

**AN ANALYSIS OF ENGLISH TEXTBOOK ENTITLED  
“BAHASA INGGRIS” FOR SECOND GRADE SENIOR HIGH SCHOOL  
BASED ON CONTENT STANDARD OF BSNP**

**THESIS**

Submitted as a Partial Requirements for the Undergraduate Degree in English  
Language Education



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*Wassalammu'alaikum Wr. Wb*

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## RATIFICATION

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## **DEDICATION**

This thesis is dedicated to

1. My beloved parents, Amir Mahmud and Sumarmi who gives me support and prayers in my life. Never forget to my beloved sisters, Windiyanti and Ani Mustikasari who gives support, pray and love for me in finishing this thesis.
2. My beloved close friend, Kurniawan Ridho Saputro who always give me support to finishing this thesis.
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4. My beloved Almamater, the State Islamic Institute of Surakarta.

**MOTTO**

“Try your best, even it’s failed”  
(Icul)

“One day your hard work will pay off and your dreams will come true”  
(Anonim)

**PRONOUNCEMENT**

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I hereby sincerely state that the thesis entitled "An Analysis of English Textbook Entitled "Bahasa Inggris" for Second Grade Senior High School Based on Content Standart of BSNP" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references.

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

Surakarta, March 16<sup>th</sup>, 2021

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

Surakarta, March 16th 2021

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## ABSTRACT

Rahayu, Ika. 2021. *An Analysis English Textbook Entitled “Bahasa Inggris” for Second Grade Senior High School Based on Content Standard of BSNP*. Thesis. English Language Education, Cultures and Language Faculty. IAIN Surakarta.

Advisor: Furqon Edi Wibowo, M.Pd

Keyword: Content analysis, English Textbook, BSNP instrument for textbook evaluation

The objective of this research is to know whether or not textbook entitled “Bahasa Inggris” for second grade students senior high school analyzed met the criteria of a good textbook suggested by BSNP.

The research design of this research was content analysis with descriptive qualitative approach. The subject of this research was English textbook entitled “Bahasa Inggris” for second grade of Senior High School. The data source in this research was documents. The technique to collecting the data were comparing the material presented in the textbook with the category of required characteristic of an English textbook by rubric assessment from BSNP, evaluating material in the textbook “Bahasa Inggris” by giving score in respected category listed in the rubric assessment, and interpreted the data gained from the process of evaluation. This research used investigator triangulation to get the valid data.

The result of the research showed that not all the chapters of textbook entitled “Bahasa Inggris” were appropriated and the criteria according to BSNP. The researcher found that only 78,12% or fair of the materials which fulfilled and compatible with the rubric criteria of BSNP. This book relevant with 2013 curriculum because this book fulfilled most of the core competence and basic competence of 2013 Curriculum which reflected in content aspect in the sub aspect of compability materials with core and basic competence. And most of the criteria fulfilled by the textbook because most of the sub aspect scored 4.

## ABSTRAK

Rahayu, Ika. 2021. *An Analysis English Textbook Entitled “Bahasa Inggris” for Second Grade Senior High School Based on Content Standard of BSNP*.

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Pembimbing : Furqon Edi Wibowo, M.Pd

Kata kunci : Analisis Isi, Buku Bahasa Inggris, evaluasi penilaian buku berdasarkan BSNP.

Tujuan dari penelitian ini adalah untuk mengetahui apakah buku teks berjudul “Bahasa Inggris” untuk siswa kelas dua SMA yang dianalisis memenuhi kriteria buku teks yang baik berdasarkan BSNP.

Desain penelitian dalam penelitian ini adalah analisis isi dengan pendekatan kualitatif deskriptif. Subjek penelitian ini adalah buku teks Bahasa Inggris berjudul “Bahasa Inggris” untuk kelas II Sekolah Menengah Atas. Sumber data dalam penelitian ini adalah dokumen. Teknik pengumpulan data adalah membandingkan materi yang disajikan dalam buku teks dengan kategori karakteristik menurut penilaian rubrik dari BSNP, mengevaluasi materi dalam buku teks “Bahasa Inggris” dengan memberikan skor, dan menafsirkan data yang diperoleh dari proses evaluasi. Penelitian ini menggunakan triangulasi investigator untuk mendapatkan data yang valid

Hasil penelitian menunjukkan bahwa tidak semua bab dalam buku teks yang berjudul “Bahasa Inggris” sudah sesuai dan kriteria sesuai BSNP. Peneliti menemukan bahwa hanya 78,12% atau cukup materi yang memenuhi dan sesuai dengan kriteria rubrik BSNP. Buku ini relevan dengan kurikulum 2013 karena buku ini memenuhi sebagian besar kompetensi inti dan kompetensi dasar kurikulum 2013 yang tercermin dari aspek isi pada sub aspek kesesuaian materi dengan kompetensi inti dan kompetensi dasar. Dan sebagian besar kriteria terpenuhi oleh buku teks karena sebagian besar sub aspek mendapat skor 4.

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## **CHAPTER I**

### **INTRODUCTION**

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

Textbook play an important role in English teaching and learning process. It is assembly of the information of knowledge and skills. Pusporini (2009:6) states that textbooks are one of the easiest sources of knowledge to obtain and becomes one of the tools to assist students in obtaining clear concepts of subject matter. Consequently, English textbook become the only material for students to learn English language in the classroom. Besides for supporting students, textbooks also assist teachers in preparing lessons.

Some of teachers frequently use textbooks as primary source books for ideas and instructional activities for the English teaching and learning process. Garinger (2002:98) states that, textbook have distinctive purpose for the teacher: as a main sources, as a source of additional materials, as an idea for classroom activities, as curriculum itself. Textbooks are not only useful for teachers in helping them prepare material and achieve good teaching goals, but also textbooks help students achieve their learning needs.

In this period, each school used a new curriculum called 2013 curriculum. Muslich (1994:2) explains that curriculum is a set of plans and system about the content and materials to be taught as well as methods that is used to carry out teaching and learning activities at school. This curriculum is developing from the previous curriculum. The ministry of education has recently introduced 2013 curriculum that is known as integrated curriculum. This fact shows that 2013 curriculum uses English as the obligatory study to be mastered by both teachers and students.

The implementation of the 2013 curriculum can be found in the textbooks. However, one of some points in classifying a typical good textbook is standardize textbook of particular curriculum. In this case, English textbooks are counted in.

At present, there are many English textbooks that have been published, either by local publishers or foreign publishers. When a new curriculum is issued by the government, there must be lots of new English textbooks based on the new curriculum in the market. Teachers also prefer to use the textbooks with the new curriculum because the goal of the study will be based on the new curriculum, too.

English textbook classified as a good textbook if it has fulfilled the criteria of good textbook that proposed by experts. Indonesia has Education National Standardization Board (*Badan Standard Nasional Pendidikan/BSNP*) as institution responsible for analyzing and evaluating the quality of standardize textbook. BNSP has some criteria to grade the appropriateness of textbook that used in learning process. According to Muniroh (2018: 5) English textbook have to fulfill all of appropriateness elements, those are: content appropriateness, language appropriateness, and presentation appropriateness.

As we know, textbook is one of factors that support the success of English teaching or learning. In fact, the textbook use as sources material of teaching learning process. For beginning teacher, textbook will be a good solution in teaching because usually who become a new teacher they still nervous or embarrassed. So that make their focus in terrible and they cannot remember most of the material of the learning as well. This is the reason why most English teachers use a textbook in their class. It is not surprising that some teacher use a textbook. Many beginning teachers lack confidence and experience, they prepare their own materials and rely on the textbook to easy their burden.

The English textbooks for the learners of Senior High School are various and the researcher wants to investigate and analyze the content. English textbook with various style and setting has been introduced by some publishers. It is generally getting an upgrade after the government announced the new curriculum. English textbook renewal is important to make the goal of study suit to the goal of 2013 curriculum. Ministry of Education and

Culture of Indonesia also provides English textbook entitled “Bahasa Inggris” that written by Makhrukh Bashir. These textbooks consist of 8 chapters and 170 pages. Actually, this book is written for developing the students’ communicative competence.

So, reasons why the researcher chooses textbook based on 2013 curriculum are: First, in Indonesia right now most of the education system used 2013 curriculum. Second, to know the feasibility of textbook based on 2013 curriculum. And last one is to know different textbook based on 2013 Curriculum and another book as a learning source both of teachers and students.

Mansyurah Sadiqah. (2016) analyzed an English textbook entitled ‘A Content Analysis of English Textbook “When English Rings a Bell” used in First Grade Junior High School based on Curriculum 2013. The result showed the textbook met the criteria of a good EFL textbook that was categorized as adequately relevant to good EFL textbook criteria. Moreover the researcher chooses “Bahasa Inggris” as English textbook because this book adopt newest Indonesian curriculum standard. With the guidelines included in curriculum 2013, it is important for a textbook used to be in conformity with the base competence, KD listed in the current curriculum and rubric assessment from education national standard board, BSNP.

Considering the statements above, the researcher wants to conduct a textbook evaluation of English textbook based on BSNP criteria. The researcher would like to make an analysis of the content of this textbook with the title **“AN ANALYSIS OF ENGLISH TEXTBOOK ENTITLED “BAHASA INGGRIS” FOR SECOND GRADE SENIOR HIGH SCHOOL BASED ON CONTENT STANDARD OF BSNP.”** the researcher chooses English textbook under the titled “Bahasa Inggris” that written by Makhrukh Bashir as object to research. The reason why the researcher chooses this book, as the primary data are: Because, first, some of the schools used textbook entitled “Bahasa Inggris”. Second is to know the



feasibility content of English textbook entitled "Bahasa Inggris" as textbook reference for both of teachers and students.

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

Based on the background of the study above, the researcher identifies some problems, there are as follows:

1. Textbooks are considered as a valuable resource for facilitating students understanding in learning process.
2. There are many English Textbooks that available but not all of them are standardize 2013 curriculum.
3. Schools have to provide the most suitable English textbooks.

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

The researcher wants to limit this research on analyze the content of English textbook "Bahasa Inggris" for second grade students of senior high school published 2017 by Ministry of Education and Culture of Indonesia.

The researcher focused on the quality of good course book suggested by Education National Standardization Board (BSNP). Those elements are content appropriateness, language appropriateness, and presentation appropriateness. But the researcher only uses content appropriateness, due to the purpose of this study is to find out the suitability the material in textbook determined by BSNP based on the content only.

### **D. Problem of the Study**

The researcher formulated the problem as follows: Does the textbook entitled "Bahasa Inggris" for second grade students senior high school meet the criteria of good textbook suggested by BSNP?

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

This research is carried out to answer the problem above, the objectives of this study is to know whether or not textbook entitled "Bahasa Inggris" for second grade students senior high school analyzed met the criteria of a good textbook suggested by BSNP.

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

Hopefully, this research will be useful for many people, especially for those who are closely related to English education. The significance of the study is stated as follows:

### **1. For English teachers**

It hope the result of the study could provide helpful information in selecting and evaluating good textbooks.

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

Hopefully can help students learn English easier by use the textbook *Bahasa Inggris* for first grade of students Senior High School because by using this book the student can develop their skills. In this book is complete with kinds of theories, examples, and exercises which it is helpful in developing their skills.

