"Stand By Me"* by Ben E King

When the night has come  
And the land is dark  
And the moon is the only light we'll see  
No I won't be afraid  
Oh, I won't be afraid  
Just as long as you stand, stand by me

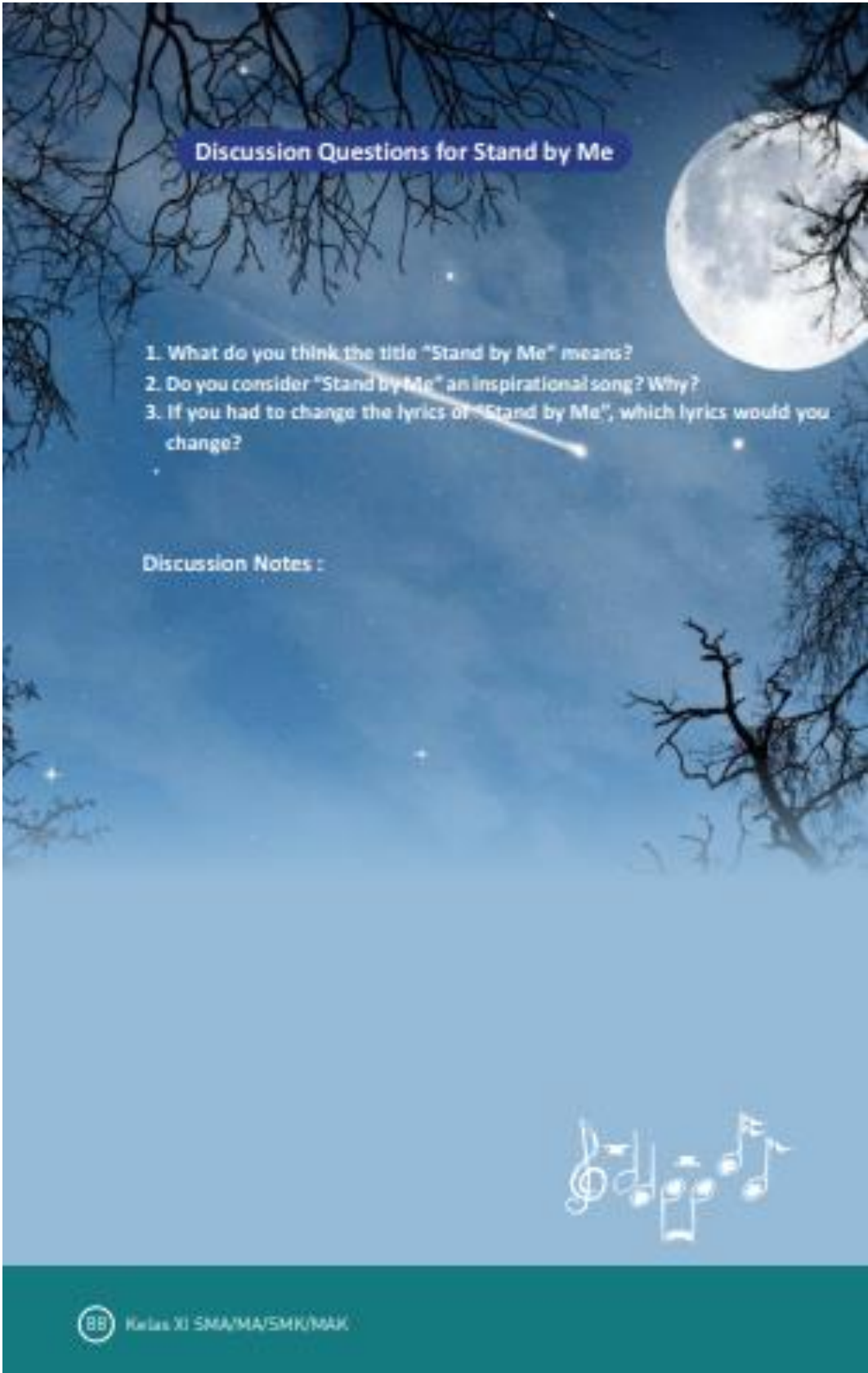
So darling, darling  
Stand by me, oh stand by me  
Oh stand, stand by me  
Stand by me

