

**THE APPROPRIATENESS OF ENGLISH TEXTBOOK
“BAHASA INGGRIS” FOR ELEVENTH GRADE BASED
ON THE CONTENT STANDARD OF 2013 REVISED
CURRICULUM BY BSNP**

THESIS

Submitted in Partial Fulfillment of the Requirements
for Gaining the Degree of Bachelor of Education
in English Language Education



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"BAHASA INGGRIS" FOR ELEVENTH GRADE BASED ON
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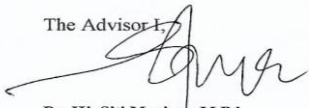
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MOTTO

إِنَّا كُلَّ شَيْءٍ خَلَقْنَاهُ بِقَدَرٍ

Verily, all things have we created in proportion and measure.

(Al-Qomar : 49)¹

It always seems impossible until its done.

(Nelson Mandela)

¹Arif, rifhan et al, *Al- Quran Tiga Bahasa*, (Depok: Al-Huda,2009), p.1066.

ABSTRACT

Aprialita, Viara. (1503046123). **The Appropriateness of English Textbook “Bahasa Inggris” for Eleventh Grade Based on The Content Standard of 2013 Revised Curriculum By BSNP.** Thesis, English Department of Education and Teacher Training Faculty of Walisongo State Islamic University. Advisors: Dr. Hj. Siti Mariam, M.Pd and Sayyidatul Fadlilah, M.Pd

This research is about the appropriateness of English textbook “Bahasa Inggris” for eleventh grade based on the content standard of 2013 revised curriculum by The Agency of National Standard of Education (BSNP). The objectives of this research was to describe the content appropriateness of English Textbook “Bahasa Inggris” for eleventh grade based on the content standard of 2013 revised curriculum by *BSNP*. This research used qualitative approach, which analyzed the materials of the book or content analysis. The source of data analysis in this research was English Textbook “Bahasa Inggris” for eleventh grade. To collect the data, the researcher used documentation and interview. The Data Analysis technique in this research used Miles and Hubberman Theory. The instrument used in this research is checklist based on the textbook evaluation criteria issued by *BSNP*. The result of this research that the content of the English Textbook “Bahasa Inggris” for eleventh grade is appropriate with content standard of 2013 Revised Curriculum. It is based on the data as follows: the compatibility of material items with core competence and basic competence is 87 % or in a good category. The accuracy of material is 94 % or in a very good category. Learning supporting sources is 76 % or in a less enough category. Based on the research finding, it is recommended to be used for eleventh grade students.

Keywords : *BSNP, Content Analysis, English Textbook.*

DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Wartas and Mrs. Turah Wasilah).
2. My lovely old sisters (Nur A'eni, Eri Ertanti and Finatar Aminah).
3. All of Abu Thalib family members.
4. All of my teachers who have educated and taught me with great sincerity and genuineness.

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Alhamdulillah, all praises unto Allah who always gives his mercies and blessing so that the researcher can finish in creating this thesis. Shalawat and salam may be granted to our great prophet Muhammad SAW who has guided and acquainted Islam as the right way.

The researcher realizes that he could not complete this thesis without support, cooperation, help, and encouragement from many people. Therefore, by the honor of this, the researcher wants to say grateful to the honorable:

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3. Dr. Hj. Siti Mariam, M.Pd as the guardian lecturer during study in UIN Walisongo Semarang.
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Finally, the researcher realizes that this thesis is still far from being perfect, therefore, the researcher will happily constructive criticism in order to make it better. The researcher hopes that this thesis would be benefical for everyone. Amin.

Semarang, July 17th 2019
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CHAPTER 1

INTRODUCTION

This chapter covers background of the research, research question, objective of the research, and significance of the research.

A. Background of the Research

Nowadays, education in Indonesia experiences some changes in term of curriculum development, and it happened because of its importance in formal education, the curriculum has become a dynamic process due to the changes that occur in our society.²As follows of globalization, the curriculum forced to change almost all of the properties in the education system. The change in curriculum development gave an impact on the teaching and learning process. Teaching and learning process is the core activity in the school, and it should follow the government rules of the last curriculum to create positive improvements in the educational system.

²Molise David Nhlapo and Lokesh Ramnath Maharajh, Engaging Foreign Curriculum Experts in Curriculum Design: A Case Study of Primary School Curriculum Change in Lesotho', (South Africa: *Universal Journal of Educational Research*, Vol. 5(10). No. 1741-1747, 2017), p. 1.

The government designed the content standard of national education with the scope of the national education standard, there are content standard, process standard, graduation competence standard, educators and education staff, infrastructure, management standard, financial standard, and assessment standard that released by the Ministry of Education and Culture.³

As the follow of globalization, the curriculum in Indonesia changed and it began from curriculum 1968 which are the first curriculum, second curriculum (1975), third curriculum (1984), fourth curriculum (1994), fifth curriculum (KBK/ Competence-Based Curriculum) in 2004, sixth curriculum (KTSP) in 2006, and the last is 2013 curriculum. The 2013 curriculum for Senior High School in Indonesia began to be implemented from grade X or first grade of Senior High School. In 2013 curriculum, the education paradigm moves from the teacher as the center of learning to the student as the center of learning. Because of the purpose of implementation 2013 curriculum is to produce the students who have creativity, productivity, and

³Peraturan Pemerintah No. 19 Tahun 2005, Standar Nasional Pendidikan, Pasal 2, ayat (1).

innovative.⁴ But in July 2017, the government changes the 2013 curriculum to be 2013 revised curriculum. This newest curriculum had many different aspects than the recent curriculum.

The 2013 revised curriculum did not significantly change, but the difference was focused on increasing the relationship between core competence and basic competence. While in designing the lesson plan in 2013 revised curriculum had integrated to the four aspects, there are PPK(Characters building), Literacy, 4C (Creative, Critical thinking, Communicative, and Collaborative), and HOTS (High Order Thinking Skill).⁵ So the textbook used in teaching and learning process should be fulfilled with the four aspects in 2013 revised curriculum.⁶ It showed that the government tried to improve the teaching and learning process.

Therefore, to support the learning process, students should be encouraged to understand information from any source such as English textbook. Many English textbooks

⁴Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: Remaja Rosdakarya, 2014), p.163.

⁵Imas Kurniasih,Berlin Sani, *Revisi Kurikulum 2013: Implementasi dan Konsep Penerapan*, (Surabaya: Kata Pena, 2016), p. 4.

⁶<https://www.guru-id.com/2016/06/perubahan-kurikulum-2013-tahun-2016.html?m=1>, accessed on Monday 18 February 2019 at. 17.05 p.m.

have been published, either by the local publisher or foreign publisher. When the government issues a new curriculum, there must be lot of new English textbook based on the new curriculum in the market. Teachers also prefer to use the textbooks with the new curriculum because the goal of the study will be based on the new curriculum too. A countless number of English textbooks are available on the market. By the colorful covers, a beautiful layout and attractive artwork, it is difficult to know what to look for an English textbook. The decision to purchase of English textbook should be carefully considered. The content of English textbooks influence what teachers teach, and learners learn. If the textbook is not suitable with the curriculum, the content of the textbook might not be of the kind that students relate to.

Moreover, the government has decided the content standard of English textbook that appropriates with the curriculum, the standard has specified by The Agency of National Standard of Education (BSNP). The appropriateness of the English textbook with the standard of 2013 revised curriculum is needed because it can be an indicator that the book can be used to support the 2013 revised curriculum. *BSNP* has some criteria to grade the

appropriateness of the textbook that was used in the learning process. The textbook must have all of the appropriateness elements. Those are content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness. Especially for the elements of the content appropriateness consist of compatibility of items with core competence and basic competence, the accuracy of material (social function, element, and structure of meaning, linguistic feature), and learning supporting material.⁷

However, some of the English textbooks are not appropriate with the standard of the curriculum yet. In reality, it is quite difficult to get English textbook that has good materials and suitable for the curriculum. Although plenty of English textbooks for Senior High School are claimed to be published and written based on the basic competence in the syllabus of English 2013 revised curriculum, although not all of them are really in line with the 2013 revised curriculum.

Considering the statement above, the researcher chose a textbook with the title “Bahasa Inggris”, the researcher

⁷BSNP Tahun 2014, *Instrument I Penilaian Buku Teks Pelajaran Bahasa Inggris SMA*.

analyzed the exercise coverage in providing the learners' needs as suggested by the curriculum. The reason the researcher chose the textbook of "Bahasa Inggris" as the object of this research because this book is English textbook released with 2013 revised curriculum and published by the Ministry Education and Culture. According to this information, the researcher analyzed this issue with the title of **The Appropriateness of English Textbook "Bahasa Inggris" for Eleventh Grade Based on The Content Standard of 2013 Revised Curriculum by *BSNP*.**

B. Research Question

How is the appropriateness of English Textbook "Bahasa Inggris" for eleventh grade based on the content standard of 2013 revised curriculum by *BSNP*?

C. The Objective of the Research

To explain the appropriateness of English Textbook "Bahasa Inggris" for eleventh grade based on the content standard of 2013 revised curriculum by *BSNP*.

D. Significances of the Research

Based on the objectives of the research, the benefit of the research can be stated as follow:

1. Theoretical benefit

Theoretically, this research provided beneficial and referential contributions in giving a general knowledge of the appropriateness of the English textbook.

2. Practical benefit

a. The English Teacher

By the result of this research, the English teacher got the guidance to choose the English textbook that is appropriate with the government curriculum.

b. The Institution

The result of this research provided additional information in selecting and evaluating English textbook.

c. The Reader

By reading this research, the reader could get information and motivation about the content appropriateness of the English textbook “Bahasa Inggris” for eleventh grade based on the content standard of 2013 revised curriculum by *BSNP*.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses further the theoretical frameworks underpinning this research, as well as putting the position of this study among the similar previous one on the appropriateness of the English textbook. This chapter is divided into two parts: previous researches and literature review.

A. Previous Researches

To develop the original analysis, the researcher presents some previous researches related to this study, those are:

1. The first is previous research entitled “An Analysis of “Bahasa Inggris” Textbook Used in The Second Grade Of Senior High School” by Amrina from Ar-Raniry State Islamic University Darussalam–Banda Aceh, in 2018. The background of this research is the differential curriculum between the *KTSP* and 2013 Curriculum.⁸

This previous research used the descriptive qualitative approach which the data collected for this study will be gathered from the English textbook

⁸Amrina (231222735), An Analysis Of “Bahasa Inggris” Textbook Used in the Second Grade of Senior High School, *Thesis* (Faculty of Education and Teacher Training, Ar-Raniry State Islamic University Darussalam, 2018).