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

The researcher hopes that the result of this research can be reference to conduct a similar research.

## **G. The Keys Terms**

### **1. Content Analysis**

Content analysis is a data collection technique used to summarize and analyze the English textbook. Content analysis can be defined as an analysis of the written or visual contents of a document (N. E Wallen, 2001:167).

### **2. Textbook**

Textbook is instructional books that are used as guidelines for teachers and students in English teaching and learning process with curriculum consideration. A textbook is one of the many types of instructional materials used in teaching and learning process. The textbook is usually succinctly written, tightly organized, and greatly condensed (C. Jhon, 2007:156).

## **CHAPTER II**

### **THEORETICAL REVIEWS**

#### **A. Theoretical Descriptions**

##### **1. Curriculum**

###### **a. Definition of Curriculum**

Curriculum is the most necessary thing in teaching and learning process. A teacher must teach his students according to the exiting curriculum because it has been designed based on the students' needs. The Indonesian government in *UU No. 20/2003* stated that curriculum as a set of plans and arrangements consist of education goals, contents, learning materials, and learning methods supposed to serve as the guidelines in implementing the teaching learning process to gain the goals that have been set.

According to Mulenga (2018:4) curriculum is important thing because curriculum is the central business of every educational. A curriculum creates the intentions of education. A curriculum carries the beliefs, values, attitudes, skills, knowledge and all that education is about.

Feez (2002:9) stated that curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an education institution.

From the definition above according to some expert, researcher concludes that curriculum is an important thing that should exist in education programs, so that can make teaching learning process well. It helps teachers to guide students in gain the goals of education by providing the instructional materials, learning method, assessment, and learning evaluation.

###### **b. 2013 Curriculum**

There have been many curriculum changes over the last 10 years in Indonesia. Indonesia has applied three curriculums for education, there was: KBK (Competence Based Curriculum, 2004) which syllabus is made

by school and teacher, KTSP (School-Based Curriculum, 2006), and the latest is the Curriculum 2013 which was released on July 2013.

2013 curriculum used scientific approach. As submit in *permendikbud No. 81A in 2013*, scientific approach is a learning process that is designed to make students construct concept and principle actively through five steps: observing, questioning, collecting information and concluding, associating and the last communicating.

According to *Permendikbud No. 68 in the year 2013*, 2013 curriculum is designed with the following characteristics:

- 1) Developing the balances between spiritual and social developed attitude, curiosity, creativity, cooperation with intellectual skill and psychomotor.
- 2) School is part of society which gives planned learning experience where students apply what they learn in school into society and make it useful as learning sources.
- 3) Developing attitude, knowledge, and skill also applying it in any situations in school and society.
- 4) Giving free time to develop attitudes, knowledge, and skills.
- 5) Competence is expressed in the form of core competence which is detailed more in subject basic competence.
- 6) Class core competences become organizing elements basic competence, where all basic competences and learning process are developed to achieve core competences.
- 7) Basic competences are developed based on the accumulative principle, mutually reinforce and enrich inter subjects and education level.

By the change of the curriculum, the design of curriculum is also changed from teacher-centered to students-centered. As the latest curriculum, 2013 curriculum is more accentuate in character of education, especially to increasing students' competencies and character building (Ministry of Education and Culture of Indonesia, 2013). The changes of

curriculum have done due to the need of new are development. However, some aspect in previous curriculum are still adapted in the 2013 curriculum, such as the use of Basic Competence (KD) and the KTSP curriculum frameworks as the basis. The 2013 curriculum then introduced new curriculum variable namely Core Competencies (KI).

Therefore, the 2013 curriculum was developed with philosophical foundation that provides a foundation for developing the potential of students to become a quality Indonesians in accordance with the goals of national education.

## **2. Textbook**

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

In education, there are three important things that affect the process of teaching and learning especially in the classroom. Those are teachers, students, and instructional material. Susetyo (2010) in Pujiastuti (2013:12) argues that instructional materials can defines as a set of material or textbook, whether in written or spoken form that is composed systematically in order to make types of environment that students-friendly for learning.

According to Tarigan (1986:13) textbooks are books of the lesson in certain fields of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easily understood by the user in schools and colleges to receive teaching program.

On the other hand, Permendiknas No. 11 Tahun 2005 states that the textbook of the lesson was a compulsory guide book for use in schools comprising instructional materials in order to develop faith and spirituality, character and personality, capacity to learn science and technology, responsiveness and aesthetic abilities, physical and health potential compiled in compliance with the national norm of education.

Thomson (2000:175) described textbook is a stimulus or instrument for teaching and learning. In another definition, textbooks are

inseparable parts of education nowadays. Textbook is a form of published printed material most commonly used as media in teaching and learning.

Nunan (2003:95) states that course book are not written for specific group of people, but written for a generalized target group for use in English or non- English speaking countries. By its functions, being important source for students, textbooks help develop students' ability through reading.

In the other hand, Immanuel (2012:5) states that textbooks are key component in most language program. In some situations, they serve as the basis for many language inputs that learner receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the students take part in.

From the definition above, the researcher conclude that the textbook is one of the most important media in learning and teaching process as it serves as a source and guideline to both students and teacher. English textbook is a lesson book in specific subject that used in school. It still greatly used in most schools in Indonesia.

#### **b. The function of Textbook**

Cunningswoth (1995:200) identifies several functions and roles of textbook as a source of presentation material, a source of practice and communicative interaction, a reference book, a syllabus, a source for self-directed learning, a support for less experienced teachers. Textbook not only can provide general ideas for teacher to develop activities suitable for every topic, but also give a brief view for student on what they should expect for next learning session and at the same time serve as their reference for practices.

A textbook has many functions. According to Thomson (2003: 176), the textbook has functions as follows:

#### 1) Individualization of Instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to limit extent, according to what they are interested in studying.

#### 2) Organizational Instruction

A textbook helps students to organize instruction by providing experience, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts they build upon what has preceded.

#### 3) Tutorial Contribution

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

#### 4) Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching. Basically, the function of textbook is to help both teacher and students in teaching and learning process. For teacher, it helps them in preparing and develop the teaching materials. As for the students, it helps them to receive the knowledge and input in learning.

### c. How to Analyzed Textbook

The textbook will analyzed by the researcher is made for Indonesian student, thus the researcher will use the guidelines and instrument from *BSNP* and *Pusbuk* to analyze the content of “Bahasa Inggris” textbook. There are three components that can be evaluated in a textbook assessment;

#### 1) Feasibility of content

The feasibility content consist of the compatibility of materials with core of competence and base competence, the accuracy of the materials, and the learning supporting materials.

## 2) Feasibility of presentation

Feasibility of presentation consists of the technique of presentation, learning presentation supporting technique of presentation.

## 3) Feasibility of language

Feasibility of language consist of the appropriateness with learners' development level, communicative, and coherency and unity of concept

### **d. Criteria of Good Textbook**

A good textbook is very necessary for both teacher and student. For teacher, it serves as a guide for each lesson. To know the textbook have a good quality, the researcher provides the criteria from some experts.

Parel and Jain (2008:155-156) mention the criteria of good textbook such as:

- 1) The book should be according the individual difference of students.
- 2) The book should be according the objectives of teaching English.
- 3) The subject matter should be well graded.
- 4) Exercise work and practical work should be given at the end of the chapter.
- 5) It must develop moral qualities in the students.
- 6) There should be not very costly
- 7) The paper be qualitative
- 8) The cover should be attractive and qualitative.

According to BSNP (2014), the standards of recommended textbook should cover :

#### 1.) Content Worthiness

##### a) Compatibility materials with core and basic competence

In this aspect divided into two sub aspect. Those are material completeness and material depth. In materials completeness, textbook should contain interpersonal text, transactional text, and functional text. In material depth, textbook



must contain exposure, retention and production in learning every type of text.

b) Material accuracy

In this aspect divided into three sub aspect, those are social function, generic structure and linguistic feature. In social function, the texts given in the textbook or from the results of learners exploration directed for social function achievement which related to learners daily life. In generic structure, the texts given in the textbook directed to developing the ability thinking coherently and systematically. In linguistic feature, the texts in the textbook directed to developing the communication ability with acceptable language.

c) Supporting materials

In this aspect divided into three sub aspect, those are relevance, development of life skills, and development of diversity insight. In relevance aspect, judges the relevance of illustrations, tables and picture used in exercises or text in supporting the materials. In development of life skills is related to the usefulness of materials and text assist in developing learners skills in social life. In development of diversity insight, texts and communicative activities motivated learners to developing their diversity attitude.

2) Language

The appropriateness of language means the language used in the textbooks should be straightforward, communicative, dialogic and interactive, conformity with the development of the students, compliance with the rules of language and the use of terms, symbols, and icons.

### 3) Presentation

#### a) Technique of presentation

In this aspect, divided into two sub aspect. Those are systematic and chapter equilibrium.

#### b) Learning presentation

In this aspect, divided into four sub aspect. Those are learner center, development of learners' initiative, creative, and critical thinking, development of reflection and self evaluation.

#### c) Completeness of presentation

In this aspect, divided into three sub aspects. Those are introduction part, content part and closing part.

A good quality of textbooks should fit to the curriculum, the students, the teachers and the institutional aspects. These criteria are important in choosing appropriate textbooks to make students be able to achieve the materials. By considering those criteria, it will maximize the contribution of textbooks as resources in an instructional system.

### 3. Textbook Evaluation

#### a. Definition of Textbook Evaluation

The implementation of English textbook in teaching and learning process becomes very important. It can help the teacher to prepare the materials for teaching. It is important that teachers make appropriate choices when selecting textbook for their learners. While the process of selecting an appropriate textbook is not easy for them, they have carefully selected textbook to teach in the classroom. In general, textbook evaluation refers to the process of making value judgment of its appropriateness based on certain criteria. Cunningsworth (1995: 9) argues that the judgment process will be based on the views and priorities of any parties conducting it.

Cuningsworth (1995:12) proposed eight criteria in evaluating English textbook, the criteria suggested include: 1) Aims and approaches, 2) Design and organization, 3) Language content, 4) Skills, 5) Topic, 6)

Methodology, 7) Teachers Books, and 8) Practical. Considerations except the 7<sup>th</sup> point is excluded because not relate to this research and the rest criteria will be presented.

Brian Tomilsons (2003:44) state that, textbook evaluation can be defined as a procedure that is done to measure the whole aspect inside textbook whether it has been fulfilling the needs of students as a whole or not. Tomilson and Masuhara (2014:44-45) outlines three types of textbook evaluation which cover pre-use evaluation, whilst-use evaluation, and post-use evaluation. Pre-use evaluation examines the future potential or performance of a textbook. It is normally impressionistic, subjective, and unreliable, but can be reduced by using criterion-referenced items. Whilst-use evaluation examines the textbook that is being used. It is objective and reliable, since it makes use of measurement rather than prediction. However, it is more limited to observable aspects such as the clarity of instruction, layout, the comprehensibility of text, the flexibility of text, the achievability of the tasks, and the appeal of the materials. Post-use evaluation examines the textbook that has been used. It measures the actual effects of the materials on the users regarding to short-term effects such as motivation, impact, achievability, and instant learning, and long-term effects such as durable learning and application.