If the sky that we look upon  
Should tumble and fall  
All the mountains should crumble to the sea  
I won't cry, I won't cry  
No, I won't shed a tear  
Just as long as you stand, stand by me

So darling, darling  
Stand by me, oh stand by me  
Oh stand, stand by me  
Stand by me

So darling, darling  
Stand by me, oh stand by me  
Oh stand now, stand by me, stand by me  
Whenever you're in trouble won't you stand by me  
Oh stand by me, oh won't you stand now, stand  
Stand by me  
Stand by me





### Discussion Questions for Stand by Me

1. What do you think the title "Stand by Me" means?
2. Do you consider "Stand by Me" an inspirational song? Why?
3. If you had to change the lyrics of "Stand by Me", which lyrics would you change?

Discussion Notes :



## CHAPTER 8

# Explain This !!

### KOMPETENSI DASAR

- 3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *passive voice*.)
- 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
- 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya
- 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

## G Formative Assessment

**I can do this.**

**Complete these statements.**

1. The most interesting thing I learnt in this chapter was \_\_\_\_
2. The part I enjoyed most was \_\_\_\_
3. I would like to find more about \_\_\_\_
4. The hardest part in this chapter was \_\_\_\_
5. I need to work harder at \_\_\_\_

**Read the statements below and tick (✓) the option that is most applicable to you.**

	Yes	Maybe	No	Not at all
The chapter was easy to understand.				
I know what an explanation text is.				
I know why explanation texts are written				
My plan to overcome the difficulties I faced in this chapter				



## Pre-Reading Activities

### Personal Connection

If you get three wishes from a magical creature, what will you wish for? Write down your wishes in the space given below and share with your teacher and classmates.

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### Genre Connection

Folklores or tales are traditional stories that are passed on from one generation to another. These stories teach lessons of life. Every culture around the world has a unique way of expressing traditions, beliefs and values through folklores. Folklores are a way of passing on tradition and culture from one generation to another. Folklores can be classified as fairy tales, legends, oral history, tall tales, and fables. The study of folklores is called folkloristic and people who study folklores are known as folklorists. Folklores usually have morals and lessons for life. English antiquarian, William Thoms first coined the word folklore and used it in a letter to the periodical "The Athenaeum". (Encyclopedia Britannica)

Famous folklores include: Grimm's fairy tales, The Arabian Nights, Aesop's Fables, Atlantis, etc.



## B Reading Activity

# The Enchanted Fish

There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of a sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish. "Wow! This will feed us for days." Much to his surprise, the fish started to talk and said, "Pray, let me live! I am not a real fish; I am an enchanted prince. Put me in the water again, and let me go! Have mercy o' kind fisherman." The astonished fisherman quickly threw him back, exclaiming, "I don't want to hurt a talking fish! Go on! Go where you came from."



Figure E.1 The fisherman talking to the fish

When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go again. "Didn't you ask it for anything?" said the wife. "No, I didn't, what should I have asked for?" replied the fisherman.

"I am surprised you don't realize what you should have asked for. We live very wretchedly here, in this nasty and dirty hut. We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage", said his wife.

The fisherman wasn't sure about this but he still went to the seashore, sat in his boat, went to the middle of the sea and said:

*"O enchanted beautiful fish!  
Hear my plea!  
My wife wants not what I want,  
and she won't give up till she has her own will,  
so come forth and help me!"*



## Post-Reading Activity

### Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. Did the fisherman like asking the fish for wishes? How did he feel about it? Do you think he could have done something else instead of going back to the fish again and again?
2. The story doesn't reveal how the prince was turned into a fish. What do you think might have happened?
3. Do you think the prince will stay a fish forever?
4. What happened at the end of the story? Please describe.
5. Why did the fisherman's wife keep asking her husband to go back to the fish?
6. What do you think of the fisherman's wife? Do you feel sorry for her? Or do you feel angry with her? Discuss.
7. If you had a chance to rewrite the story, how would the story end? Write your ending of the story.
8. Imagine you are the fish in the story. Can you narrate the story from his point of view?
9. What lesson did you learn from this story?