“Bahasa Inggris” published by The Ministry of Education and Culture of Indonesia. The objective of this research is to determine whether or not the materials provided in the English textbook “Bahasa Inggris” for the second grade of Senior high school compatible with 2013 curriculum. The researcher chose to evaluate the textbook because most of the materials for the teaching and learning process in the classroom are found in the course book. A few classroom activities and language instructions also are found in the course book.

The data source of this research is gathered from the English textbook “Bahasa Inggris” published by the Ministry of Education and Culture of Indonesia. The results analysis of the research concluded that (1) the English Textbook of “Bahasa Inggris” appropriates with the 2013 curriculum, as every aspect in *KI* and *KD* successfully found in the textbook. (2) The materials provided in the textbook is developed well, as all the suggested English language skills exercises of writing, speaking, reading and listening materials in the 2013 curriculum are implemented. (3) Most of the content appropriateness has met the standard of an English textbook in delivering the 2013 curriculum, using the

basic frequency formula from Sudjiono assessment score acquired with 80% infeasibility of content fulfilled.

The similarity of this research with the researcher's research is the subject of the research, the subject of this research is the textbook entitled "Bahasa Inggris" for Eleventh grade. Then the differences are on the terms, this previous research uses descriptive qualitative approach but the researcher uses qualitative content analysis.

2. The second is previous research entitled "A Content Analysis of "When English Rings A Bell" English Textbook in 2013 Curriculum For The Seventh Grade Student of Junior High School Published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia" by Ika Ayu Hapsari from The State Islamic Institute of Surakarta in 2017.⁹

In this research, the researcher used library research approach which analyzed the impressionistic and in-depth or content analysis. The source of data in

⁹Ika Ayu Hapsari (133221072), A Content Analysis Of "When English Rings a Bell" English Textbook in 2013 Curriculum for The Seventh Grade Student of Junior High School Published By Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Thesis*(Faculty of Education and Teacher Training The State Islamic Institute of Surakarta, 2017).

the analysis was the English textbook entitled “When English Rings a Bell” for the seventh grade of Junior High School. This previous research used content analysis with a descriptive qualitative. The subject of this research was the textbook entitled "When English Rings a Bell". The data collection used documenting the content materials in the textbook. The data had analyzed by reducing the data, presenting the data, and taking the conclusion and verification by using Miles and Huberman's theory. This research used Cunningsworth's theory in analyzing the data. The researcher used the theory in scoring analysis suggested by Solikhah. The theoretical triangulation is used to get appropriate data.

The differences between the researcher’s research and the previous research are the subject and the analysis theory used, this previous research has analyzed the content in “When English Rings a Bell” textbook using Miles and Huberman’s theory and Cunningsworth Theory, while the researcher’s study “Bahasa Inggris” textbook using the instrument by *BSNP*. The similarity between the previous research and the researcher’s research were analyzed the textbook published by

Ministry of Education and Culture of Indonesia and analyze the content of English textbook.

3. The third previous research is “A Content Analysis of an English Textbook For Tenth Grade “Bahasa InggrisX” Published by *Pusat Kurikulum Dan Perbukuan*” by Luluk Anisa from The State Islamic Institute Tulungagung in 2016.¹⁰

The background of the research is some of the textbooks are published and distributed to schools by relatively affordable price, even the government provided it freely. Moreover, the textbook has been provided by the government, it is needed to find out the content appropriateness of “Bahasa Inggris Kelas X” semester 1 textbook published by *Pusat Kurikulum dan Perbukuan*. This previous research used qualitative content analysis. The source of the data is the English textbook “Bahasa Inggris X” published by *Pusat Kurikulum dan Perbukuan*. The researcher used the documentation method in collecting the data. The

¹⁰LulukAnisa, (2813123017), A Content Analysis of an English Textbook for Tenth Graders “Bahasa Inggris X” Published By Pusat Kurikulum dan Perbukuan, *Thesis*(Faculty of Education and Teacher Training The State Islamic Institute Tulungagung, 2016).

researcher used instrument checklist criteria from Cunningsworth (1995).

The finding of the research showed that the textbook has the complete criteria. It interpreted by the number of relevancy. The first criteria are aims and approaches are mostly fulfilled all sub-criteria with the number of relevancy 80%. The second criteria about design and organization showed that the number of relevancy 83.3%, it was closely relevant to the criteria. Most of the textbook also related to the language content criteria by the number of relevancy 80 %. The fourth criteria are language skill, this criterion fulfilled the sub-criteria by only 75 % of the number of relevancy. The last criteria in this criteria topic, the textbook is 92.8%, it almost completely fulfilled the sub-criteria.

Furthermore, the textbook partly fulfills the criteria in term of methodology in 78.5%, teacher's book with 70 %, and practical consideration by 62.5% number of relevance. The similarity of this research with the researcher's study is the method used in the research, that is qualitative content analysis. The differences are on subject and instrument, the previous research analyses content in "When English Rings a Bell" textbook using

Miles and Huberman's theory and Cunningsworth Theory, while the researcher's research "Bahasa Inggris" textbook using the instrument by *BSNP* to evaluate the textbook.

B. Literature Review

1. Curriculum

In education system, curriculum became the most important thing to conduct the teaching and learning process. According to National Middle School Association as cited in Amanda Wall and Alisa Leckie, curriculum covered the whole activities in the school includes academic as well as art, science education, extracurricular activities, and support school service and programs.¹¹In order for curriculum development to be effective and schools to be successful, teachers must be involved in the development process.¹²In the process of curriculum development, the curriculum changed

¹¹Amanda Wall and Alisa Leckie, Curriculum Integration: An Overview, *CIMLE current issues in middle level Education Journal*, (Vol. 22 (01), No. 36-40,2017), p.1.

¹²Merfat Ayesh Alsubaie, Curriculum Development: Teacher Involvement in Curriculum Development, *Education and Practice Journal*, (Vol.7, No.9, 2016), p.1.

dynamically. The recent curriculum in Indonesia was changed in year 2017 as the revised of 2013 curriculum.

a. 2013 Revised Curriculum

The newest curriculum is 2013 revised curriculum as the completeness of 2013 curriculum that has many lack of the implication in the school, the changes of curriculum in education is a demand and must be carried out. There are three aspects as the foundation for the curriculum development:

1) The philosophy foundation of 2013 curriculum.

According to the laws Number 20 Year 2003 (UU No. 20/ 2003) about National Education System mention that curriculum is a set of plan and arrangement those are concerning in target, content, and lesson materials and also the way of which is used as guidance management of learning activity to reach certain education target. The views of the philosophy foundation of the developing 2013 curriculum is rooted in local culture and nation, philosophical views of experimentalism, social views, essentialist

philosophical views and perennialism, panic of existentialism and romantic naturalism.¹³

- 2) The foundation of the 2013 judicial and empirical curriculum.

According to the laws Number 71 Year 2013 (UU No.71/2013) concerning textbooks and teacher manuals for primary and secondary education discusses student textbooks and teacher manuals as teacher books that are suitable for use in learning. Each teacher must understand the student book or teacher's book and be able to assist in learning. Then laws Number 65 Year 2013 (UU No. 65/2013) concerning the standard process of primary and secondary education about planning learning is designed in the form of syllabus and lesson planning, the learning process uses education to supports student readiness, process, and complete learning outcomes. The

¹³Imas Kurniasih, Berlin Sani, *Revisi Kurikulum 2013: Implementasi dan Konsep Penerapan*, (Surabaya: Kata Pena, 2016). P.2.

implementation of learning also implements remedial programs and enrichment programs.¹⁴

3) Conceptual Aspects

Conceptual Aspects include relocation, competency-based curriculum models, curriculum more than just documents, learning processes related to learning activities, learning outcomes, learning activities and related discussions.

b. The Aim of 2013 Revised Curriculum

The aim of 2013 Revised Curriculum are as the refinements 2013 curriculum aims, that the aims is to prepare Indonesian people to have life skills as individual and religious citizens, productive, creative, innovative, affective, and also able to contribute to the life of society, nation, state, and world civilization. But the aims cannot yet be realized because the implementation of the 2013 curriculum in 2014 experienced several problems that caused some schools to return to using the *KTSP* curriculum (Education Unit Level Curriculum).¹⁵

¹⁴Imas Kurniasih, Berlin Sani, *Revisi Kurikulum 2013...P.2-3.*

¹⁵Imas Kurniasih, Berlin Sani, *Revisi Kurikulum 2013...P.5.*

c. The Characteristic of 2013 Revised Curriculum

Basically, the 2013 Revised Curriculum characteristics are as follows:

- 1) The curriculum's name does not change into the national curriculum but uses the name 2013 Revised Curriculum which applies nationally.
- 2) Simplification of students' assessment social and religious aspects are only carried out by *PPKn* teachers and religious education teachers or manners.
- 3) The absence of restrictions on the thinking process of the 2013 curriculum students who have just all levels of education both Elementary School, Junior High School, and Senior High School can learn the stages of understanding to create. So, children's Elementary School can create the creation or product in accordance with their age, this is to familiarize children with scientific thinking since Elementary School.¹⁶
- 4) Application of 5M level theory

¹⁶Imas Kurniasih, Berlin Sani, *Revisi Kurikulum 201...P.5.*

In this new 2013 curriculum, teachers are required to apply the theories those are in their learning, so the teacher is not only theorizing but they can practice it. The level theory are remembering, understanding, applying, analyzing, evaluating and creating.

- 5) Structure of subjects and length of study at school is not changed.

There are not many changes to the 2013 curriculum with the revised edition, but it presents new aspects in the 2013 curriculum version of the new or revised version. The new 2013 curriculum still supports fun teaching and learning activities.

- 6) Using active learning methods.

The active learning method is a method that makes students become the main actors in each learning process, the teacher only acts as a facilitator.

- 7) Improving the relationship of Core Competencies (KI) and Basic Competencies (KD), The evaluation of the attitude of *KI 1 & KI 2* has been eliminated in every subject only religion and *PPKn* but Core Competence (KI)

- 8) The assessment of the attitude of *KI 1 & KI 2* has been eliminated in every subject only religion and *PPKn* but Core Competencies (KI) are still included in the writing of the Lesson Planning (RPP).
- 9) The rating scale is 1-100. Attitude assessment is given in the form of predicates and descriptions.
- 10) Remedial is given for those who are lacking, but previously students are given repeat learning. This remedial value is included in the results.¹⁷

Therefore, 2013 Revised Curriculum is the role of learning and teaching for the group of subjects which are studied at school that have been created by the government to realize the target of education.

2. Textbook

a. The Definition of Textbook

In all types of educational institution textbook always has a very important role in teaching learning process especially in language classrooms. This statement relates to what expressed by Cunningsworth that in Language teaching textbook is very effective because it provides a source for presentation material

¹⁷Imas Kurniasih, Berlin Sani, *Revisi Kurikulum 2013....*, p.7-8.

or self-directed learning, a source of ideas and activities, a source for references, a syllabus that reflects pre-determined learning objectives and also support for the less experienced teacher.¹⁸ Textbook serves as an important role in teaching and learning activities. The uses of the textbook in the classroom help the teacher in delivering the materials.