Related to the experts' statement above, the researcher will analyze the textbook uses the checklists which contains a criteria of good textbook based on BSNP ( National Standard Board of Education ) instrument. It is a valid instrument for evaluating the textbook including English textbook for senior high school. The instrument consists of three main components; the worthiness of the content, the worthiness of the language and, the worthiness of the presentation. The result of this research can be expected to be objective and reliable, because it uses clear measurement. This research only focuses on the internal aspects of textbook only in term of content, language, and presentation without

examining the effects of textbook evaluation towards students and teachers.

#### **b. Textbook Evaluation Stages**

Harmer (2001: 30) suggests three stages for textbook evaluation, which are selecting areas for assessment, stating beliefs, and using statements for assessment. When selecting areas for assessment, teachers first need to list the features they wish to look at the coursebooks under a certain list of consideration. The list can be reduced or expanded such as separating language study activities into vocabulary, grammar, and pronunciation or concentrating solely on topics and cultural acceptability. Teachers can choose what they want to focus on the light of their own teaching situation.

While Harmer proposed the three main stages, Ur (2009: 185) states simpler stages by exemplifying two major stages on how to evaluate textbook by deciding on criteria and applying criteria. When deciding on criteria, an evaluator lists criteria for assessing language learning textbooks based on the mostly-recommended ones by theories on material evaluation. Then, an evaluator can add any further criteria they feel are significant. When applying criteria, an evaluator can take a locally-used textbook, examine it, and apply the criteria that have been listed and rated the textbook based on the criteria.

#### **c. Textbook Evaluation Criteria by BSNP**

The researcher uses the rubric assessment design by BSNP (2014) to evaluate the worthiness and suitability of a textbook in this research. These are component of instruments in evaluating a textbook :

##### **1) Worthiness of Content**

The components of worthiness of contents includes three sub components which are compatibility materials with core competence and basic competence (KI and KD), the accuracy of materials, and supporting materials. Evaluating the relevance of material to the curriculum divided into two aspects which are completeness and in-depth. Material completeness means English textbooks must have

three kinds of texts. They are interpersonal text, transactional text, and functional text. Interpersonal text is aimed at equipping learners with ability to produce and comprehend expressions, spoken and written, in order to fulfill the needs of interpersonal communicative functions and to interact with their closest environment, such as expressions for greeting, saying goodbye, saying thank you, and saying sorry. The second text is transactional text. It deals with the use of communicative functions, spoken and written, such as asking and giving information, service, and opinion related to learners' daily life and other subject matters. Here some form of transactional text: ordering, warning, giving instruction, asking for and giving opinion/advice, making judgment, asking about plan and purpose, and others. The third kind of text is functional text. In functional text, the various genres of texts must be explored to improve learners' listening, speaking, reading, and writing skills in regards to learners' daily life topics and other subject matters, such as descriptive, narrative, recount, and others.

The material depth has several points that textbooks have to fulfill. The first is exposure which a textbook has to expose students with as many kind of text related to their daily life in order to help them get used to any kinds of texts as possible. The second is retention. It means that English textbook should guide students in understanding the social function, generic structure, and linguistic feature. This can be achieved when the learners have already understood the meaning and ideas of text. The last is production. It should be able in textbook in the form of guidance to produce written and spoken texts to achieve the social function.

In evaluating material accuracy, it consists of 3 different categories. The first one is social function. In this category, to achieve the social function that related to the students' daily activity, the students need guidance to the text given in the textbooks. For

example, interpersonal communication which can build the connection through interpersonal text, transactional communication which includes an act of asking and giving information related to the students' daily activity, and functional communication which has a role of a specific function. The second category is general structure. In this category, to develop the students' skill in thinking coherently, the students need guidance to the text given in the textbooks. The textbook has to fulfill the social function of each different texts given. The last category of the materials' accuracy is linguistic feature. In this category, the text given in the textbook should be guided to establish the correct and appropriate language element of communication skill to achieve intended social function.

In evaluating supporting learning materials, a textbook evaluator will evaluate the three areas: a) up to date, b) life skill development, and c) development of diversity insight. In this criterion, up-to-datedness means every item in supporting the materials and exercise provided within the textbook (tables, pictures, texts, and references) should be taken from relevance and newest source available. Life skill development means every texts and communicative exercise and tasks available within textbook should motivate students toward a good personality that concern about social, academic and vocational life. Those life skills, such as: a) personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous person, social creature, and God' creation, b) social skills: being cooperative, being tolerant, appreciating gender equality and reconciliation, and anti-violence in communicating and interacting with others, c) academic skills: exploring and making use of information, solving problems, and making decisions in scientific work, d) vocational skill: having ability, attitude, and skills needed to do a certain job or occupation.

The last area is development of diversity insight. It defined that every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand, and appreciate the multicultural diversity.

## 2) Worthiness of Language

Language appropriateness covers three sub areas including the compatibility between language and students' development, communicativeness, and the coherence and unity of ideas.

The compatibility between language and students' development requires the instructions to be suitable with the students' cognitive development as well as to be suitable with the students' socio-emotional condition. Difficulty level and language familiarity must be facilitating explicitly.

Communicativeness compels the textbooks to provide message readability and grammatical accuracy. The readability of message denotes that the message delivered must be clear and easily-understood by students. While in grammar accuracy, the message delivered must be relevant to correct English grammar.

The coherence and unity of ideas cover the coherence of meaning and the unity among chapter, sub-chapter, paragraph, or sentence. The material delivered in a chapter, sub-chapter, paragraph, or sentence must reflect the coherence of meaning among chapter, sub-chapter, paragraph, or sentence.

## 3) Worthiness of Presentation

The worthiness of presentation includes three sub components, which are technique of presentation, learning presentation, and completeness of presentation.

### a) Technique of Presentation

The presentation technique focuses on two areas namely systematic and chapter equilibrium. In the systematization, the materials and tasks are delivered in the form of text,

communicative act, illustration, and symbol using organized pattern and order according to the material characteristic. Besides, it must consist of, at least introduction, content, and conclusion. The balance among unit signifies that the materials and tasks are delivered in the form of text, communicative act, illustration, and symbol in a balanced manner in every unit.

b) Teaching and learning technique

This criteria is divided into four sub criteria, which are student-centered principle, development of students' initiative creativity and critical thinking, development of autonomous learning principle, and development of students' self-reflection ability. Student-centered principle covers the encouragement to communicate in English with their peers, teachers, and bigger circumstances. Development of students' initiative creativity and critical thinking deals with encouragement to do communicative acts both spoken and written based on their own initiative, creatively and critically. Development of autonomous learning means the materials should prompts students to be responsible towards their own learning process. The last is development of students' self-reflection. It means the delivery of materials prompts students to know their success and lacks in teaching learning process.

c) Completeness of Presentation

This criteria is divided into three sub criteria, which are introduction part, content part, and closing part. Introductory part should consist of preface which provides some basic information regarding to the reasons of writing the book as well as table of content which makes the readers easy to find chapter, sub-chapter, and topic of the book.

Content part covers introduction, learning load, reference summary and reflection. Introduction is an introductory in the



beginning of the textbook containing the aim of the textbook, the organization of the textbook, the preferred learning style, and the other elements which are considered essential for students. Learning load is the core of the textbook content. It consists of face-to-face meeting, structured exercise, and independent activity. In the reference, the identities of texts, tables, and pictures displayed in the books are listed in the form of headings, the order of number of pictures and tables, and references of the material.

Closing part has to covers glossary, bibliography, and index. Glossary is alphabetical list of terms in the textbook, with explanation. Bibliography is a list of books used for reference in the book writing. It begins with the writer's name (written alphabetically), year of publication, book title, place of publication, and publisher's name. Index of subjects is a list of important words followed by page number of its appearance.

BSNP has released an evaluation process in *Pusbukur (Pusat Buku dan Kurikulum, 2013)* in form of a rubric assessment to evaluate the properness and also the suitability of a textbook. The instruments are actually based on *KTSP* (School-based Curriculum). However, with some modifications, it can be applied to evaluate 2013 curriculum-based English textbooks, since both curriculum apply genre-based approach. The first aspects namely worthiness of content consists of three points: 1) the relevance the material to the curriculum, 2) the material accuracy, and 3) supporting learning material. The second aspects namely language consists of one point: appropriateness of language. The third aspects namely presentation consists of three points: 1) presentation technique, 2) teaching and learning technique, and 3) presentation coverage. These component of instruments in evaluating a textbook shows in the table as follows:

**Table 2.1.1**  
**The textbook evaluation criteria by BSNP**

Aspect to be evaluate	Sub aspects	Areas	Items
Content	The relevance of material to the curriculum	Material completeness	Interpersonal texts
			Transactional texts
			Functional texts
		Material depth	Exposure
			Retention
			Production
	The material accuracy	Social function	Interpersonal communication
			Transactional communication
			Functional communication
		Generic structures	Elements of chronological and systematic thinking skills in interpersonal and transactional texts

			Elements of meaning in short functional texts and monologues
		Linguistic features	Accuracy and appropriateness of the language use in context
	Supporting learning materials	Up-to-date	Relevance of the materials towards the topic discussed
			The up-to-date sources for the materials
		Life skill development	Personal skill
			Social skill
			Academic skill
			Vocational skill
		Development of insight on diversity	Appreciation towards cultural diversity and plural society
			Awareness towards the local and national potential aspect

			Appreciation towards democratic values
			Comprehension towards nationality insight
Language	Language	Language and students' development	Relevance towards students' cognitive development
			Relevance towards students' socio-emotional condition
		Communicativeness	Message readability
			Grammar accuracy
		The coherence and unity of ideas	Coherence on each unit
			Coherence among units
Presentation	Presentation technique	Systematization	Presentation of texts, communicative acts, and illustrations using organized pattern
		The balance among units	Balance presentation of texts,

			communicative acts, and illustrations
	Teaching and learning technique	Students-centered principle	Communicative between students, peers, and teachers
		Development of students' initiative creativity, and critical thinking	Communicative activities both oral and written based on students' own initiative creatively and critically
		Development of autonomous learning principle	Students' responsibility towards their own learning process
		Development of self-evaluation and reflection ability	Guidance to know students' success and lacks
	Presentation coverage	Introductory part	Preface
			Table of content
		Content part	Introduction
			Learning load

			Reference
			Summary and reflection
		Closing part	Glossary
			Bibliography
			Index

## B. Previous Study

Analysis of English Textbook is a famous topic that has been studied since years ago. Although it has been studied for many times in different objects, still it is interested to be done. Therefore, there are several studies that have been carried out in this field. Related to this study, the researcher prefers some references about previous studies which are close to analysis of English Textbook.

First, a thesis from Linda Rahmawati (2018). Entitled “*A Content Analysis of the English Textbook “Primary English As A Second Language”*”. The objective of this research was to analyze to what extend materials in the textbook “Primary English of a Second Language” meet the criteria of a good English textbook. The result of this research showed that textbook does not met the criteria of good English textbook. It can see from the exercises in the textbook do not match with the criteria of a good English textbook because do not incorporate by pair/group work and should be improved later. Then in vocabulary aspect also do not meet the criteria of a good English textbook because from 25 chapters there are ten chapters that do not present new vocabulary in the subsequent materials.