#### Discussion Notes :

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## APPENDICES

## The Score of Evaluation English Textbook

Table 4.1

The advisability of chapter 1 "Offer &amp; Suggestion"

The aspect of advisability	Sub aspect of advisability	Score	Reason
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	82	The content material in this chapter suitable with the goal of learning SK & KD in standard competency. An basic competency increase. Present writing slide.
	The validity of learning material	80	
	The material support of learning process	80	
The advisability of presentation	Technique of presentation	85	The advisability of presentation in this chapter looked on standard competency and basic competency. Improve the goal of learning process.
	Learning presentation	83	
	The presentation is completeness	75	
	Part of content	79	
	Ending part	60	
The advisability of language	The usefulness of language usage by level of grade students	82	The language feature presented with familiar word and sentence.
	The application of communicative language	83	
The advisability of graphic	Size of textbook	80	The advisability of graphic in this part suitable with criteria. Looked on BSNP. The illustration color students attract attention.
	Cover design	75	
	The type of font	70	
	The design of book content	78	
	The balanced of layout	75	
	The comprehensive of layout	85	
	Font character of textbook	79	
	Content illustration	70	

Table 4.2

The advisability of chapter 2 "Opinions &amp; Thoughts"

The aspect of advisability	Sub aspect of advisability	Score	Reason
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	78	The content material of the book of textbook in part 2 suitable and valid with SK and KD
	The validity of learning material	82	
	The material support of learning process	70	
The advisability of presentation	Technique of presentation	82	The advisability of presentation in this part not interesting for student, but the material is completed.
	Learning presentation	78	
	The presentation is completeness	81	
	Part of content	75	
The advisability of language	Ending part	80	
	The usefulness of language usage by level of grade students	86	The advisability of language in this part suitable with grade of students, and easy to understand.
The advisability of graphic	The application of communicative language	80	
	Size of textbook	80	
	Cover design	75	The advisability of graphic in this part.
	The type of font	82	Suitable with.
	The design of book content	78	Create a book on BSNP.
	The balanced of layout	75	
	The comprehensive of layout	82	
	Font character of textbook	80	
	Content illustration	75	

$$\frac{PA}{B}$$

$$P \frac{77,72}{10}$$

$$1.399 / 10$$

$$1. 77,72$$

Table 4.3  
The advisability of chapter 3 "Party Time"

The aspect of advisability	Sub aspect of advisability	Score	Reason
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	80	The advisability of content in this part fits well with SK and KD.
	The validity of learning material	82	Good.
	The material support of learning process	83	The material used with SK/KD included explanation of student.
The advisability of presentation	Technique of presentation	84	The presentation in the last of this book is eye catching attention.
	Learning presentation	83	of students, because used.
	The presentation is completeness	84	Colorful template of presentation.
	Part of content	85	
	Ending part	60	
The advisability of language	The usefulness of language usage by level of grade students	78	The language that used in this text book easy to understand by students.
	The application of communicative language	78	
The advisability of graphic	Size of textbook	80	The advisability of graphics in this textbook.
	Cover design	75	
	The type of font	81	
	The design of book content	80	appropriate with.
	The balanced of layout	75	
	The comprehensive of layout	80	
	Font character of textbook	81	
	Content illustration	75	



Table 4.4  
The advisability of chapter 4 "National Disaster an Exposition"

The aspect of advisability	Sub aspect of advisability	Score	Reason
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	80	In this part of advisability of content was suitable with SK/KD. This material of study support for daily activities of students.
	The validity of learning material	81	
	The material support of learning process	81	
The advisability of presentation	Technique of presentation	70	The technique of presentation less attractive to catch students attention and in this part just giving less example to write.
	Learning presentation	70	
	The presentation is completeness	65	
	Part of content	71	
The advisability of language	Ending part	60	The language that used in this part appropriate with criteria based on BSNP.
	The usefulness of language usage by level of grade students	80	
	The application of communicative language	83	
The advisability of graphic	Size of textbook	80	The advisability of graphic in this part appropriate with the standards based on BSKA. For example in page 50 the book used many color of font to explain language feature of exposition.
	Cover design	75	
	The type of font	84	
	The design of book content	80	
	The balanced of layout	75	
	The comprehensive of layout	80	
	Font character of textbook	70	
	Content illustration	65	

Table 4.5  
The advisability of chapter 5 "Letter Writing"