The standard of students works in a textbook or coursebook are usually suitable with the student knowledge competence, a published textbook usually has commonly passed several qualification tests from the publisher in a controlled pilot study before it is released to the public. To sum up, a textbook is a book used to be the guideline for both teacher and students in teaching and learning process with consideration of a curriculum and a textbook also need to fit with students needs in learning.

b. The Function of Textbook

A good textbook is very crucial for both teacher and student. For the teacher, it serves as a guide for each lesson. Textbook for language learning consists

¹⁸Alan Cunningsworth, *Choosing Your Coursebook*, (New York: Macmillan, 1995). P.7.

of several chapters. Each chapter will discuss different types and level of language skill. A textbook has many functions for teachers in order to run the teaching-learning process well, or it has an important role in the teaching learning process. According to Jack C. Richard, as cited in Hanita Masithoh argues that the functions of the textbook are as follow:¹⁹

- 1) They provide structure and syllabus for a program.
If there was no textbooks, a program may have no central core students may not receive a syllabus that has been well-structured planned and developed.
- 2) They help equalization instruction. The utilization of a textbook in a program can guarantee that the students in various classes receive similar content and therefore, can be examined in the same way.
- 3) They maintain quality. If a well-developed textbook is used, students are presented to materials that have been attempted and tested, that

¹⁹Hanita Masithoh and Sayyidatul Fadhilah, Grammatical Cohesion Found in Recount Texts of “Pathway To English” X Grade Curriculum 2013 General Program By Erlangga, *Vision: Journal for Language and Foreign Learning*, (Volume 6 Number 1, 2017). P.114.

are based on sound learning standard, and that is paced appropriately.

- 4) They provide a variety of learning resources. A textbook is often accompanied by workbooks, CDs and tapes, recording, CD ROMs, and comprehensive teaching guides, providing rich and shifted assets for teachers and learners.
- 5) They are efficient. They spare teachers' time, enabling teachers to devote time to teach rather than materials production.
- 6) They give compelling language models and input. Textbooks can offer help for teachers whose first language is not English and who will be unable to generate accurate language contribution on their own.
- 7) They can train teachers. If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.²⁰

It can be concluded that the essence of a textbook is basically to help both teacher and students

²⁰Hanita Masithoh, Sayyidatul Fadhillah, Grammatical Cohesion, ...P.114.

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

c. The Criteria of Good Textbook

Generally, a text book can be called ideal if it has some criteria as follows:

- 1) It has base, principal, and certain viewpoint which base on the concepts that used in textbook clearly.
- 2) It should be relevant with curriculum.
- 3) It is interesting and increasing reader enthusiasm.
- 4) It can give motivation to the reader.
- 5) It can stimulate students' activity.
- 6) It has interesting illustration for reader.
- 7) The understanding should be preceded by correct communications.
- 8) The content of the book supports the other subject.
- 9) It appreciates individual diversity.
- 10) It tries to reinforce the value that is applied in society.

11) It has clear viewpoint.²¹

3. Textbook Evaluation

a. Definition of Textbook Evaluation

As cited by Soori, Kafipour, and Soury, Rea-Dickens and Germaine said that evaluation is an effective procedure which examines the suitability and appropriateness of the current practice. It is a useful device for both teachers and material writers as an underlying element in the development of innovations and modifications within the teaching /learning context.²²The evaluation in education used as the measurement of the quality in an educational instrument, one of the instrument is textbook.

Textbook evaluation helps the managerial and teaching staff select the most appropriate materials available for a particular course. It also helps to identify the strengths and weaknesses of a particular

²¹Tarigan.D, H.G Tarigan, *Telaah Buku Teks Bahasa Indonesia*,(Bandung: Angkasa,2009). P.27-28.

²²Afshin Soori, Kafipour, Soury, EFL Textbook Evaluation and Graphic Representation, *European Journal of Social Sciences*, (Vol. 26 No.3, 2011). P. 481.

textbook that is already in use.²³ The evaluation of textbook became very important because textbook is the core component in teaching and learning as the learning support for the teacher.

According to Cunningsworth and Ellis as cited by Mohammad and Abdi, there are three different types of material evaluation. They argue that the most common form is probably the 'predictive' or 'pre-use' evaluation that is designed to examine the future or potential execution of a textbook. The different kind of textbook evaluation is the 'in-use' evaluation designed to examine material that is currently being used and the 'retrospective' or 'post-use' (reflective) evaluation of a textbook that has been used in any respective institution.²⁴

This research basically took the 'in-use' evaluation because it examines English textbooks

²³Nguyen Thi Thuy Minh, Textbook Evaluation: The Case of English Textbooks Currently in use in Vietnam's Upper Secondary Schools, *Sameo Regional Language Centre Journal*, 2007, DOI: 10.13140/RG.2.1.1219.2165. P. 9.

²⁴Mohammad Mohammadi and Heidar Abdi, Textbook Evaluation: A Case Study, *Procedia: Social and Behavioral Sciences*, (Vol. 98, 2014). P. 1150.

entitled “Bahasa Inggris” that were being used to the eleventh grade of senior high school in Indonesia.

b. Textbook Evaluation Stages

Harmer claims that in textbook evaluation there should be some general criteria for physical appearance, the content of the text, methodology, and aims of the teaching program, specific needs of the teacher and how much the textbook fulfill these needs. Another important criterion that has been considered in this regard up to now is the accessibility and availability of the textbook so that the students can find it easily and soon. Other criteria are specific language functions, grammar and skills to fulfill the need of the learners.²⁵

This study decided the framework of textbook evaluation by referring to criteria for English textbook evaluation that determined by *BSNP*. After that, the researcher made some modification to those criteria to suit 2013 Revised Curriculum. Next, Those modified criteria were applied for evaluating the textbook.

²⁵Majid Amerian and Alimorad Khaivar, Textbook Selection, Evaluation and Adaptation Procedures, International , *Journal of Language Learning and Applied Linguistics World*, (Vol. 6, No.1, 2014).P.525.

Finally, some qualitative descriptions were added to clarify the judgements.

4. Content Standard Based on *BSNP* (The Agency of National Standard of Education)

Related to the analysis of the textbook, *BSNP* has released an evaluation process in the form of a rubric assessment to evaluate the properness and also the suitability of a textbook. The rubric assessment from *BSNP* is designed to qualitatively describe and assess any content related items and materials in a textbook then quantitatively coding it. According to *BSNP*, these are the appropriateness of the instruments in evaluating a textbook:

a. Appropriateness of Content

This instrument is divided into subcomponents as follows:

- 1) The appropriateness of the material with core competence and basic competence.
- 2) Substance of science and life skill.
- 3) Progress and develop of knowledge.

4) The diversity of social values.²⁶

b. Appropriateness of Presentation

This instrument is divided into subcomponents as follows:

- 1) Readable.
- 2) Compatibility toward language method and grammatical.
- 3) Logical language.²⁷

c. Appropriateness of Graphics

This instrument is divided into subcomponents as follows:

- 1) Book size/book format
- 2) Cover design
- 3) Contain design
- 4) Quality of paper
- 5) Quality of printing
- 6) Quality of binding.²⁸

²⁶BSNP Tahun 2014, *Instrument I Penilaian Buku Teks Pelajaran Bahasa Inggris SMA*.

²⁷BSNP Tahun 2014, *Instrument I Penilaian...Bahasa Inggris SMA*.

²⁸BSNP Tahun 2014, *Instrument I Penilaian...Bahasa Inggris SMA*.

The component analysis in English Textbook “Bahasa Inggris” for grade XI of senior high school 2013 Revised Curriculum was focused in content analysis. The component of content that analyzed included:

a. The Appropriateness Material Items With Core Competence and Basic Competence.

1) Material completeness

English lesson for eleventh grade should consist of phrases to carry out interpersonal communication with teachers and friends politely and caring. The expression for expressing experience and communicating honestly, disciplined, confident, and responsible in carrying out transactional communication in: expressing, asking, and responding to expressions to suggest / not do something with explanation; states and asks about: objects, actions / activities / events, supposing the occurrence / doing something that was not real in the past / now through the text of leaflets, banners, and factual reports.

Short, official and unofficial functional texts, such as leaflets, proverbs, riddles, poems and banners are used in functional communication that

shows responsible, caring, collaborative and peaceful behavior.²⁹

2) In-depth

In this criterion, the material presented in the textbook must contain at least all the subject matter in the aspect of the scope that supports the achievement of core competence and basic competence that have been formulated in the subject curriculum in question.

The material contained in the textbook contains explanations related to concepts, definitions, principles, procedures, examples, and training so students can recognize ideas or ideas, identify ideas, explain characteristics of a concept or idea, can define, arrange formulas / formulas / rules, construct new knowledge, and apply knowledge in accordance with the core competence and basic competence that have been formulated.

The material description must be in accordance with the cognitive, affective, and psychomotor domains demanded by core

²⁹BSNP Tahun 2014, *Deskripsi Butir Instrumen I Penilaian Buku Teks Pelajaran Bahasa Inggris SMA/MA.P.1.*

competence and basic competence. The level of difficulty and complexity of the material adjusted to the level of cognitive development of students.³⁰

b. The Accuracy of Material

1) Social function

In this criterion, the texts given in the book as well as the results of the exploration of students are directed at achieving social functions related to everyday life.

2) Structure and element of meaning

In this criterion, the texts given in the textbooks and the results of the exploration of students are directed at developing coherent and systematic thinking skills.

3) Linguistic feature

In this criterion, the texts given in the textbooks and the results of the exploration of students are directed at developing communication skills with accurate and acceptable language quality, in accordance with the ongoing communicative context and the type

³⁰BSNP Tahun 2014, *Deskripsi Butir Instrumen I...Bahasa Inggris SMA.P.2.*

of text used in order to achieve each of the intended social functions.³¹

c. The Learning Supporting Source

1) The relevance of the material with the sources

Teaching materials (text, tables, pictures, attachments, etc.) and learning learning for each type of text taken from sources relevant to the topic which is studied.³²

2) The development of life skill

Text and communicative actions motivate students to do several things for the development of life skills, the first is personal skills, that recognize the strengths and weaknesses of oneself and others, and develop themselves as independent individuals, social beings, and creatures of God, the second is social skills: cooperation, tolerance, respect for gender equality, peace and anti-violence in communicating and interacting with others.