Second, a thesis written by Yuanovita (2015). Her titled was “The Content Analysis of English Textbook Used by the 1st Grade of Senior High

School Level “Look Ahead” Published by Erlangga” was an attempt to analyze whether “Look Ahead” textbook for senior high school is considered relevant to the EFL textbook evaluation criteria based on the criteria from Jahangard (in The Asian EFL Journal, 2007). The results of the research are “Look Ahead” is considered relevant to the EFL textbook evaluation criterion which can be seen from the total number of relevancy, and it belongs to completely relevant. It means that teachers can use “Look Ahead” as one of quality textbooks.

Third, a thesis entitled *A Content Analysis of English Textbook “When English Rings a Bell” used in First Grade Junior High School based on Curriculum 2013* by Mansyurah Sadiqah. It was published by Syarif Hidayatullah State Islamic University in (2016). In here, she explained the good textbook with the contents. And some explanation from other experts about the good textbook for Junior High School based on Curriculum 2013.

Fourth, Dewanty Anggraeni (2020) conducted a research entitled *“An Analysis on English Textbook Entitled “Let’s Learn English” for the Tenth Grader of Senior High School Based on the Basic Competence of the 2013 Curriculum”*. This research analyzes an English textbook entitled “Let’s Learn English” for the tenth grader based on the 2013 Curriculum. The assessment used is the rubric from BSNP which in line with the core and basic competence. The purpose of this study is to analyze the conformity of the textbook with the core and basic competence of the 2013 curriculum. This research uses a descriptive qualitative approach which consists of more explanation in detail. The data source of this research is an English textbook entitled “Let’s Learn English”. In this research uses document analysis as the method of collecting data.. The result of this journal was the researcher found that only 62,5% of the materials which fulfilled the core and basic competence of the 2013 curriculum and compatible with the rubric criteria of BSNP.

**Table 2.2.2**  
**The similarities and the differences previous study with this research**

No	Titled	Year	The Similarities	The differences
1.	A Content Analysis of the English Textbook “Primary English As A Second Language	2018	The similarity is the use of design that is content analysis.	The difference is the criterion evaluation. The textbook was analyzed by using criteria of a good English textbook proposed by experts, while in the researchers’ study use BSNP as a criterion evaluation.
2.	The Content Analysis of English Textbook Used by the 1st Grade of Senior High School Level “Look Ahead” Published by Erlangga”	2015	The similarity is the use of design that is content analysis.	The difference of this study is the criterion evaluation. The textbook was analyzed by using criteria of a good English textbook proposed EFL, while in the researchers’ study use BSNP as a criterion evaluation.



3.	A Content Analysis of the English Textbook Entitled “When English Rings A Bell” for Grade VII of Junior High School Published by Ministry of Education and Culture of Indonesia in the Academic Year of 2016	2016	The similarity between the previous research and the present research is in the term of analyzing the content of a textbook using BSNP criterion.	The difference is the researcher focuses on different grade. The researcher will analyze the English textbook for senior high school.
4.	An Analysis on English Textbook Entitled “Let’s Learn English” for the Tenth Grader of Senior High School Based on the Basic Competence of the 2013 Curriculum	2020	The similarity is the use of design that is content analysis.	The difference is in the term of analyzing the content of English textbook, the previous research use English textbook entitled <i>let’s Learn English</i> while the researcher use English Textbook entitled <i>Bahasa Inggris</i>

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

In this research, researcher used a descriptive qualitative research. According to Bogdan and Biklen (2003:108), Descriptive is the characteristic of data in qualitative research because it was taken from documents, audio-video transcripts, words, pictures, etc. According to Cresswel (2002:16) Qualitative research is the best suited to address a research problem in which the research unknown the variables and need to explore. Moreover, this study is categorized as qualitative research design because this study is aimed to check the quality of the English textbook toward the criteria proposed by BSNP.

The researcher uses a document and content analysis to explain this research. Content analysis is one of many kind of analyzing data in qualitative research. According to Arikunto (2013:16) Content analysis is also a part of library research. In this research, researcher use English textbook as a document that will be analyzed in a systematical.

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

The data of this research are the whole content of English textbook entitled “*Bahasa Inggris*” published by Ministry of Education and Culture of Indonesia. Textbook is written by Makhrukh Bashir. This textbook consists of 8 chapters and 170 pages.

The source of the data is also from English textbook that published by Ministry of Education and Culture of Indonesia entitled “*Bahasa Inggris*” for second grade students of Senior High School. This textbook was developed based on the 2013 curriculum. The researcher will analyze 8 chapters as the sample of the research to find out the worthiness of English textbook according to the criteria determined by BSNP.

### C. Research Instrument

Sugiyono (2018:148) stated that instrument is a tool used to measure of phenomena that would be studied. According to Arikunto (2013:192), an instrumen is a tool for the research that used method. The instrument used in this research are documents and checklist.

The first instrument of this research is the researcher collecting data obtained through documents. The document is primary source for the researcher analyze the data. The second instrument is checklist. The area in the checklist is based on the textbooks evaluation criteria formulated by BSNP. The checklists consist of three major elements of evaluation namely checklist to evaluate the content aspect, checklist to evaluate language aspect, and the last is checklist to evaluate presentation. All these three checklists are taken from the textbook evaluation criteria that formulated by BSNP.

### D. Technique of Collecting Data

Technique of collecting the data is way to collect data in order to receive understanding of the research. According to Ary (2002:430) in collecting the data there are five kinds namely observation, fields note, interviews, focus group and documentation. The data for analysis was collected from English textbooks entitled *Bahasa Inggris for second grade of students Senior High School*. This book is developed based on 2013 Curriculum which is launched in 2017 and published by Ministry of Education and Culture of Indonesia. Because the source of the data is in the form of document, the method that was used to collect the data is documentation.

In the technique collecting data the researcher did the following steps of study:

1. Comparing the material presented in the textbook with the category of required characteristic of an English textbook by rubric assessment from *BSNP*.
2. Evaluating material in the textbook “*Bahasa Inggris*” by giving score in respected category listed in the rubric assessment.
3. Interpreted the data gained from the process of evaluation.

In the following steps, the researcher also integrated Linkert's scale with the rubric in order to suit elements in the criterion required. Then, it would be further criteria to be analyzed as the instrument to gain the data that researcher looks for. After the rubric adjusted was finished and ready to use, the researcher took 8 chapters from the textbook as the samples being studied.

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

The validity of the data is needed in the qualitative research. Arikunto (1999:65) stated that validity is a measurement that shows the correctness of the test. The test should match what is measured, it can be said that the test is valid. The test has high validity if the results match the criteria, its mean to have a parallel between the test and criteria

The validation of the data analysis designates quality of the researchers' result. In qualitative research, there are some techniques that can be used to develop the research data validity. In this research, researcher using triangulation to shows the credibility of the data. Sabina and Khan (2012:154-163) states that triangulation is the way of verification that increase validity by incorporating several viewpoints and methods. Sutopo (2002:78) described in qualitative research, triangulation is the most way common way that is needed to increase the trustworthiness of the data.

Patton in Sutopo (2002:79) distinguished four techniques in triangulation, as follows:

##### **1. Source triangulation**

In this technique, the researcher uses many sources or participant to get the accuracy of data. The researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.

##### **2. Investigator triangulation**

In this technique, the researcher uses more than one researcher in collecting and analysing data.

### 3. Methodological triangulation

Methodological triangulation is making different method to get validity of data, there are two strategies, (1) the researcher check the credibility of the data of the research and the data resources by using several data collection techniques and (2) the researcher check the credibility of the data by analysing them with the same method.

### 4. Theoretical triangulation

Theoretical triangulation means the researcher compress the data finding data with perspective theory that is relevant.

Based on the types of triangulation above, it means the use of several ways in order to know the validity of the data and to give proof about the data validation. Thus, to get the validity of data analysis, the researcher used investigator triangulation to get validity of the data. In this case the researcher analysis the data according to textbook evaluation by BSNP. The research conducting the data and the validator check data one by one.

## **F. Technique of Data Analysis**

This study used document analysis or content analysis to describe the evaluation of the textbooks. According to Bungin (2008: 159), content analysis includes the efforts, classify the symbol that used in communication, use some criteria in classification, and use analysis particular technique in make prediction. The checklists are used to gather the data and to gain information. The checklists are adapted from the textbook evaluation criteria that formulated by BSNP.

With the complete data sources taken from the “Bahasa Inggris” were collected, the reseracher analyzed the data from the textbook with rubric assessment from BSNP. In this analysis, the researcher did the following steps:

1. The researcher read and comprehend the data from *BNSP (Badan Standar Nasional Pendidikan)* or *Pusbuk* and curriculum 2013 in second grade of Senior High School English subject. These will be the main guideline to determine the compatibility of English textbook *Bahasa Inggris* with the curriculum.

2. Analyzing the data and presenting numerically in a table and descriptively in a paragraph. In this step, after the data required was collected, the researcher presented the data into the table of feasibility of content for each chapter. And then the data was evaluated by giving the score to the list of focused category in the rubric assessment as 1(poor), if KD, KI, Syllabus and Material of textbook do not suitable or not match. 2 (enough), if just some of KD, KI, Syllabus and Material of textbook still suitable/match. 3 (good), if majorities of the KD, KI, Syllabus and Material of the textbook suitable or match. 4 (very good) if all of the KD, KI, Syllabus and material of the textbook suitable/match and complete. The rubric scoring is adopted from Likert Scale, and only even scale is adopted. The scale was adopted because the researcher avoided the bias or neutral result if the odd scale used.
3. The researcher evaluate the materials in the textbook to find out its worthiness with the criteria of good English textbook suggested by BSNP. The each criteria by scoring each sub criteria based on criteria fulfillment to show result in percentage and number to determine the categories of the textbook. The researcher used the following formula to help presenting the data in forms of numbers, the formula by Sudjiono Anas (2005, p.42):
 
$$P: \frac{A}{B} \times 100\%$$
 Note:  
 P= percentage  
 A= total score  
 B= total score maximal
4. Interpreting the findings into description of analysis paragraph. The result of final calculation was classified into one of four criteria proposed by *Pusat Perbukuan* (cited in Latif, 2015, p. 72) as following table.

**Table 3.1.3**  
**The conversion of fulfilled average into four proposed categories (Pusat**  
**Perbukuan, 2011)**

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

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter the researcher presented the data collected from the textbook analysis. As the previously mentioned, this study is an attempt to present an analysis on the content of English textbook “Bahasa Inggris” that published by Ministry of Education and Culture of Indonesia Publisher in 2017 written by Mahrukh Bashir.

This chapter presents the data analysis to answer the question mentioned in the research problem. The first part of this chapter is evaluating the English textbook “Bahasa Inggris” based on standard proposed by BSNP. The second part of this chapter is percentage of appropriateness of English textbook “Bahasa Inggris” in one major aspects namely content appropriateness.