The aspect of advisability	Sub aspect of advisability	Score	Reason
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	82	The content material in this text book was suitable w/ SK and KD and the material support for students in daily activities. for example <i>complicated in one to attend again</i>
	The validity of learning material	82	
	The material support of learning process	85	
The advisability of presentation	Technique of presentation	80	The presentation of this part is not so good and completed.
	Learning presentation	81	
	The presentation is completeness	82	
	Part of content	80	
	Ending part	60	
The advisability of language	The usefulness of language usage by level of grade students	80	The language presentation is easy to understand by student
	The application of communicative language	82	
The advisability of graphic	Size of textbook	80	The presentation of design layout, size of font was appropriate, criteria basic BSNP but in page. As the font was blur and content was not clear from student.
	Cover design	75	
	The type of font	60	
	The design of book content	80	
	The balanced of layout	75	
	The comprehensive of layout	80	
	Font character of textbook	60	
	Content illustration	60	

Table 4.6  
The advisability of chapter 6 "Cause and Effect"

The aspect of advisability	Sub aspect of advisability	Score	Reason
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	82	The advisability of content in this part was appropriate with standard competency and basic competency. The material/explain about cause and effect. Hand car applied in daily life.
	The validity of learning material	82	
	The material support of learning process	80	
The advisability of presentation	Technique of presentation	79	The presentation of this part. Cause and effect. so interest and eye catch for student. because using many color and the material easy to
	Learning presentation	80	
	The presentation is completeness	81	
	Part of content	80	
The advisability of language	Ending part	80	The language that used in this part easy to understand by the students.
	The usefulness of language usage by level of grade students	80	
	The application of communicative language	80	
The advisability of graphic	Size of textbook	80	The design layout, and font for this part suitable. w/ enter board on B&NP
	Cover design	75	
	The type of font	75	
	The design of book content	78	
	The balanced of layout	75	
	The comprehensive of layout	80	
	Font character of textbook	80	
	Content illustration	80	



Table 4.7

The advisability of chapter 7 "Meaning Through Music"

The aspect of advisability	Sub aspect of advisability	Score	Reason
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	80	This chapter based on Standard Competency and basic competency. In this chapter the students discuss about the meaning of Value of Music. <del>Being bad</del>
	The validity of learning material	80	
	The material support of learning process	80	
The advisability of presentation	Technique of presentation	75	The presentation of learning material is interesting but too short. Summarizing for this chapter.
	Learning presentation	80	
	The presentation is completeness	84	
	Part of content	80	
	Ending part	60	
The advisability of language	The usefulness of language usage by level of grade students	80	The language feature will be communicative and there are any new words for students.
	The application of communicative language	81	
The advisability of graphic	Size of textbook	80	The content, illustration in this chapter in finishing part students in learning process.
	Cover design	75	
	The type of font	80	
	The design of book content	81	
	The balanced of layout	75	
	The comprehensive of layout	78	
	Font character of textbook	81	
	Content illustration	80	

Table 4.8  
The advisability of chapter 8 "Opinion & Thoughts"

The aspect of advisability	Sub aspect of advisability	Score	Reason
The advisability of content	The suitability of learning material with standard competency (SK) and basic competency (KD)	80	in this part was. suitable w/ SK/KD and this part was. Review the learning material from Chapter 7 the Chapter 8 and this part has summary from Chapter 7 to 8.
	The validity of learning material	80	
	The material support of learning process	83	
The advisability of presentation	Technique of presentation	80	The presentation of the book in this part. in this chapter helped people was interested. to memorize. because just learning material present the first of learning material from Chap 7 to 11 Chap 8.
	Learning presentation	81	
	The presentation is completeness	85	
	Part of content	80	
The advisability of language	Ending part	60	The language. that used in that part easy to understand. by students
	The usefulness of language usage by level of grade students	85	
	The application of communicative language	80	
The advisability of graphic	Size of textbook	80	The presentation of graphic in this Chapter suitable w/ SK and KD and based on criterion. BSKIP.
	Cover design	80	
	The type of font	80	
	The design of book content	81	
	The balanced of layout	95	
	The comprehensive of layout	77	
	Font character of textbook	81	
	Content illustration	80	