The third is academic skills, explore and utilize information, solve problems, and make decisions in scientific work, and the last is vocational skills, have

³¹BSNP Tahun 2014, *Deskripsi Butir Instrumen I...Bahasa Inggris SMA.P.3-4.*

³²BSNP Tahun 2014, *Deskripsi Butir Instrumen I...Bahasa Inggris SMA. P. 5.*

the skills, attitudes, and skills needed to do certain jobs/professions.³³

3) The development of the diversity concept

Text and communicative actions motivate students to do several things to develop diversity concept, the first is respect for cultural diversity and pluralism of society, which includes various cultural, local, national and global values.

The second is awareness of the potential and wealth of the region to promote local and national potential/wealth, the third is appreciation of democratic values in accordance with the context of local socio-culture, and the last is understanding of national insights to develop love for the homeland, nation, and country.³⁴

³³BSNP Tahun 2014, *Deskripsi Butir Instrumen I...Bahasa Inggris SMA.P.6*

³⁴BSNP Tahun 2014, *Deskripsi Butir Instrumen I...Bahasa Inggris SMA.P.6*

CHAPTER III

RESEARCH METHODS

This chapter is about research methods which discussed the research design, source of the data, methods of collecting data, method of analyzing data, and credibility and dependability of the research.

A. Research Design

This research used descriptive qualitative research. It means to focus on how particular phenomena are represented.³⁵ Qualitative research is used because the researcher analyzed an English Textbook, which is done by describing the target of research which has been determined by *BSNP*.

There are several kinds of the descriptive qualitative study, one of them is document analysis, the specific analysis approach is called content analysis.³⁶ Content Analysis is the technique for analyzing the content of textbook materials consists of written, spoken, visual which

³⁵Klaus H. Krippendorff, *Content Analysis: An Introduction to Its Methodology*, (USA: Sage Publication, Inc, 2003). P. 16.

³⁶Donald Ary, et. al, *Introduction to Research in Education*, (Belmont:Wadsworth, 2009). P.443.

serve as a medium for communication.³⁷ Definition about content analysis is such as those which written by Lexy J. Moleong in *Methodologies Qualitative research*, Holsti express that content analysis is any technique is used to draw a conclusion by an effort to find the characteristic of the message and it is conducted objectively and systematically.³⁸ Content analysis based on the following characteristics are:

1. The text requires to be processed with the procedure which has been roughed out (formulated explicitly).
2. Text is processed systematically (which including the category and not including specification).
3. Text analysis process should give contribution to the theory (there is a theoretical relevance).
4. The analysis process relies on the description which is manifested.

³⁷Nisreen Jumu'a H.A, Micro and Macro Content Analysis of English Textbook Entitled "Mosaic One Listening and Speaking (Student's Book)" In The Light of Communicative Competence. *Advances in Language and Literary Studies, Journal of Advances in Language and Literary Studies* 8(2), 41. doi:10.7575/aiac.all.v.8n.2p.41.P.1.

³⁸Lexi J. Moeleong, *Metode Penelitian Kualitatif*,(Bandung: Remaja Rosdakarya,1999). P.220.

5. Using quantitative techniques (using a simple statistic because the researcher just needs numerical data from some categories that have been determined).³⁹

Based on the theory mentioned above, it can be concluded that the research design of analysis on the English textbook entitled “Bahasa Inggris” for Eleventh Grade.

B. Source of Data

The source of the data of this research was the English Textbook “Bahasa Inggris” for eleventh grade of 2013 revised curriculum.

C. Instrument of the Research

The instrument used to gather the data in this research is the checklist. The area in the checklist is based on the textbook evaluation criteria issued by *BSNP*. The checklist applied to answer the research questions is the checklists to evaluate the content aspect, the checklist is taken from the textbook evaluation criteria formulated by *BSNP*.

³⁹Noeng Muhadjir, *Metode Penelitian Kualitatif*, (Yogyakarta: Rake Sarasin, 1996). P.79.

D. Methods of Collecting Data

1. Documentation

Donald Ary said that document refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. The document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or of nonwritten records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.).⁴⁰

In this research, the documentation method was done by using three steps. First, referring criteria for English textbook evaluation issued by *BSNP* and making some modification to suit the 2013 revised curriculum. Second, deciding on the subjects, that is English Textbook “Bahasa Inggris”. Third, analyzing the

⁴⁰Donald Ary, et al, *Introduction To Research In Education*, (Belmont: Wadsworth, 2009. P.442.

textbook and interpreting the findings and stating conclusions.

2. Interview

Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses.⁴¹

According to Creswell, the researcher conducted a *One on One Interview*, because the researcher asks questions to and records answers from only one participant in the study at a time.⁴² The researcher interviewed English teacher at eleventh grade to know her opinion and her experience about English Textbook “Bahasa Inggris” for eleventh grade.

E. Methods of Analyzing Data

The data analysis in this research is the content/ items at English Textbook “Bahasa Inggris” for eleventh grade of

⁴¹Donald Ary, et al, *Introduction...* P.438.

⁴²John, W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc, 2012). P. 218.

2013 revised curriculum. This data is based on compatibility of items with core competence and basic competence and the accuracy of materials. This analysis was done by describing contents/ items and give note at English Textbook. Moreover, the steps analyses in this research are as follows:

1. Data Reduction

According to Miles and Huberman, with data reduction, the potential universe of data is reduced in an anticipatory way as the researcher chooses a conceptual framework, research questions, cases, and instruments.⁴³ In this step, the researcher reduced the data which are not appropriate with the conceptual framework, research questions about the content appropriateness. The researcher used the data which are appropriate with criteria in the textbook analysis by *BSNP*.

2. Data Display

Miles and Huberman stated that data display defined as an organized, compressed assembly of information that permits conclusion drawing and/or

⁴³Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, (Thousand Oaks: Sage Publications, Inc, 1994). P.11.

action taking, is a second, inevitable, part of analysis.⁴⁴ The researcher typically needs to see a reduced set of data as a basis for thinking about its meaning. In this step, the researcher displayed the data of the content appropriateness proposed by *BSNP* in assessing the textbook. It is organized as a checklist and description data.

3. Conclusion

“Conclusion drawing and verification involve the researcher in interpretation: drawing meaning from displayed data” (Miles and Huberman).⁴⁵ In this step, the researcher concluded the content appropriateness in English Textbook “Bahasa Inggris” based on textbook analysis criteria by *BSNP*.

To gain the result percentage, the researcher uses the formula by Purwanto as follows:

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

⁴⁴ Matthew B. Miles, A. Michael, *Qualitative Data ...* P.11.

⁴⁵ Matthew B. Miles, A. Michael, *Qualitative Data ...* P.11.

- P = Percentage
- F = Frequency
- N = The sum of frequency

The score percentage of assessment is categorized into assessment guidance of the following:⁴⁶

Table 3.1 Score Category Assessment

Percentage	Category
86% -100%	Very Aproprate
76% -79%	Appropriate
60% -59%	Enough Appropriate
55% - 59%	Less Appropriate
≤ 54%	Inappropriate

F. Credibility and Dependability of the Research

According to Matthew and Michael, triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, do not contradict

⁴⁶M. Ngalim Purwanto, *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*, (Jakarta: PT Remaja Rosdakarya, 2002). P. 42.

it.⁴⁷ Following Denzin's classic distinctions cited by Miles and Hubberman, Triangulation has four types as follow:

1. Data sources triangulation, which can include persons, times, places, etc.
2. Method triangulation, includes the observation, interview document.
3. Researcher triangulation, collecting the data from Investigator A, B, etc.
4. Theory triangulation: researcher needs to correcting the data with the previous theories.⁴⁸

To get the valid data, the researcher should be checking the data validity. In analyzing the data validity, the researcher uses triangulation by developing a strategy for combining the data collected with the instrument of the study, also interviewed with the English teacher of Eleventh grade. After that, the data were confirmed and consulted to the thesis advisor.

⁴⁷Matthew B. Miles, A. Michael, *Qualitative Data ...* P.11.

⁴⁸Matthew Miles, Michael Huberman, Johnny Sadana, *Qualitative Data Analysis: A Methods Sourcebook*, (USA: Sage Publications, Inc, 2014) P. 262-263.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher delineates the data collected and the result of data analysis. Generally, the objective of this research is to figure out the appropriateness of English Textbook “Bahasa Inggris” for eleventh grade based on the content standard of 2013 Revised Curriculum by *BSNP*.

A. The General Description of English Textbook “Bahasa Inggris” for Eleventh Grade

1. The Profile of English Textbook “Bahasa Inggris” for Eleventh Grade

The main object of this research is English Textbook “Bahasa Inggris” for Eleventh Grade. This book is prepared by the government to support the implementation of 2013 Revised Curriculum.

The thickness of English Textbook “Bahasa Inggris” for Eleventh Grade is 170 pages. The script is contributed by Mahrukh Basir and published by Ministry of Education and Culture copyright 2017 in Jakarta. It has been edited by Emi Emilia and Helena I.R Agustien. Then this book is reviewed by Lina Mulyanti. The

Publishing Supervisor is The Center for Curriculum and Books Pusbukur, Balitbang, Kemendikbud).

2. The General Description of The content of English Textbook “Bahasa Inggris” for Eleventh Grade

a. The General Description of the Textbook

English Textbook “Bahasa Inggris” for Eleventh Grade is compiled with the National Curriculum to create the learning method in 21th Century which emphasizes the active learning to make the students active and creative in learning English.

It consists of 8 Chapters and 7 Enrichment, those are Offers and Suggestions, Opinions and Thoughts, Party Time, National Disaster-An Exposition, Letter Writing, Cause and Effect, Meaning Through Music, and Explain This!, and the enrichment, those are Can Greed Ever be Satisfied, Bullying: A cancer that Must be Eradicated, Hopes and Dreams!, Vanity, What is Thy Price?, Benefit of Doubt, The Last Leaf, and Father of Indonesian Education.

b. The Description of the Chapter of the Textbook

1) Pre-Activity

Pre-activity is meant as an introduction activity to activate students' background knowledge and to draw up the student to follow the learning process. Most activities of pre-activity are conversations and text related to the materials.

2) Building Blocks

Building blocks is meant as the core material of the chapter, it consists the brief explanation about the linguistic features and the examples and the implication in daily activities includes the vocabularies, diction, and pronunciation.

3) Let's Practice

Let's practice is meant as the exercises to check the students understanding about the linguistics features that learned in building blocks.

4) Active Conversation

Active conversation is meant to give the students opportunities to actively express their thoughts and opinions according to the concepts and the context. This activity gives the students

opportunities to analyze and understand others thought. This activity also provides a large space for students to develop critical thinking skills.

5) Writing Connection

Writing connection is meant to train the students to express their ideas or ideas in written form. Students are also accustomed to applying the stages of writing until they succeed in producing writing that is appropriated with the conditions set by the teacher / requested.