#### **A. Research Findings**

The data that used by the researcher in this research is the English textbook “Bahasa Inggris” for second Grade Senior High School written by Mahrukh Bashir and published by Ministry of Education and Culture of Indonesia. This textbook was developed based on 2013 curriculum which contains 8 chapters and 170 pages.

In this chapter, the researcher presented the data collected from a textbook that has been analyzed before. The research finding will be presented using score table of the feasibility of content purposed by BSNP for each chapter in the textbook.

There are 8 categories and characteristics for each chapter. The total score finding for 8 chapters will be presented as a percentage in the end. The percentage will present the compatibility of the English textbook entitled “Bahasa Inggris” with the requirement from BSNP.



## 1. Chapter 1 “Offers and Suggestions”

**Table 4.1.4**  
**Feasibility of Content in Chapter 1**  
**Offers and Suggestions**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life skills				√
	Development of diversity insight	√			
Total		1			7

### a. The Compatibility of Materials with Core Competence and Basic Competence

#### 1) Completeness

In chapter 1 was appropriated to KI and KD in the curriculum 2013 because there are interpersonal and transactional texts such as offers and suggestions expressions in making, accepting, and declining. As an example of the learning objectives in chapter 1, namely; applying social functions, text structure, and text language elements oral and written transactional interactions that involve giving and asking information regarding suggestions and offers; Compile transactional, oral and text interactions written,

short and simple, which involves the act of giving and asking for information regarding suggestions and offers.

Based on the objectives of the textbook, it was in accordance with KD 3.1 and 4.1 in the syllabus used in the 2013 curriculum. Furthermore, the material presented has been adapted to the needs and is based on life everyday learners. The material in this book could be helpful to improve the skills of students both in oral and written form. Based on the results obtained, this book is very good for students as learning resources because all material had been adapted to the 2013 curriculum and close to the daily lives of students so that it can be easier to do achieve learning goals. Therefore, researcher gave a score 4 or very good for completeness in this chapter.

## **2) In-depth**

This chapter had successfully developed all the criteria for In-dept. This could be seen from the completeness criteria of chapter 1 that this book has developed more than 2 texts and task that expose students to express expressions of suggestions and offers. In terms exposure (Pajanan), this chapter used other source to find more information to develop their understanding about the topic discussed. In terms retention of formation text, it could be seen on page 5 and 7 for generic structure and page 9 for grammar error. And also in terms production, the tasks that develop oral produce on page 12 and written produce could be seen on page 15. Therefore, researcher gave a score of 4 or very good for in depth this chapter.

## **b. Accuracy of the Materials**

### **1) Social Function**

The implementation of social function in this chapter had already fulfilled the requirements in curriculum 2013. In social function, offers and suggestions expressions are functioned to

facilitate interpersonal communication between different people (interpersonal and transactional communication), while exposition which functioned to persuade/ argue something/someone and explanation functioned to describe how or why things happen (functional communication). Therefore, the researcher gave very good score is 4 for this criteria.

## **2) Element and Structure of Meaning**

The element and structure of meaning required in feasibility of content was successfully implemented. A systematic way of thinking for students in this chapter had been successfully developed. As on page 12 and 13, the students are taught on how to ask and respond an offering and suggesting to solve the problem. On page 9 the grammar taught was grammatical error. Therefore, this consideration made the element and structure of meaning get 4 or very good for its implementation.

## **3) Linguistic Feature**

The language used in the chapter 1 is acceptable and polite. The topic taken also made students more easily understand the lesson and make it easier for students to use expression suggestions and offers. It is clear from the page 4 to 7.

## **c. Supporting Material**

### **1) Relevance**

This chapter discuss about suggestions and offers. And it still had relation with our daily activities. On page 2 to 4 illustrate with clear images. So it made easier for students to understand the lesson. In addition, that explains how to make conversations about suggestions and offers, responds to expressions of suggestions and offers. So, this chapter has good relevance between pages, chapters, topic, and also materials. Therefore, the researcher gave score 4 or very good for its relevance.

## 2) Development of Life Skills

The fulfillment for development of life skills was successfully implemented. It could be seen an exercise on page 12-14 the students will analyze expressions of recommendation and offer. By activities on page 14 students also required how to communicate with the other students and solve the problem from exercise or tasks. This chapter also provides the students to know more about their own ability after the lesson finished by answering a few of reflection question. So, based on this consideration, score 3 or good is appropriate for development of life skills.

## 3) Development of Diversity Insight

There was no cultural element to the texts and activities in this chapter.

## 2. Chapter 2 “Opinions and Thoughts”

**Table 4.2.5**  
**Feasibility of Content in Chapter 2 Opinions and Thoughts**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life skills		√		
	Development of diversity insight		√		
Total			2		6

**a. The Compatibility of Materials with Core Competence and Basic Competence**

**1) Completeness**

In chapter 2, the compatibility of KD and KI with the contents of the book was appropriated, this can be seen as implementing social functions in this chapter, it had been briefly explained about social structures and other elements related to text opinions and suggestions.

Furthermore, the second is the achievement of competence in composing text. Social interaction by students was also in accordance with the content of this book where there were several tasks that require students to be able to write about related materials, namely opinion and thought, both individually and in groups. Therefore, researcher gave a score 4 or very good for completeness in this chapter.

**2) In-depth**

This chapter had successfully developed all the criteria for In-depth. This could be seen from the completeness criteria of chapter 2 that this book had developed more than 2 texts and task that expose students to express expressions their opinion and thought. In terms exposure (Pajanan), this chapter used other source to found more information to develop their understanding about the topic discussed. In terms retention of formation text, it could be seen on page 21 and 24 for sentences structure to express opinion. And also in terms production, the tasks that develop oral produce on page 27 and written produce could be seen on page 28. Therefore, researcher gave a score of 4 or very good for in depth this chapter.

**b. Accuracy of the Materials**

**1) Social Function**

The implementation of social function in this chapter had already fulfilled the requirements in curriculum 2013. The interpersonal communication was taught on page 19 equipped with

some exercises that stimulate students to interact to the other students. For transactional communication could be seen on page 27. It taught students to giving recommendations according to what their opinion. Therefore, the researcher gave very good score is 4 for this criteria.

## **2) Element and Structure of Meaning**

The element and structure of meaning required in feasibility of content were successfully implemented. A systematic way of thinking for students in this chapter had been successfully developed. As on page 28, the students were taught on how to express their opinion. Therefore, this consideration made the element and structure of meaning get 4 or very good for its implementation.

## **3) Linguistic Feature**

The language used in the chapter 2 was acceptable and polite. The topic taken also make students more easily understand the lesson and make it easier for students to express their opinion. It is clear from the page 27 to 28.

# **c. Supporting Material**

## **1) Relevance**

This chapter discuss about opinions and thought. And it still had relation with our daily activities. On every page illustrate with clear images. So it made easier for students to understand the lesson. In addition, that explains how to make conversations about opinion, responds to expressions of opinion. So, this chapter had good relevance between pages, chapters, topic, and also materials. Therefore, the researcher gave score 4 or very good for its relevance.

## **2) Development of Life Skills**

The fulfillment for development of life skills was had not been successfully implemented. It could be seen an exercise on page 27 the students will made conversation with another students. By activities on page 27 students also required how to communicate

with the other students and solve the problem from exercise or tasks. This chapter also provides the students to know more about their own ability after the lesson finished by answering a few of reflection question. So based on this consideration score 2 or enough is appropriate for development of life skills.

### 3) Development of Diversity Insight

This evaluation sub-aspect was deserved to gain 2 or enough score because all aspect of the development of diversity insight had not been successfully.

## 3. Chapter 3 “Party Time”

**Table 4.3.6**  
**Feasibility of Content in Chapter 3 Party Time**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions		√		
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life skills			√	
	Development of diversity insight		√		
Total			2	1	5

**a. The Compatibility of Materials with Core Competence and Basic Competence**

**1) Completeness**

In chapter 3, the compatibility of KD and KI with the contents of the book was appropriate, it had been explained briefly about the social structure and other elements related to the invitation.

Furthermore, the second was the achievement of student competence to grasp the meaning of the invitation text which is also in accordance with the content of this book where there were several assignments and materials that explain and assign students to be able to understand what the contents of the invitation were made or received.

The third suitability is in terms of achieving the competence of composing the invitation text by students in this book. This is in accordance with this seen from the activities given to students to make an official invitation properly and correctly.

**2) In-depth**

This chapter had successfully developed all the criteria for In-depth. This could be seen from the completeness criteria of chapter 3 that this book has developed more than 2 texts and task that expose students to express expressions and how to make invitation. In terms exposure (Pajanan), this chapter used other source to find more information to develop their understanding about the topic discussed. In terms retention of formation text, it could be seen on page 34-37 for how to make a good invitation. And also in terms production, the tasks that develop oral produce on page 40 and written produce could be seen on page 42. Therefore, researcher gave a score of 4 or very good for in depth this chapter.

**b. Accuracy of the Materials**

**1) Social Function**

The implementation of social function in this chapter was not suitable with social function in lesson plan. In lesson plan, the social



function is to maintain interpersonal relationship in formal context. It is contrast with social function states in book which is to invite people to formal and social events. Therefore, researcher gave a score 2 or enough for in depth this chapter.

## **2) Element and Structure of Meaning**

The element and structure of meaning required in feasibility of content was successfully implemented. A systematic way of thinking for students in this chapter had been successfully developed. As on page 39, the students were taught on how to made a good invitation and to respond invitation. Therefore, this consideration makes the element and structure of meaning got 4 or very good for its implementation.

## **3) Linguistic Feature**

There were sufficient texts which support the communicative skill for the students in this chapter. The linguistic feature was also appropriated for the students.

## **c. Supporting Material**

### **1) Relevance**

This chapter discuss about party time, how to made an invitation and to respond invitation. And it still had relation with our daily activities. On every page illustrate with clear images. So it made easier for students to understand the lesson. In addition, that explains how to made conversations about formal and informal invitation. So, this chapter had good relevance between pages, chapters, topic, and also materials. Therefore, the researcher gave score 4 or very good for its relevance.

### **2) Development of Life Skills**

This chapter provides a little life skill for students. It helps the students to be more cooperative by learning in a group. This chapter provides team and pair work which can improve the student's social skills. This chapter lets the students to improve their ability in

gaining information outside the textbook by surfing on the internet. So based on this consideration score 3 or good is appropriate for development of life skills.

### 3) Development of Diversity Insight

This evaluation sub-aspect was deserved to gain 2 or enough score because there were many activities in this textbook which purposed to made students help, tolerance, and appreciate each other.

## 4. Chapter 4 “Natural Disaster-An Exposition”

**Table 4.4.7**  
**Feasibility of Content in Chapter 4 Natural Disaster-An Exposition**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life skills				√
	Development of diversity insight	√			
Total		1			7

### a. The Compatibility of Materials with Core Competence and Basic Competence

#### 1) Completeness

This chapter already conforms to the core and basic competence of the 2013 curriculum for the eleventh grader of senior

high school. It served the same competencies which include giving and asking for information related to circumstances, actions, activities, events that are done or happened. Therefore, researcher gave a score 4 or very good for completeness in this chapter.