6) Let's Create/ Contribute

Let's create/ contribute is meant to familiarize students to apply the knowledge they have learned. Students are trained to care about the environment and critical thinking to give something beneficial to their environment, at least their school environment. Teachers must give freedom to students to imagine and create. The activities in this section aim for the students to working together and collaborating in groups to produce a thought or work and build strong interpersonal relationships among members of the class community.

7) Formative Assessment

Formative assessment is meant to the students to know their strength and weakness about the lesson in each chapter.

c. The Description of the Enrichment of the Textbook

1) Pre-reading activities

Pre-reading activities divided into two sub-components, those are Personal Connection and Genre Connection. Personal connection meant to stimulate the students to make the correlation between their personality and the environment. Genre connection meant to give the students information about the genre about the text that will be learned.

2) Reading activity

Reading activity meant to explain the technique of reading process.

3) Post-reading activity

Post-reading activity is meant to make the students participate in showing their ideas according to the text, the purpose of this activity is

to involve the students in oral to tell their understanding of the text.

4) Personal journal writing

Personal journal writing is meant to facilitate the students to write or makes a reflection about their minds.⁴⁹

B. The Description of the Material of English Textbook “Bahasa Inggris” for Eleventh Grade

The English Textbook “Bahasa Inggris” for Eleventh Grade consists of 8 chapters and 7 enrichments. Those are:

1. Chapter 1: Offers & Suggestions

Learning material in chapter 1 is divided into some sub-chapters, those are:

- a. Pre-activity: Conversation
- b. Building blocks: Suggestion and Offering expression, modal verb.
- c. Let’s practice
- d. Active conversation: Think Pair Share technique

⁴⁹ Nurhasanah, Mahrukh Bashir, *Buku Guru Bahasa Inggris*, (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), P. Vii.

- e. Writing connection: write a dialogue in pairs using suggestion and offers
- f. Let's create/contribute: Make a poster/postcard in pairs to share the ideas and suggestion to improve the English environment in the School.
- g. Formative assessment

2. Chapter 2: Opinions & Thoughts

- a. Pre-activity: Conversation
- b. Building blocks: Agreeing and Disagreeing opinion
- c. Let's practice
- d. Active conversation: Complete the conversation
- e. Writing connection: Create a dialogue with the chosen topic
- f. Let's create /contribute: Students conducting an interview with a partner about a social issue, then present the work in the form of role-play, a poster, a movie or a PowerPoint presentation.
- g. Formative assessment

3. Chapter 3: Party Time

- a. Pre-activity: a text of excerpt of the play
- b. Building blocks:
 - 1) Types of Invitation
 - 2) Acceptance, declining and responding card

- c. Let's practice
- d. Active conversation: Students create dialogues to accept and decline invitations in pair.
- e. Writing connection: Students write a formal invitation to the brother's wedding
- f. Let's create/contribute: Students with the partner create a formal invitation for the head school and the head of the district. Design and create a formal invitation card template.
- g. Formative assessment

4. Chapter 4: National Disaster-An Exposition

- a. Pre-activity: A text about global warming
- b. Building blocks:
 - 1) Analytical Exposition text
 - 2) Language features of analytical exposition text
- c. Let's practice
- d. Active conversation: Students give their arguments about issues provided, and discuss with the partner.
- e. Writing connection: Students write an analytical exposition text on any of the recent issues in the media.

- f. Let's create/contribute: Students choose one of the activities between to write an exposition text or create a pamphlet or a movie.
- g. Formative assessment

5. Chapter 5: Letter Writing

- a. Pre-activity: A letter
- b. Building blocks: Personal letter, linguistic features
- c. Let's practice
- d. Active conversation: Students create a dialogue using the role-play approach
- e. Writing connection: Students write a letter
- f. Let's create/contribute: Students write a letter
- g. Formative assessment

6. Chapter 6: Cause and Effect

- a. Pre-activity: Conversation
- b. Building blocks: Cause and Effect, due to because of, and thanks to
- c. Let's practice
- d. Active conversation: Students write a conversation and to the role play.
- e. Writing connection: Students create a dialogue with the provided topics

- f. Let's create/contribute: Students with the partner write an essay, then present in the forms video, comic strip, PowerPoint presentation, or blog.
- g. Formative assessment

7. Chapter 7: Meaning Through Music

- a. Pre-activity: Song
- b. Building blocks
- c. Active conversation: In a group, students discuss song, poems, singer and poets.
- d. Formative assessment

8. Chapter 8: Explain This!

- a. Pre-activity: text
- b. Building blocks: Explanation text, Passive voice
- c. Let's practice: Students write an explanation text with the opening statement provided
- d. Active conversation: Students write an explanation text with the topics provided and present it in class
- e. Writing connection: Students write an explanation text
- f. Let's create/contribute: students create a video, PowerPoint presentation, poster or a pamphlet to educate people about the formation of tsunami or earthquake

g. Formative assessment

9. Enrichment 1: Can Greed Ever be Satisfied

a. Pre-reading activities

1) Personal connection: students made wishes and shared it to the teacher and classmates

2) Genre connection: explanation about the folklores genre

b. Reading activity: the text of “The Enchanted Fish”

c. Post-reading activity: students answered the questions about the text in reading activity, students shared their opinions and reaction with the teacher and classmates.

d. Personal journal writing: according to the text, students tried to be thankful.

10. Enrichment 2: Bullying: A cancer that must be eradicated

a. Pre-reading activities

1) Personal connection: students shared their opinions on the issues of bullying

2) Genre connection: explanation about opinions

b. Reading activity: the text of “Bullying: A cancer that must be eradicated”

- c. Post-reading activity: students answered the questions about the text in reading activity, students shared their opinions and reaction with the teacher and classmates.
- d. Personal journal writing: students gave a motion of being bullied, students shared their feeling and what would they did about it.

11. Enrichment 3: Hopes and Dreams!

- a. Pre-reading activities:
 - 1) Personal connection: students mentioned their hopes and aspirations.
 - 2) Genre connection: explanation about public speaking.
- b. Reading activity: the text of “President Sukarno of Indonesia”.
- c. Post-reading activity: students answered the questions about the text in reading activity, students shared their opinions and reaction with the teacher and classmates.
- d. Personal journal writing: students shared their ideas about why students and dreams are necessary for success.

12. Enrichment 4: Vanity, What is Thy Price?

- a. Pre-reading activities
 - 1) Personal connection: Students wrote expression of “borrow and find something”.
 - 2) Genre connection: Explanation about a play.
- b. Reading activity: text play of “Vanity and Pride”.
- c. Post-reading activity: Students answered the questions about the text in reading activity, students shared their opinions and reaction with the teacher and classmates.
- d. Personal journal writing: According to the text given, students asked to shared their ideas about being honest is very important in life.

13. Enrichment 5: Benefit of Doubt

- a. Pre-reading activities
 - 1) Personal connection: Students wrote the example of thankful for their lives. Students shared their feeling related to the topics provided in the text
 - 2) Genre connection: Explanation about the personal letter.
- b. Reading activity: The text of “Letter to God”.

- c. Post-reading activity: Students answered the questions about the text in reading activity, students shared their opinions and reaction with the teacher and classmates.
- d. Personal journal writing: students wrote a diary according to the topics provided.

14. Enrichment 6: The Last Leaf

- a. Pre-reading activities
 - 1) Personal connection: Students shared their ideas related to the topics provided in the text.
 - 2) Genre connection: Explanation about short story.
- b. Reading activity: The text of “The Last Leaf”.
- c. Post-reading activity: Students answered the questions about the text in reading activity, students shared their opinions and reaction with the teacher and classmates.
- d. Personal journal writing: students wrote their ideas related to the topic provided.

15. Enrichment 7: Father of Indonesian Education.

- a. Pre-reading activities
 - 1) Personal connection: Students shared their ideas related to the topics provided in the text.
 - 2) Genre connection: Explanation about biography.

- b. Reading activity: The text of “ Life and Times of Ki Hajar Dewantara”
- c. Post-reading activity: Students answered the questions about the text in reading activity, students shared their opinions and reaction with the teacher and classmates.
- d. Personal journal writing: students wrote their ideas related to the topic provided.

C. The Analysis of English Textbook “Bahasa Inggris” for Eleventh Grade

Content analysis in English Textbook “Bahasa Inggris” for Eleventh Grade divided into three subcomponents. Those are the compatibility of material items with the core competence and basic competence, the accuracy of the material, and learning supporting source.

1. Chapter 1: Offers and Suggestion

Table 4.1
The content appropriateness in chapter 1 “Offers and Suggestion”

Sub-component	Items	Scoring			
		1	2	3	4
The compatibility with Core	Completeness			√	
	In-depth				√

competence and Basic competence					
The Accuracy of the Material	Social function				√
	Element and Structure of Meaning				√
	Linguistic Features				√
Development of Diversity Concept	Relevance			√	
	Development of life skill				√
	Development of Diversity Concept		√		
Total		0	1	2	5

In this chapter, Offers and Suggestion is taken as the topic that mostly taught in this chapter. Therefore, the text creation tends to focus on the Offers and Suggestion, such as the conversation of asking and giving and in the exercises provided. In this chapter, some of the greeting of accepting and declining offers and suggestion expression were taught. Meanwhile, the exercises developed from the topic that quite close to the student daily life. The exercises also formulated toward student active learning.

a. Compatibility Materials with Core Competence and Basic Competence

1) Completeness

In the lesson of chapter 1, the completeness that requires some texts to be taught as transactional text, interpersonal text, and functional text, has been already in line with Core competence and Basic competence in 2013 revised curriculum. Therefore the researcher scored 3 in the part of completeness. The researcher scored 3 for the completeness because this chapter did not provide functional text, only transactional text and interpersonal text presented related to the basic competence.

Additionally, not only provided with the texts required, but this chapter also encouraged the student to learn the lesson in an active way as discussion used Think Pair Share technique. It can be explained on page 14. Especially in speaking skills, the students are trained well to be more active as on page 14 to share the discussion outcome with teacher and friends. There was a narrative text on the enrichment, but narrative text did not mention on the basic competence requirement, it was only of the student's exploration text.

The Think Pair Share technique can be seen in the following picture on page 14.

Picture 4.1 Think Pair Share Activity

D Active Conversation

Use the thinking technique, “**THINKPAIRSHARE**” to offer and suggest a solution to the problem given below.

You came to know that your friends had a fight. They are not on talking terms for some time now. Since you are a common friend, it is difficult for you because you want to hang out with both of them but they can't stand each other. You have to find a way to offer and suggest a solution so that the fight is over.

THINK
About the suggestions and offers you can make to solve the problem.

PAIR
In pairs, discuss the best suggestions and offers. Give at least four.

SHARE
Then share the outcome of your discussion by acting it out in front of your teacher and classmates.