## **2) In-depth**

This chapter had successfully developed all the criteria for In-dept. This chapter was already giving a clear illustration to the students. From the task 1, students could easily know what to do on the next task. Therefore, researcher gave a score of 4 or very good for in depth this chapter.

## **b. Accuracy of the Materials**

### **1) Social Function**

This chapter had fulfilled the requirement of social function in the basic competence of the 2013 curriculum. It was already suitable for the students in terms of their interpersonal communication in their daily activities. It was mostly served with the text and communicative task or instructions to support the students learning. while exposition which functioned to persuade/ argue something/someone and explanation functioned to describe how or why things happen (functional communication). Therefore, the researcher gave very good score or 4 for these criteria.

### **2) Element and Structure of Meaning**

The element and structure of meaning required in feasibility of content was successfully implemented. A systematic way of thinking for students in this chapter had been successfully developed. As on page 52, the students were taught on how to made an exposition text. Therefore, this consideration makes the element and structure of meaning get 4 or very good for its implementation.

### **3) Linguistic Feature**

The language used in the chapter 4 was acceptable and polite. There were sufficient texts which support the communicative skill

for the students in this chapter. The linguistic feature was also appropriated for the students. Therefore, the researcher gave score 4 or very good for linguistic feature.

**c. Supporting Material**

**1) Relevance**

The illustration was taken from the right sources. On page 46 illustrate with clear images. So it made easier for students to understand the lesson. So, this chapter had good relevance between pages, chapters, topic, and also materials. Therefore, the researcher gave score 4 or very good for its relevance.

**2) Development of Life Skills**

This chapter allowed the students to train themselves to be more social by getting in a pair of teamwork of discussion.

**3) Development of Diversity Insight**

There was no cultural element to the texts and activities in this chapter.

**5. Chapter 5 “Letter Writing”**

**Table 4.5.8**  
**Feasibility of Content in Chapter 5 Letter Writing**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life				√

	skills				
	Development of diversity insight			√	
Total				1	7

**a. The Compatibility of Materials with Core Competence and Basic Competence**

**1) Completeness**

This chapter already conforms to the core and basic competence of the 2013 curriculum for the eleventh grader of senior high school. It served the same competencies which include giving and asking for information related to the intention to do something actions/activities, according to the context used. Therefore, researcher gave a score 4 or very good for completeness in this chapter.

**2) In-depth**

This chapter had successfully developed all the criteria for In-depth. This could be seen from the completeness criteria of chapter 5 that this book had developed more than 2 texts and task that expose students to express expressions and how to writing a letter correctly. In terms exposure (Pajanan), this chapter used other source to found more information to develop their understanding about the topic discussed. In terms retention of formation text, it could be seen on page 65-66 for how to express expression in personal letter and on page 67 for how to make a good personal letter. And also in terms production, the tasks that develop oral produce on page 70 and written produce could be seen on page 71. Therefore, researcher gave a score of 4 or very good for in depth this chapter.

## **b. Accuracy of the Materials**

### **1) Social Function**

This chapter had fulfilled the requirement of social function in the basic competence of the 2013 curriculum. It was already suitable for the students in terms of their interpersonal communication in their daily activities. It was mostly served with the text and communicative task or instructions to support the students learning. The interpersonal communication was taught on page 70 equipped with some exercises that stimulate students to interact to the other students. Therefore, the researcher gave very good score or 4 for these criteria.

### **2) Element and Structure of Meaning**

The element and structure of meaning were implemented in a very systematic way. The textbook begins with an easier task then continue with the harder one. It does help the students to learn better and comprehend the material easily. Therefore, this consideration made the element and structure of meaning got 4 or very good for its implementation.

### **3) Linguistic Feature**

The language used in the chapter 5 was acceptable and polite. There were sufficient texts which support the communicative skill for the students in this chapter. The linguistic feature was also appropriated for the students. Therefore, the researcher gave score 4 or very good for linguistic feature.

## **c. Supporting Material**

### **1) Relevance**

The illustration given was appropriated enough for the students. On page 72, it served with clear image which could help the students to understand the material given. Guidelines from the table on page 67, 68 and 73 also made easier for students to

understand the lesson. Therefore, the researcher gave score 4 or very good for its relevance.

## 2) Development of Life Skills

The fulfillment for development of life skills was successfully implemented. It could be seen an exercise on page 70 the students made dialogue using role-play with their classmates. By activities on page 70 students also required how to communicate with the other students and solved the problem from exercise or tasks. This chapter also provides the students to know more about their own ability after the lesson finished by answering a few of reflection question. So based on this consideration score 4 or very good is appropriate for development of life skills.

## 3) Development of Diversity Insight

In this chapter, all aspect of development of diversity insight had not been successfully implemented. Therefore, the researcher gave score 3 or good for the development of diversity insight.

# 6. Chapter 6 “Cause and Effect”

**Table 4.6.9**  
**Feasibility of Content in Chapter 6 Cause and Effect**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting	Relevance				√

Material	Development of life skills				√
	Development of diversity insight			√	
Total				1	7

**a. The Compatibility of Materials with Core Competence and Basic Competence**

**1) Completeness**

This chapter already conforms to the core and basic competence of the 2013 curriculum for the eleventh grader of senior high school. It served the same competencies which include giving and asking for information related to cause and effect, according to the context used. Therefore, researcher gave a score 4 or very good for completeness in this chapter.

**2) In-depth**

This chapter had successfully developed all the criteria for In-depth. This could be seen from the completeness criteria of chapter 6 that this book has developed more than 2 texts and task that issues of cause and effect. In terms exposure (Pajanan), this chapter used other source to found more information to develop their understanding about the topic discussed. In terms retention of formation text, it could be seen on page 76-77 for language element and on page 78 for grammar. And also in terms production, the tasks that develop oral produce on page 81-82 and written produce could be seen on page 83. Therefore, researcher gave a score of 4 or very good for in depth this chapter.

**b. Accuracy of the Materials**

**1) Social Function**

This chapter had fulfilled the requirement of social function in the basic competence of the 2013 curriculum. It was already



suitable for the students in terms of their interpersonal communication in their daily activities. It was mostly served with the text and communicative task or instructions to support the students learning. The interpersonal communication was taught on page 81-82 equipped with some exercises that stimulate students to interact to the other students. Therefore, the researcher gave very good score is 4 for this criteria.

## **2) Element and Structure of Meaning**

The general structure of the text in this chapter was already appropriated with its social function. The element and structure of meaning were implemented in a systematic way. Start with the simple greeting conversation to the complicated one. Students were expected to increase their ability from task to task. Therefore, this consideration made the element and structure of meaning get 4 or very good for its implementation.

## **3) Linguistic Feature**

The linguistic feature was already appropriate with the students need. It provides a vocabulary that suits its social function. According to Cunningswoth (1995), textbook should correspond to learner`s needs, and match the aims and objectives of the language learning program. It provides the table of language function in page 78. Therefore, the researcher gave score 4 or very good for linguistic feature.

## **c. Supporting Material**

### **1) Relevance**

The illustration given was appropriated enough for the students. On page 75, it served with clear image which helps the students understand the material given. Guidelines from the table on page 76-78 also made easier for students to understand the lesson. Therefore, the researcher gave score 4 or very good for its relevance.

## 2) Development of Life Skills

The fulfillment for development of life skills was successfully implemented. It could be seen an exercise on page 82 allowed the students to train themselves to be more social by getting in a pair of teamwork of discussion. By activities on page 82 students also required how to communicate with the other students and solved the problem from exercise or tasks. This chapter also provides the students to know more about their own ability after the lesson finished by answering a few of reflection question. So based on this consideration score 3 or good was appropriate for development of life skills.

## 3) Development of Diversity Insight

In this chapter, all aspect of development of diversity insight had not been successfully implemented. In the text of task on pages 80. Therefore, the researcher gave score 3 or good for the development of diversity insight.

## 7. Chapter 7 “Meaning through Music”

**Table 4.7.10**  
**Feasibility of Content in Chapter 7 Meaning through Music**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance		√		
	Development of life			√	

	skills				
	Development of diversity insight		√		
Total			2	1	5

**a. The Compatibility of Materials with Core Competence and Basic Competence**

**1) Completeness**

This chapter already conforms to the core and basic competence of the 2013 curriculum for the eleventh grader of senior high school. It served the same competencies which include a song lyric that had to be interpreted.

**2) In-depth**

This chapter was already giving a clear illustration to the students. From the every task, students could easily know what to do on the next task. It served about the singer related to the illustration lyrics.

**b. Accuracy of the Materials**

**1) Social Function**

This chapter had fulfilled the requirement of social function in the basic competence of the 2013 curriculum. It was already suitable for the students in terms of learning about interpreting song lyrics. It is mostly served with the text and communicative task or instructions to support the students learning. Therefore, the researcher gives very good score is 4 for this criteria.

**2) Element and Structure of Meaning**

The general structure of the text in this chapter was already appropriate with its social function. The element and structure of meaning were implemented in a systematic way. Start with the meaning lyrics of song and task. Therefore, this consideration makes

the element and structure of meaning get 4 or very good for its implementation.

### **3) Linguistic Feature**

There were sufficient texts which support the communicative skill for the students in this chapter. The linguistic feature was also appropriated for the students. Therefore, the researcher gave score 4 or very good for linguistic feature.

## **c. Supporting Material**

### **1) Relevance**

The illustration given was not appropriate enough for the students. On the first task, it begins with the unfamiliar topic in which the singer is not recognizable by the students. It forces the students to learn something unfamiliar to them. It does affect their interest in learning a subject.

According to Greene and Petty (1971) in Tarigan (1993), they explained about the general characteristics of good criteria of textbook, the essential one is the textbooks must be interesting and attractive towards the students. Therefore, the researcher gave score 2 or enough for its relevance.

### **2) Development of Life Skills**

The fulfillment for development of life skills was not successfully implemented. It could be seen an exercise on page 97 allowed the students to train themselves to be more social by getting in a pair of teamwork of discussion. By activities on page 97 students also required how to communicate with the other students and solve the problem from exercise or tasks. This chapter also provides the students to know more about their own ability after the lesson finished by answering a few of reflection question. So based on this consideration score 3 or good is appropriate for development of life skills.

### 3) Development of Diversity Insight

In this chapter, all aspect of development of diversity insight had not been successfully implemented. Therefore, the researcher gives score 2 or enough for the development of diversity insight.

## 8. Chapter 8 “Explain This”

**Table 4.8.11**  
**Feasibility of Content in Chapter 8 Explain This**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life skills			√	
	Development of diversity insight		√		
Total			1	1	6

### a. The Compatibility of Materials with Core Competence and Basic Competence

#### 1) Completeness

This chapter already conforms to the core and basic competence of the 2013 curriculum for the eleventh grader of senior high school. It served the same competencies which include giving and asking for information related to circumstances

/actions/activities/events that are done or happened in the past. Therefore, researcher gave a score 4 or very good for completeness in this chapter.