2) In-depth

All four criterion in depth of materials were successfully implemented. Therefore, the researcher scored 4 for this criterion. In exposure, this chapter developed the material into any other related materials as on page 2 to 7. On page 10 and 11, it can be seen that is not the only topic developed that encouraged the student to explore more expression, the guidance in giving the explanation for the materials was also clearly guided and introduced (retention).

On page 12, 13 and 14 the text guided the students to develop their language skills in an activity of writing and discussion. It also stimulated the student to produce their productive skills in oral or written which is demanded as part of communicative skills that should be mastered (production). On page 16, the text guided the students to develop their ideas through the discussion and produce a text that related to their daily life (extension).

b. The Accuracy of Material

1) Social functions

This chapter is dominated by the topic offers and suggestion. This topic is introduced through conversation and added with folklores on enrichment which is developed into further other related texts and some exercises as a functional communication. The interpersonal communication taught on page 10, and 11 and equipped with some exercises that stimulated students to interact with the other students. Moreover, in order to fulfill the requirements, transactional communication also promoted through several explanation and exercises as on page 12 to 16, and 120 and equipped briefly in the enrichment text. Consequently, the researcher scored 4 for this criterion.

2) Element and structure of meaning.

The generic structure required in the appropriateness of content is successfully implemented. In order to emerge the systematical way of thinking to the students, the specific conversations, on page 9 to 15 led the students to analyze and memorizing the way to express the offers and suggestion expression with others. Then students led to practice through did the exercise or following an activity such as on page 14. On page 114, the enrichment activity of the textbook also shows how to express the expression of offering and suggestion related to the functional text. Therefore, this consideration made generic structure get score 4 for its implementation.

3) Linguistic features

The language used in chapter 1 is acceptable and polite. The topic took also provides the student with the language that's commonplace heard and seen in students' life as on page 2, 3, and 12 specifically in the conversation text. Especially in the lesson of offers and suggestion, the language was light and really easy to found in students daily life. Hence, the explanation above, the language feature got 4 scores for its fulfillment in this chapter.

c. Supporting Materials

1) Relevance

This chapter represented the phenomena in real life, especially for the conversation and example of the expression. On page 2 the text is illustrated by the clear and quite up to date picture with the different color line of each dialogue. The material concept designed as colorful notes on pages 4 to 7 also eased the student to understand the lesson.

Additionally, the table contains the structure of the expression and responding to offers and suggestion is very helpful because the highlight next to the table will give the students hints in comprehending the structure of expression offers and suggestion. The provided pictures were quite relevant and provided the detail information for the sources, but selected pictures on page 16 did not add with the year of the source. According to the explanation above, in terms relevance of material the researcher put score 3.

2) Development of life skills

Choosing discussion as part of student activity in this chapter is the outstanding part as on page 14. The activity was suitable to develop the students' skills, especially in skill of sharing the ideas with others. Hence, the researcher interpreted the use of discussion

is very good because, through this activity, students will practice what they have learned actively. The impact was absolute affecting many student life skills as self-esteem, communication skills, language skills, etc.

Additionally, through discussion activity, students can develop their own academic potential, such as understanding more about the topic, reading and learning more information before they think and share their ideas. Another essential point, this chapter also provided the student to know more about their own capability after the lesson finished by answering a few of reflection questions as on page 17 and page 121 in the enrichment activity. Therefore, It makes this fulfillment of development skills is worth to get score 4.

3) Development of diversity concept

In this chapter, the development of diversity concept is unsuccessfully implemented for 4 aspects required, and only 2 out of 4 requirements were available and easy to find. The assignment on page 14 to 16 also contains the elements that motivated the students to appreciate the value of democracy in order to develop the diversity concept in the social and cultural context.

The exercises on page 14 to 16 led the students to do assignments as a group which required students to

respect each other and solve the problem as teamwork. But, for the 2 other requirements were not inserted in this chapter. The example of postcard on page 16 contains a picture of traditional market in Indonesia, and it showed the requirement of developing local potency for chapter 1. Therefore, the researcher scored 2 for the development of diversity concept in this chapter.

According to the explanation above, only 5 out of 8 criterion comply with the requirements of the appropriateness of the content. The material completeness has score 3. The criterion with the lowest score is in the development of diversity concept which has score 2. Consequently, this chapter has a good quality of the lesson that suitable with 2013 revised curriculum especially in terms appropriateness of the content.

2. Chapter 2: Opinions and Thoughts

Table 4.2

The content appropriateness in chapter 2 "Opinions and Thoughts"

Sub-component	Items	Scoring			
		1	2	3	4
The compatibility with Core competence and Basic competence	Completeness				√
	In-depth				√

The Accuracy of the Material	Social function				√
	Element and Structure of Meaning				√
	Linguistic Features				√
Development of Diversity Concept	Relevance			√	
	Development of life skill				√
	Development of Diversity Concept		√		
Total		0	1	1	6

Chapter two contains some of the activities and materials related to the previous chapter, this chapter discussed still the material expression, but in this chapter is about *Opinions and Thoughts*. In other words, the theme is continued from chapter one, but in this chapter, mostly talking about the expression of *Opinions and Thoughts*. The materials in this chapter were almost the same as chapter 1.

a. Compatibility Materials with Core Competence and Basic Competence

1) Completeness

The completeness in this chapter is very good. The researcher scored 4 for the completeness because this chapter provided functional text, transactional text and interpersonal text, which is as the basic

requirements of completeness criterion. Additionally, not only provided with the texts required but in this chapter also encouraged the student to learn the lesson in an active way as interview.

It can be explained on page 30. Especially in speaking skills, the students are trained well to be more active in collecting others source of information, as still on page 30, the students speaking skill are trained in role play conversation, also the writing skill on reading skill on identifying the English newspaper activity.

The forced of material expression also thought on page 21 to24, with the several examples of expression provided. But, the chapter has been compiled only with 2 types of texts required, the functional text of this chapter did not provide on the chapter. The functional text presented on the enrichment as analytical exposition text, which explored the students about the *Opinion and Thoughts* in text

2) In-depth

In chapter 2, the criterion of in-depth have been already fulfilled and successfully developed. For the exposure, it can be seen on page 30. This chapter used interview as the assignment which asks students to find out another information to develop their understanding of the topic discussed. Then the students required to

produce on a written text. The students' production of learning depends on the assignment provided.

The production can be either oral or written or both. For oral production, it was seen on page 28 and 29. Then for the written production, it can be seen on page 27 and 28. The retention of text formation as another one of criterion in-depth of the material was already compiled too. Its explained on page 20 for social the functions, 21 for the grammar, 21 to 24 for structure on the text, and page 22 to 23 for the linguistic features. Because of the development, this chapter is worthy of getting score 4 in terms of in-depth materials.

Example of written and oral production can be seen on the picture below.

Picture 4.2 written and oral exercise in chapter 2

D Active Conversation

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

Buying a New Car

I think we should buy a new car.

Why? Our old car is fine and functional.

Banning of Cigarettes

I believe that smoking should be banned.

I don't think I agree with you.

b. The Accuracy of Material

1) Social functions

This chapter is almost the same as chapter 1, but this chapter dominated the topic of *Opinions and Thoughts*. This topic introduced through conversation, and discussion text which is developed into further other related texts and some exercises as a functional communication.

The interpersonal communication is taught on page 30 that provide with interview activity that stimulated students to get more information from the source, and in order to fulfill the requirements, transactional communication is also promoted on

exercises as on page 27 and 28, the students systematically forced to make dialogue with their partner. The functional communication found on the enrichment text, the discussion text presented well with the interesting topic. Consequently, the researcher scored 4 for this criterion.

2) Element and structure of meaning.

The generic structure required in the appropriateness of content is successfully implemented. In order to emerge the systematical way of thinking to the students, in the transactional communication on page 27 led the students to analyse the way to express the opinions and thoughts expression with friends by complete the conversation, then students led to practice through the role play activity and did the following exercises on page 28.

Interactive of interpersonal activity can be seen on page 30, by conducting the interviewed by the topics given. On page 126 in enrichment activity, the textbook also showed how to express the expression of opinion and thoughts related to the functional text, the discussion text about “Bullying: A Cancer that Must be Eradicated” successfully implemented the generic structure of discussion text, the text followed with discussion and questions activity, in order to led the

students to mastering the content. Therefore, these considerations made generic structure got score 4 for its implementation.

3) Linguistic features

The language used in chapter 2 is accurate and acceptable. In order to make the students understand about the expression of opinion and thoughts on the explanation on page 20 to 24, a text book provided the explanation about expressions of opinion and thoughts through discussion text in the enrichment. The most language used in this chapter is common for students daily life, as the sequence of topics, example of asking, giving, agreeing and disagreeing opinion.

In the transactional text, the selected words used is light, polite and acceptable as provided on exercises page 25 to 26, the students asked to differentiate the polite and impolite expression of opinion. Therefore for linguistic feature, having 4 is worth if we look through the considerations above, because it has very good linguistic features implementation.

c. Supporting materials

1) Relevance

The criterion of relevance is successfully implemented. This chapter presented the phenomena in real life, especially for the conversation and example of

the expression. On page 19 and 20, the text is illustrated by the clear and quite up to date picture with the different color line of each dialogue. So the picture on enrichment that illustrated the topic of the text, but the picture provided did not add with the source and the year. The material concept on page 20 to 24 designed as the monologue of the kind of opinions and thoughts expressed that ease the student to understand the lesson.

Additionally, the table that explained the structure of expression and responding to opinions and thoughts is very helpful because the highlight next to the table will gave the students hints in comprehending the structure of the expression of opinion and thoughts. This chapter also provided with the *Did You Know* box, as the additional information about the material. According to the consideration above, in terms of the relevance of material, the researcher put score 3.

2) Development of life skills

Choosing an interview as part of student activity in this chapter is the outstanding part as on page 30. The activity is suitable to develop the students' skills, especially in the skill of seeking information through interviewing others person. Hence, the researcher interpreted the use of the interview is very good

because, through this activity, students will practice what they have learned actively.

Another essential point, this chapter also led the student to know more about their capability after the lesson finished by answering a few of reflection questions as on page 31 and page 127 in the enrichment activity. Therefore, It made this fulfillment of development skills is worth to got score 4.

3) Development of diversity concept

In this chapter, the development of diversity concept is unsuccessfully implemented for 4 aspects required, and only 2 out of 4 requirements are available and easy to find. The assignments on page 19 and 27 contain the elements that motivated the students to appreciate the value of democracy in order to develop the diversity concept in the social and cultural context through the discussion activity.

The exercises on page 14 to 16 led the students to did an assignment as a group which required students to respect each other and solve the problem as teamwork. However, for the one requirement provided is the understanding national knowledge in order to emerge students' love homeland as found on page 30, the assignment given choosing the topic about corruption, it will be good because it will stimulate the students

critical thinking related to the nationality. Therefore, the researcher scored 2 for the development of diversity concept in this chapter.

It can be concluded that based on the explanation of the findings above, this chapter already fulfills the criterion required for appropriateness of content. 6 out of 8 criterion are already implemented with score 4, and one criterion have score 3, another one criterion has score 2. Therefore, this chapter can be used as the materials to teach English because of its fulfillment.

3. Chapter 3: Party Time

Table 4.2

The content appropriateness in chapter 3 “Party Time”

Sub-component	Items	Scoring			
		1	2	3	4
The compatibility with Core competence and Basic competence	Completeness				√
	In-depth				√
The Accuracy of the Material	Social function				√
	Element and Structure of Meaning				√
	Linguistic Features				√
Development of Diversity Concept	Relevance				√
	Development of life skill				√

	Development of Diversity Concept			√	
Total		0	0	1	7

At the beginning of chapter 3, students showed with the combination of role play and invitation cards, and it will be the good stimulation in chapter 3 that has the topic "Party Time" because this chapter discussed formal invitation as listed in the basic competence.

a. Compatibility Materials with Core Competence and Basic Competence

1) Completeness

This chapter developed the interpersonal, transactional and functional text. This can be seen on page 38 to 40. This part of the text is developed to help students trained their ability in creating and using the invitation letter. This chapter successfully developed a daily interpersonal and transactional text in real life. Besides, on page 34 to 37 can be found a text for introducing and describing language features of invitation letter, and in page 39, 42 and 43 develop a text on how to make invitation letter.

As on page 20, it practised of creating a conversation between people. Reading skill also trained

in enrichment, there provided analytical text as listed on rubric assessment by *BSNP*. Although the text is suitable with the chapter, but it helped the students in explored their reading skill. It is very good because all texts and exercises were developed in all skill based exercise. Therefore, the completeness in chapter 1 scored 4.

2) In-depth

All four criterion in depth of materials were successfully implemented. Therefore, the researcher scored 4 for this criterion. In exposure, this chapter already developed the material into any other related materials as on page 38 and 39. The topics on page 38 and 39 developed from one to another. On page 34 to 37, it can be seen that is not only topic developed that encouraged the student to explore more example of invitation, the guidance in explaining the formal invitation was also clearly guided and introduced (retention).

On page 41 to 42, the text guided the students to develop their writing skills in an activity of writing dialogue and formal invitation (production). On page 43, the assignment guided the students to develop their ideas by inviting important people by creating their personal letter in pair and completed with the card template (extension).

b. The Accuracy of Material

1) Social functions

The exercise and explanation of the lesson developed in this chapter presented through the topics of a formal invitation. Interpersonal communication can be seen in the discussion activity on page 33, students stimulated to get the information about the excerpt of the role play given. Transactional communication, students asked to make the dialogue as on page 41, the dialogue used the expression of accepting and declining invitation.

Functional communication provided either in the enrichment text. Because the text provided in the enrichment is analytical exposition text that is not related to the theme of the chapter but it listed as the functional text on the assessment criterion by *BSNP*. Based on the suitability in this chapter with the requirements of social function, 4 is the score for this chapters' social functions.

2) Element and structure of meaning.

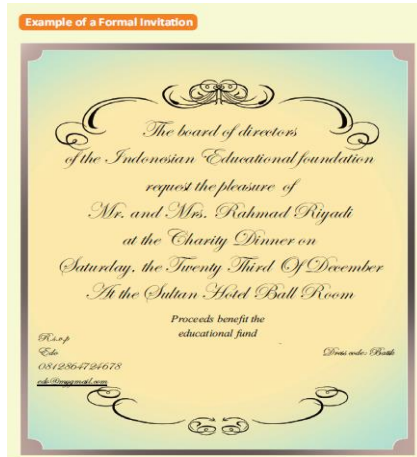
The generic structure required in the appropriateness of content is successfully implemented.

In order to emerge the systematical way of thinking to the students, on page 33 stimulated the students about the material through discussion. The transactional communication as on page 41 led the students to analyze and memorizing the way to express the accepting and declining expression of formal invitation with others. Then students led to practice through did the exercise or following an activity such as on page 14.

On page 43, the exercise asked the students to work in pair in creating a formal invitation. The functional communication provided on enrichment text, the hortatory exposition text presented is clearly provided the thesis and argument followed the recommendation according to the context. Therefore, these considerations made generic structure scored 4 for its implementation.

Example of formal invitation on chapter 3. It can be found on page 36.

Picture 4.3 formal invitation



3) Linguistic features

The language used in chapter 3 is acceptable and polite. The topic of formal invitation taken also provides the student with the language that's common place heard and seen in students' life as on page 36 to 37 and 41 to 42. Especially in the term of accepting and declining formal invitation, the language was light and really easy to found in students daily life. Hence, the explanation above, the language feature got 4 scores for its fulfillment in this chapter.

c. Supporting Materials

1) Relevance

This chapter presented the invitation letter, especially for the formal invitation. On page 36 and 37 the example of formal invitation are presented well, but

there were no source provided. On page 34, the material concept showed in colorful notes and tables. Additionally, the table contains types of formal invitation, common format of a formal invitation, social function, linguistic characteristics, format layout, and, common format of a formal invitation, and way of organizing information, it was very helpful because the highlight next to the table will give the students hints in comprehending the formal invitation.

The provided pictures in enrichment were quite relevant and provided the detail information for the sources, even though the pictures were not up to date, but it relevant with the topics that discussed something in the past. This chapter also provided with the *Did You Know* box, as the additional information about the material. According to the explanation above, in terms relevance of material, the researcher put score 4.

2) Development of life skills

The analyzing of development of life skills in this chapter showed the result that some of the texts in this chapter potentially motivate students to develop life skills. As in personal skills on page 44 the students have to put the mark in the right place

in the table of reflection in order to know their own strength and weakness in this lesson that studied, also the next plan to face the difficulties about the material in this chapter. Moreover, on enrichment activity on page 133, students have to respond as the reflection of the topic provided.

In developing social skills, as on page 33, the students discussed the questions provided in good communication use and tolerance to the others. In developing academic skills, the implementation can be seen on page 41 to 43. Through this exercise, students will explore their ability to use and making a formal invitation. In developing vocational skills, the implementation can be seen on page 43, the students asked to make a formal invitation for the specific purposes added with the format invitation card template. The 4 criterion complied the requirement. Therefore, score 4 is worthy for this development of life skills.

3) Development of diversity concept

In this chapter, the development of diversity concept is successfully implemented for 4 aspects required, and 3 out of 4 requirements are available and

easy to find. The group work assignment on page 43 contained the elements that motivated the students to appreciate the value of democracy in order to develop the diversity concept in the social and cultural context.

The finding showed that understanding national knowledge to emerge students' love homeland provided in this chapter, and it can be seen on page 130. The students were faced the topics with the title "President Soekarno of Indonesia: Speech at the Opening of the Bandung Conference, April 18, 1955", and answer the discussion question provided, in the other hand, the students will learn about the historical moment of Indonesia, and developed their nationalism through its context.

In developing local potency, it can be seen on page 36, the invitation asked the guest to wore batik in the event held. Therefore the researcher gives 3 for the reason it is containing 3 out of 4 activities that motivate students to develop the diversity concept.

To sum up chapter 3, the researcher uses a clear explanation above. This chapter can be said to have met

the criterion required for appropriateness of content in 2013 revised curriculum. Because the findings show 7 out of 8 criterion that comply the requirements with score 4 and development of diversity concept criterion has the lowest score that is 3. Therefore, this chapter successfully implementing the 2013 revised curriculum in terms of appropriateness of the content.

4. Chapter 4: Natural Disasters-An Exposition

Table 4.4
The content appropriateness in chapter 4 “Natural Disasters-An Exposition”

Sub-component	Items	Scoring			
		1	2	3	4
The compatibility with Core competence and Basic competence	Completeness				√
	In-depth				√
The Accuracy of the Material	Social function				√
	Element and Structure of Meaning				√
	Linguistic Features				√
Development of Diversity Concept	Relevance			√	
	Development of life skill				√

	Development of Diversity Concept		√		
Total			1	1	6

Chapter four contains some of activities and materials that relate to the theme *Natural Disasters-An Exposition*. In the first page of chapter 4, there was a text about *Global Warming* and its causes. The materials in this chapter developed into several parts based on students' need as part of writing, speaking, reading, grammar and explanation text. Additionally, the topics given in this part is almost about the natural environment. In the other part, related to the topics, the students enhanced to be more awareness with the environment.

a. Compatibility Materials with Core Competence and Basic Competence

1) Completeness

The completeness material in chapter four required some text to be thought as transactional text, interpersonal text, and functional text, has been already in line with core competence and basic competence the 2013 revised curriculum.

Therefore the researcher scored 4 in the part of completeness. The researcher scored 4 for the completeness because this chapter provided functional text, transactional text and interpersonal text, which is as the basic requirements of completeness criterion. This chapter explored deeply about explanation text that's categorized as functional text related to requirement in basic competence.

Additionally, not only provided with the texts required, but this chapter also encouraged the student to comprehend the material through the exercises provided. The exercises are the texts developed from the up to date and relate topics differently, so the students trained well to be more creative in written or oral activity as on page 52 to 59, the students asked to do, the different exercises related with the explanation text.

2) In-depth

In this chapter, sufficient texts and exercises developed in order to fulfill in-depth criterion. On page 52 to 56, exposure can be found. The

exercises provided forced the students to explore other relevant text related to the topics given.

The second one is retention, of text formation, which has to contain social function, structure and linguistic feature. This chapter implemented those criterion well, as the example on page 47 to 51 for the social function and language features for the explanation text, on page 50 for text organization following with the mental verbs, conjunctive relations, generic reference, expert opinion also the present tense, the last is on page 142, about comprehend the text of its context.

The third one is production, and the fourth one is the extension. Both production and extension were successfully developed through some of the exercises as on page 59 and 143 for writing skill development. According to the considerations above, the criterion for this chapter scored 4 for its fulfillment.

b. The Accuracy of Material

1) Social function

The exercise and explanation of the lesson developed in this chapter presented through the

topics of the natural environment. In order to fulfill the requirement of the social functions, this chapter used the theme *Natural disasters-An Exposition*, which happened in students' life. Because the theme is common around the environment, so related topics used as well. On page 52, 56 and 59, the functional text successfully presented and developed into students' exercises for practicing their comprehension about the text.

On page 54 and 55 there was a transactional text to tell the students about expressions of asking and giving issues and argument that usually used in daily life and to learn how to express them through practicing in the dialogues. Based on the suitability in this chapter with the requirements of social function, 4 is the score for social functions.