## **2) In-depth**

This chapter had successfully developed all the criteria for In-dept. This could be seen from the completeness criteria of chapter 8 that this book had developed more than 2 texts and task that expose students to express explanation. In terms exposure (Pajanan), this chapter used other source to find more information to develop their understanding about the topic discussed. In terms retention of formation text, it could be seen on page 102 for structure of an explanation text, on page 103 for and on page 105 for grammar tenses. And also in terms production, the tasks that develop oral produce on page 108 and written produce could be seen on page 109. Therefore, researcher gave a score of 4 or very good for in depth this chapter.

## **b. Accuracy of the Materials**

### **1) Social Function**

This chapter had fulfilled the requirement of social function in the basic competence of the 2013 curriculum. It was already suitable for the students in terms of their interpersonal communication in their daily activities. It was mostly served with the text and communicative task or instructions to support the students learning. The interpersonal communication was taught on page 108 equipped with some exercises that stimulate students to interact to the other students. Therefore, the researcher gave very good score or 4 for this criterion.

### **2) Element and Structure of Meaning**

The general structure of the text in this chapter was already appropriate with its social function. The element and structure of meaning are implemented in a systematic way. Start with the simple

greeting conversation to the complicated one. Students were expected to increase their ability from task to task. Therefore, this consideration made the element and structure of meaning get 4 or very good for its implementation.

### **3) Linguistic Feature**

There were sufficient texts which support the communicative skill for the students in this chapter. The linguistic feature was also appropriated for the students. Therefore, the researcher gave score 4 or very good for linguistic feature.

## **c. Supporting Material**

### **1) Relevance**

The illustration given was appropriated enough for the students. On every page it served with clear image which helps the students to understand the material given. In every page also consist of the interesting explanation, also it made easier for students to understand the lesson. Therefore, the researcher gave score 4 or very good for its relevance.

### **2) Development of Life Skills**

The fulfillment for development of life skills was successfully implemented. It could be seen an exercise on page 108 allowed the students to train themselves to be more social by getting in a pair of teamwork of discussion. By activities on page 108 students also required how to communicate with the other students and solved the problem from exercise or tasks. This chapter also provides the students to know more about their own ability after the lesson finished by answering a few of reflection question. So based on this consideration score 3 or good is appropriate for development of life skills.

### **3) Development of Diversity Insight**

In this chapter, all aspect of development of diversity insight had not been successfully implemented. Therefore, the

researcher gave score 2 or enough for the development of diversity insight.

**Table 4.9.12**  
**Frequency Table of 8 Chapters**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				8
	In depth				8
Accuracy of the materials	Social functions		1		7
	Element and structure of meaning				8
	Linguistic feature				8
Supporting Material	Relevance		1		7
	Development of life skills		1	3	4
	Development of diversity insight	2	4	2	
Total		2	7	5	50

Based on the frequency table above, from the total 64 categories that had been analyzed in 8 chapters, there were 50 categories of feasibility content obtain 4 scores and reached the requirement of rubric assessment of BSNP. There were also 5 categories obtained 3 score, 7 categories obtained 2 score, and 2 categories obtained 1 score.

Percentage : P

Total score : 50

Total score maximal : 64

$$P = \frac{50}{64} \times 100\%$$

$$= 78,12\%$$



From the final percentage above, it could be concluded that 78,12% of materials, text and task in the textbook entitled “Bahasa Inggris” conform and fulfilled the rubric assessment of BSNP.

## **B. Discussion**

The analysis above shows that “Bahasa Inggris” fulfilled of textbook evaluation criteria in the aspect compatibility materials with KI and KD, the accuracy of materials and supporting materials. According to Gretchen (2003:113) in Cheng, the textbook has a process for developing curriculum that is based on a needs assessment of learners and includes participation and input from other stakeholders. The curriculum and instructional materials are easily accessible, up to date, appropriate for learners, culturally sensitive, oriented to the language and literacy needs of the learners, and suitable for a variety of learning styles. On the other hand, Permendiknas No. 11 Tahun 2005 states that the textbook of the lesson is a compulsory guide book for use in schools comprising instructional materials in order to develop faith and spirituality, character and personality, capacity to learn science and technology, responsiveness and aesthetic abilities, physical and health potential compiled in compliance with the national norm of education.

Based on finding above, it could conclude. In the chapter 1, showed good implemented of criteria. It could be seen in the criteria completeness, in depth, social function, relevance, element and structure meaning, linguistic feature, and development of life skills get score 4. Meanwhile, it was lacking in development of diversity insight criteria. It could be got score 3 for its development of diversity insight.

In the chapter 2, in the development for social function, completeness, in depth, element and structure of meaning, relevance, and linguistic feature showed successfully for implemented. So, they got score 4. Meanwhile, it was lacking in development of life skills and development of diversity insight criteria.

It could be got score 2 for its development of life skills. Beside it, development of diversity insight got score 2 for its implemented.

In the chapter 3, the criteria of social function in this chapter got score 2 or enough because the implementation of social function in this chapter was not suitable with social function in lesson plan. Beside that the completeness, social functions, element and structure of meaning, linguistic feature, relevance, and development of life skill criteria got score 4 for its developed. In this chapter, development of diversity insight got score 3 for its implemented.

In the chapter 4, development of diversity of insight criteria showed unsuccessfully implemented. In the development for social function, completeness, in depth, element and structure of meaning, relevance, linguistic feature and development of life skills showed successfully for implemented. So, they got score 4.

In the chapter 5, showed good implemented of criteria. It could be seen in the criteria completeness, in depth, social function, relevance, element and structure meaning, linguistic feature, and development of life skills got score 4. Meanwhile, it was lacking in development of diversity insight criteria. It could be got score 3 for its development of diversity insight.

In the chapter 6 it was not different with chapter 5. It showed good implemented of criteria. It could be seen in the criteria completeness, in depth, social function, relevance, element and structure meaning, linguistic feature, and development of life skills get score 4. Meanwhile, it was lacking in development of diversity insight criteria. It could be got score 3 for its development of diversity insight.

In the chapter 7, the criteria of in relevance this chapter got score 2 because one text it could not found the relevance with the topic of text formation. Beside that the completeness, social functions, element and structure of meaning, and linguistic feature got score 4 for its developed.

In the chapter 8, the development of diversity insight criteria got score 2 for its implemented. It was because all aspect of development of diversity insight had not been successfully implemented. The successfully of criteria could be seen in the completeness, in depth, social functions, element and structure of meaning, relevance, linguistic feature, they got score 4.

Based from the tables about the evaluation of content, the results was English textbook entitled “Bahasa Inggris” (2017 revise edition) for 11th grade published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia gained 78,12% or fair of materials, tasks, and text development in the textbook “Bahasa Inggris” were fulfilled the criteria from BSNP of how standard textbook should be. The researcher concluded that the textbook entitled “Bahasa Inggris” was quite appropriate for the teaching and learning media. Most of all chapters in this textbook was lacking in development of diversity insight.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher closed the thesis with conclusion and suggestion.

#### **A. Conclusion**

After analyzing and discussing the data the researcher could draw the conclusion that the textbook were analyzed based on the aspects of the feasibility of materials with KI and KD, Accuracy of the materials, and Supporting materials that suggested by Pusat Perbukuan, Ministry of National Education the textbook entitled "Bahasa Inggris" for second grade students of Senior High School published Mahrukh Bashir was the researcher concluded that not all the chapters of the textbook entitled "Bahasa Inggris" was quite appropriated for the teaching and learning media because total scores of the evaluation in this research get 78,12% or fair. Even though it does not reach 100%, at least it had about 78,12% of materials which compatible with the basic competence of the 2013 curriculum. However, there were some criteria in diversity insight were not met the criteria. This book relevant with 2013 curriculum because this book fulfilled most of the core competence and basic competence of 2013 Curriculum which reflected in content aspect in the sub aspect of compability materials with core and basic competence. And most of the criteria fulfilled by the textbook because most of the sub aspect scored 4.

This textbook was good enough to be used for second grade of senior high schools that have started using 2013 Curriculum. English textbook "Bahasa Inggris" was acceptable to be used by school but need some improvement in the diversity insight. Since the textbook entitled "Bahasa Inggris" does not reach the percentage of 100% of the compatibility, teachers should be able to find other sources to develop the teaching material. Do not just depend on one source of textbooks because not all the materials conform to the basic competence of the 2013 curriculum.

## **B. Suggestion**

Based on conclusion results, the researchers would like give suggestions for teachers role nowadays is as facilitator not instructor anymore. Teacher as a facilitator should facilitate students by providing complete and good English materials. Since this textbook has some weaknesses in materials' relevance toward standard and development of diversity insight, teachers should complete unavailable material in this book by making their own materials. As materials, this textbook also has weaknesses especially in term of the availability of materials based on Standards of Content, Organization, and Cultural aspects. Considering the elaboration of weaknesses found in the textbook, teacher should bridge the gap by providing unavailable materials that should be though based on standards of content proposed by the government enriching and adjusting students cross cultural understanding. As the advantages, students will be clear with the material likewise teachers will improve their skills to be better.

The second suggestion is for authors/publishers/evaluators of textbook. In publishing the textbook, textbook publisher should concern about criteria of good textbook formulated by experts also BSNP. In additional, textbook should be made suitable with students' level and society so the materials and messages will be delivered clearly.

The third suggestion is for future researcher. For future researchers, hopefully by this research, future researchers will know how to evaluate English textbook better through the previous study as reference.

The textbook was very important in teaching and learning process. Because, of that, the teachers should decide the textbook selectively and carefully. And the other hand the teachers should know well about textbook that is teachers can teach their students more easily. The revision of the textbook is needed to be relevant to the curriculum or syllabus. Although the language is though integrated, the teachers have to explain it orderly from the simple to the complex, from easy to the difficult ones. The teachers can also develop the materials by herself or himself.

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**APPENDIX 1.****Appendix  
Validation**

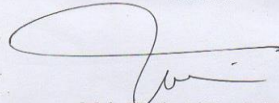
The thesis data of Ika Rahayu (163221175) entitled "AN ANALYSIS OF ENGLISH TEXTBOOK ENTITLED *BAHASA INGGRIS* FOR SECOND GRADE SENIOR HIGH SCHOOL BASED ON CONTENT STANDART OF BSNP" has been validated by Muh. Husin Al Fatah M.Pd.

Day: Sunday

Date: January, 31<sup>th</sup> 2021

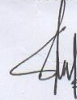
Sragen, January 31<sup>th</sup> 2021

Validator



Muh. Husin Al Fatah, M.Pd.

Researcher



Ika Rahayu

NIM. 163221175



## APPENDIX 2.

The Analysis by the Validator

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

**Table 4.1 Feasibility of Content in Chapter 1**  
**Offers and Suggestions**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life skills				√
	Development of diversity insight	√			
Total		1			7

## 2. Chapter 2 “Opinions and Thoughts”

**Table 4.2 Feasibility of Content in Chapter 2**

### **Opinions and Thoughts**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life skills		✓	√	
	Development of diversity insight		✓	√	
Total				2	6

### 3. Chapter 3 “Party Time”

**Table 4.3 Feasibility of Content in Chapter 3**

#### **Party Time**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions	√	√		
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life			√	

	skills				
	Development of diversity insight		√		
Total		1	1	1	5

#### 4. Chapter 4 “Natural Disaster-An Exposition”

**Table 4.4 Feasibility of Content in Chapter 4**

##### **Natural Disaster-An Exposition**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life skills				√
	Development of diversity insight	√			
Total		1			7

## 5. Chapter 5 “Letter Writing”

**Table 4.5 Feasibility of Content in Chapter 5**

### Letter Writing

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure				√

	of meaning				
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life skills				√
	Development of diversity insight		√	✓	
Total			1		7

## 6. Chapter 6 "Cause and Effect"

**Table 4.6 Feasibility of Content in Chapter 6**

### **Cause and Effect**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√

Supporting Material	Relevance				√
	Development of life skills				√
	Development of diversity insight		√	✓	
Total			1		7

## 7. Chapter 7 "Meaning Through Music"

**Table 4.7 Feasibility of Content in Chapter 7**  
**Meaning Through Music**

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√

	Linguistic feature				√
Supporting Material	Relevance		√		
	Development of life skills			✓	√
	Development of diversity insight				√
Total			1		7

b  
 Karena tidak runtut / Penjelasan materi tidak sesuai tidak satuk?



## 8. Chapter 8 “Explain This”

**Table 4.8 Feasibility of Content in Chapter 8**

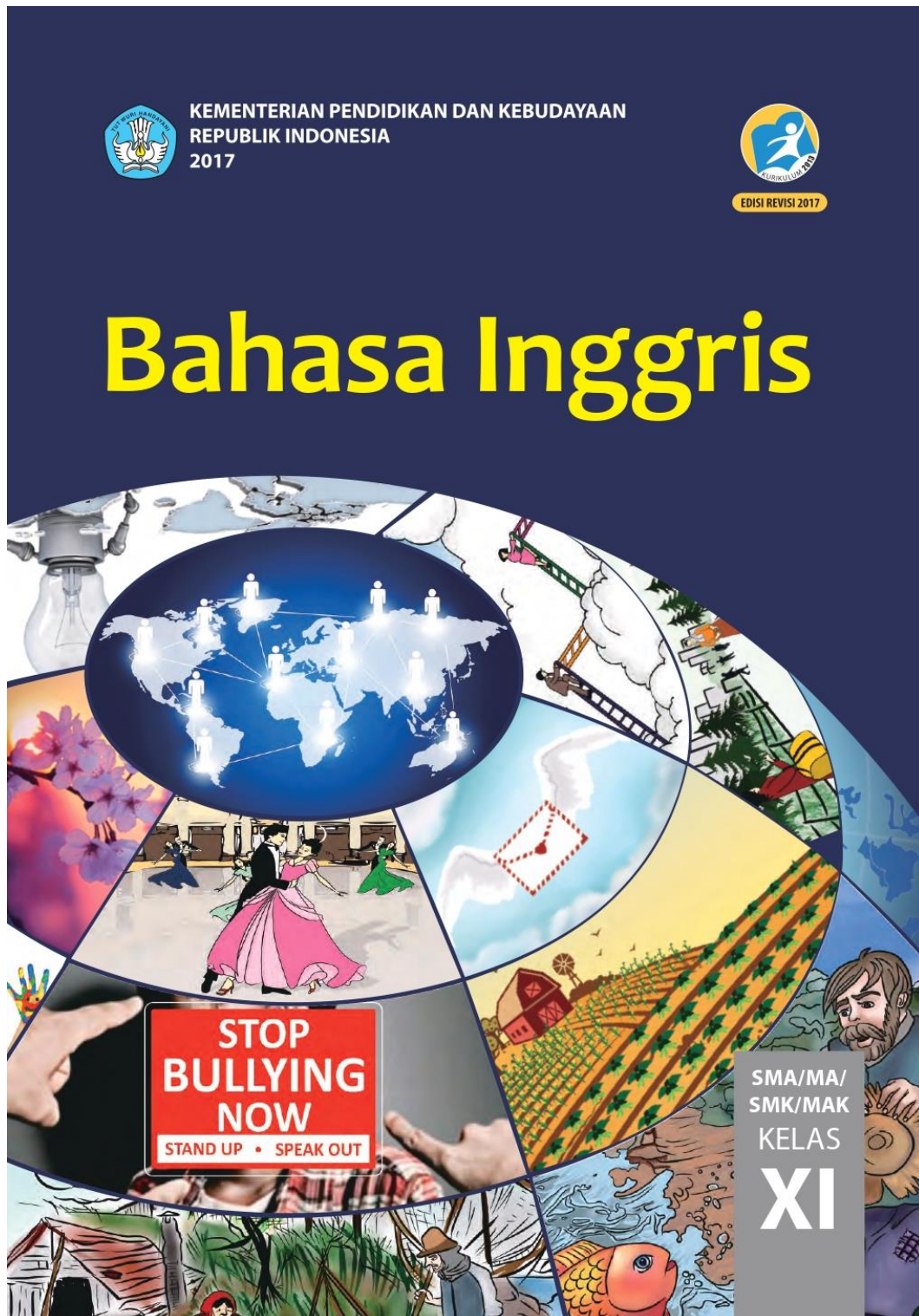
### Explain This

Sub- Component	Items	Scoring Frequency			
		1	2	3	4
The compatibility of materials with KI and KD	completeness				√
	In depth				√
Accuracy of the materials	Social functions				√
	Element and structure of meaning				√
	Linguistic feature				√
Supporting Material	Relevance				√
	Development of life skills			✓	√
	Development of diversity insight		√		
Total			1		7



**APPENDIX 3.**

The English Textbook “Bahasa Inggris” for second grade of students Senior High School



## CHAPTER 1

# Offers & Suggestions

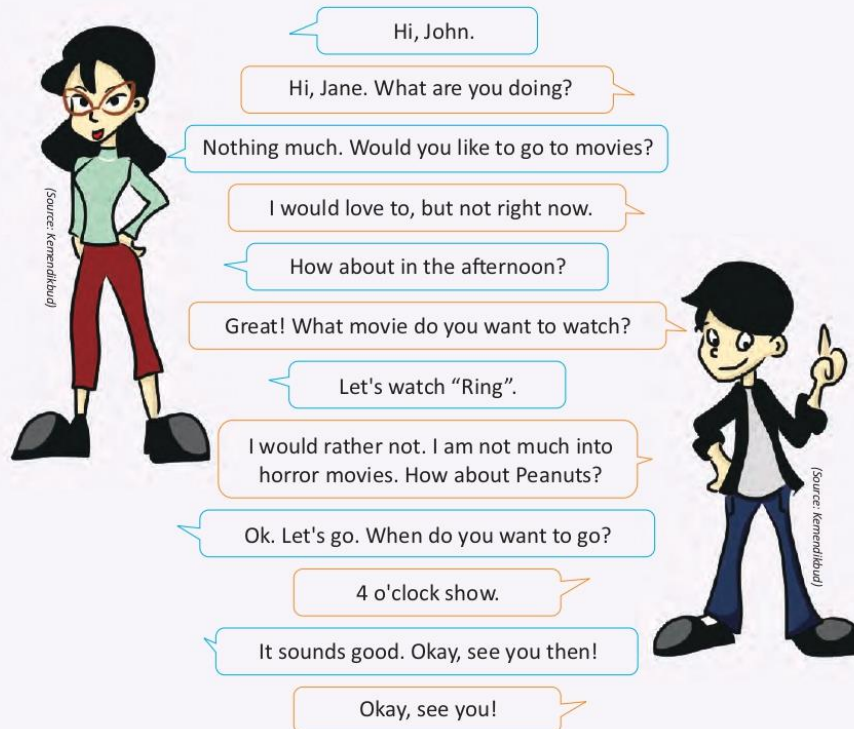
### KOMPETENSI DASAR

- 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

## A Pre-Activity

### Conversation 1

With a partner, read the conversation given below.



Hi, John.

Hi, Jane. What are you doing?

Nothing much. Would you like to go to movies?

I would love to, but not right now.

How about in the afternoon?

Great! What movie do you want to watch?

Let's watch "Ring".

I would rather not. I am not much into horror movies. How about Peanuts?

Ok. Let's go. When do you want to go?

4 o'clock show.

It sounds good. Okay, see you then!

Okay, see you!

What kind of interpersonal transaction is going on in the conversation given above?  
Write down your answer here.

## 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



## A Pre-Activity

With a partner, read the conversational text given.



Why are you looking so sad?

I was reading an opinion article on bullying. It made me extremely sad.

Ah! People like to exaggerate things, bullying as such is no big deal.

No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.

I don't agree with you. Little bit teasing here and there is acceptable.

I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Hey! Stop! You are getting too serious!

Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.

Siti

Jane

Discuss these questions with your partner.

1. What is happening between Siti and Jane?
2. What kind of conversation are they having?
3. Whom do you agree with, Jane or Siti? Why?
4. Have you witnessed bullying? Describe how you felt.

## CHAPTER 3

# Party Time

### KOMPETENSI DASAR

- 3.3 Membedakan 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

## 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

## 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 social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks



## 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 social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

## 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

## CHAPTER 8

# Explain This !!

### KOMPETENSI DASAR

- 3.5 Menerapkan fungsi social, 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

#### APPENDIX 4.

##### The textbook evaluation criteria by BSNP

Aspect to be evaluate	Sub aspects	Areas	Items
Content	The relevance of material to the curriculum	Material completeness	Interpersonal texts
			Transactional texts
			Functional texts
		Material depth	Exposure
			Retention
			Production
	The material accuracy	Social function	Interpersonal communication
			Transactional communication
			Functional communication
		Generic structures	Elements of chronological and systematic thinking skills in interpersonal and transactional texts

			Elements of meaning in short functional texts and monologues
		Linguistic features	Accuracy and appropriateness of the language use in context
	Supporting learning materials	Up-to-date	Relevance of the materials towards the topic discussed
			The up-to-date sources for the materials
		Life skill development	Personal skill
			Social skill
			Academic skill
			Vocational skill
		Development of insight on diversity	Appreciation towards cultural diversity and plural society
			Awareness towards the local and national potential aspect

			Appreciation towards democratic values
			Comprehension towards nationality insight
Language	Language	Language and students' development	Relevance towards students' cognitive development
			Relevance towards students' socio-emotional condition
		Communicativeness	Message readability
			Grammar accuracy
		The coherence and unity of ideas	Coherence on each unit
			Coherence among units
Presentation	Presentation technique	Systematization	Presentation of texts, communicative acts, and illustrations using organized pattern
		The balance among units	Balance presentation of texts,

			communicative acts, and illustrations
	Teaching and learning technique	Students-centered principle	Communicative between students, peers, and teachers
		Development of students' initiative creativity, and critical thinking	Communicative activities both oral and written based on students' own initiative creatively and critically
		Development of autonomous learning principle	Students' responsibility towards their own learning process
		Development of self-evaluation and reflection ability	Guidance to know students' success and lacks
	Presentation coverage	Introductory part	Preface
			Table of content
		Content part	Introduction
			Learning load

			Reference
			Summary and reflection
		Closing part	Glossary
			Bibliography
			Index