2) Element and structure of meaning.

Interactive dialogue in this chapter well implemented. As on page 53 to 55, this transactional text contains interpersonal expressions which have to be mastered by the student. The students asked to make conversation using expression about asking and giving argument

and issues. This dialogue is interactive because it uses light common language and also the topic selected easily found in daily life. In analytical exposition text on page 50, the elements of recount text are inserted and then explained. Then, the text became interactive in exercises on page 52, 56 and 59.

The elements that fulfilled the requirement of analytical exposition text in this chapter were an orientation in part of the topics and argument that follows with elaboration and conclusion. Additionally, the discussion and explanation of tenses also taught. With this fulfillment, the researcher gave 4 for the criterion of element and structure of meaning.

Example of an analytical exposition text on chapter 4, it can be found on page 50.

Picture 4.4 Example of an analytical exposition text

Example of an exposition text		
Text Organization	Banning of motorbikes is necessary in housing areas.	Language Features
Introduction (Thesis statement)	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.	Mental verbs I think I believe
Argument 1 + elaboration	First of all , I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently , long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	Conjunctive relations First of all Secondly Causal conjunctions Consequently
Argument 2 + elaboration	Secondly , according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	Generic reference Accidents

3) Linguistic features

The language used in this chapter among the texts is polite and accurate with its goals. The text selected is also suitable to achieve its social function. As on page 47, besides the language is accurate and polite, the theme selected is packaged in the good presentation in explanation text. So, it

will emerge a communicative context for the students to understand deeply.

In the other hand, it also happened in the transactional text presented on page 54 and 55. In order to master the asking and giving for argument and issues expressions, these exercises asked the students with polite, and certain topics and the context makes sense as the real condition. Therefore this chapter is worthy of having 4 for its linguistic feature.

c. Supporting Materials

1) Relevance

This chapter supported by the pictures and tables that relevant to the topic discussed for each part. However, for the picture selected on page 46 is not up to date because the picture was taken from the source in 1978 and 2004. While at the same time, the similar picture can also be cited with the latest source from the internet or another source, for the other picture were quite relevant, and there were provide the detail information for the sources. The researcher assumed the pictures are relevant because they can be seen on

enrichment on page 136, 138 and 141. In the role play part, some pictures showed varieties of actions or conditions.

The actions or condition in the role play illustrated the students in order to make sure the understanding of the students for context, the exercises are also supported with the relevant textbox and table. Since this chapter only contains the relevance source without or less to consider the recent of the source as the additional information, then the researcher scored 3 that indicates a good relevance for its implementation.

2) Development of life skill

The analyzing of development of life skills in this chapter showed the result that some of the texts in this chapter potentially motivated the students to develop life skills. As in interpersonal skills on page 52 and 56, the students have to complete and make an analytical exposition text with the topic provided. On page 60, the students have to put the mark in the right place in the table of reflection to know their strength and weakness in this lesson that studied. On enrichment activity

on page 147, students have to respond as the reflection of the topic provided.

In developing transactional skills shown on page 54, the students with their friends make conversation with the issues presented in good communication use and tolerance to the others. In developing academic skills, the implementation can be seen on page 56 and 142. Through this exercise, students will be guided in making analytical exposition text and answer questions based on the text provided.

In developing vocational skills, the implementation can be seen on page 59, the students guided to be a project officer for showcasing an exciting wild life art exhibition on the fauna and flora of Indonesia, they asked to write an exposition text as the speech, make posters, and create a pamphlet or a movie. The 4 criterion complied the requirement. Therefore, score 4 is worthy for this development of life skills.

3) Development of diversity concept

In chapter 6, diversity concept unsuccessfully developed. The criterion required in the diversity

concept are to motivate the student in developing the diversity concept such as respecting the cultural diversity, developing local potency, appreciation toward the value of social democracy and culture, and understanding national knowledge in order to emerge students' love homeland.

However, the finding shows that this chapter did not contain the criterion required. Only 2 out of 4 criterion, the appreciation of the values of developing local potency and appreciation toward the value of social democracy and culture that provided in this chapter, it can be seen on page 59. The students faced with the topics of fauna and flora in Indonesia and the pairs assignment which needs teamwork to finish the assignment. Therefore the researcher scored 2 for the reasons only containing 2 out of 4 activities that motivated the students to develop the diversity concept.

To sum up this chapter, the researcher used a clear explanation above. This chapter can be said to have met the criterion required for appropriateness of content in 2013 revised curriculum. Because the findings showed 6 out of 8 criterion that comply with the requirements with

score 4, relevance criterion scored 3, and development of diversity concept criterion has the lowest score that is 2. Therefore, this chapter is successfully implementing 2013 revised curriculum in terms of appropriateness of content.

5. Chapter 5: Letter Writing

Table 4.5
The content appropriateness in chapter 5 “Letter Writing”

Sub-component	Items	Scoring			
		1	2	3	4
The compatibility with Core competence and Basic competence	Completeness				√
	In-depth				√
The Accuracy of the Material	Social function				√
	Element and Structure of Meaning				√
	Linguistic Features				√
Development of Diversity Concept	Relevance				√
	Development of life skill				√
	Development of Diversity Concept			√	

Total			1	7
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In this chapter, *Letter Writing* is taken as a topic that mostly taught in this chapter. Therefore, the text creation tends to focus on *Letter Writing*, such as the topic in explanation text and the exercises provided. In this chapter, some of the expression for letter writing used in personal letters taught. Meanwhile, the exercises developed from the topic that quite close to the students' life. The exercises also formulated toward student active learning.

a. Compatibility materials with Core Competence and Basic competence

1) Completeness

In the lesson of chapter five, the completeness that required some texts to be taught as transactional text, interpersonal text, and functional text, has been already in line with core competence and basic competence in 2013 revised curriculum. Therefore the researcher scored 4 in the part of completeness. The researcher scored 4 for the completeness because this chapter provided functional text, transactional text and interpersonal

text, which is as the basic requirements of completeness criterion.

For instance the completeness of interpersonal text, it can be seen at the beginning of the chapter, there is a letter, and the students asked to discuss with the friends about what kind of letter provided. On pages 63 and 64, it describes clearly about the social function, linguistic features and structure of the personal letter. Either page 65 and 66 can be seen the table of some useful expression for letter writing related to basic competence. Then they are developed into some related exercises as on page 6. This chapter is also provided with functional text related to the basic competence.

The functional text type can be seen on page 146 in the enrichment activity. The text combination of recount text and personal letter presented well as the aim of teaching-learning in basic competence. Because of its completeness and relating to the core competence and basic competence the researcher scores 4 for this chapter.

2) In-depth

In chapter five, the criterion of in-depth have been already fulfilled and successfully developed. For the exposure, it can be seen on pages 62, 68, 71, and 72 and 156. Then the students are required to produce on a written text. The students' production of learning depends on the assignment provided. The production can be either oral or written or both. For oral production, it can be seen on page 70. Then for the written production, it can be seen on page 71 and 72.

The retention of text formation as another one of criterion in-depth of material is also already compiled. It's explained on page 63 for social the functions and linguistic features, 64 and 67 for structure on the personal letter. Because of the development, this chapter is worthy of getting score 4 in terms of in-depth of materials.

b. The Accuracy of Material

1) Social functions

The implementation of social function in this chapter has already fulfilled the requirements in 2013 revised curriculum. It's also packed with the common phenomena in students daily life. As on

page 68, the exercise is well developed and adapted with the students' life. So, some of the common expression used based on language expression.

The expression selection on the personal letter on page 65 and 66 is quite light to be understood by the students at their level. Its function is also in line with the topic chosen which here the students are asked to write a letter in many topics provided. Based on the considerations above, the researcher put score 4 in terms of social function.

2) Structure of element and meaning

The development of students thinking systematically in chapter five implemented well. In the interpersonal text itself, on page 62 the students discussed with their friends about the kind of letter, then following on page 64 and 65 while the social function, linguistic features and structure of personal letter presented. While in the transactional text on page 70, the topics provided are well presented. Besides the students is stimulated to share their ideas in creating the dialogue easily.

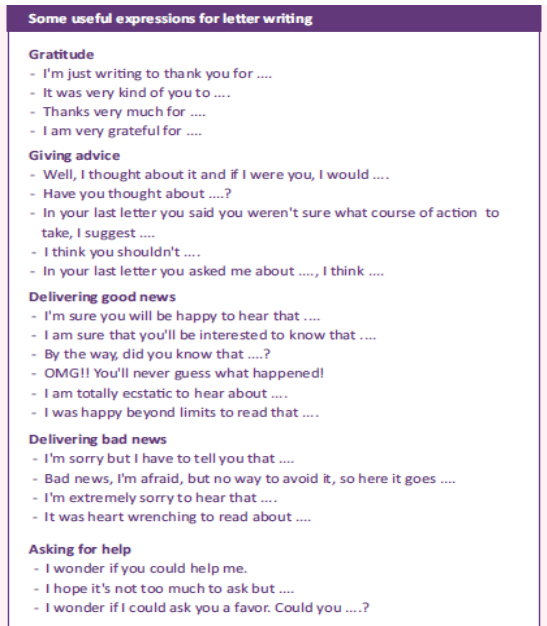
Not only on interpersonal and transactional text, but the functional text is also presented systematically, it can be seen on page 71 and 72 even the assignment developed emerges student to write a personal letter, but in the other hand, students are forced to make a recount text in the sequence of a personal letter. Therefore in term element and structure of meaning, this chapter is worth to get 4.

3) Linguistic features

Polite and acceptable language is a must and prioritized in the usage. Therefore, the language used in this chapter is acceptable and polite as in the example of a personal letter on page 62. As provided on some useful expression for letter writing on page 65 and 66, the language use is not only acceptable and polite but also effective as for use in writing a letter. The example of a personal letter on page 67 enriched with the explanation of personal letter structure in the colorful sign. Therefore, in the term of linguistic feature the researcher scored 4 for the linguistic features.

Example of some useful expression for letter writing that polite and acceptable language can be found on page 65 in chapter 5.

4.5 Picture of some useful expression for letter writing



c. Learning Supporting Source

1) Relevance

This chapter represented *Letter Writing*, especially for the Personal letter. On page 62 and 67 the example of formal invitation presented well, but there was no source provided. On page 63, the material

concept showed in colorful notes and tables. Additionally, the table contains types of letters, the social function, linguistic features and structure of a personal letter, it was very helpful because the highlight next to the table will give the students hints in comprehending the personal letter.

The provided pictures in enrichment were quite relevant and provided the detail information for the sources, even though the pictures were not up to date, but it relevant to the topics provided. This chapter also provided with the *Did You Know* box, as the additional information about the material. According to the explanation above, in terms of the relevance of material, the researcher put score 4.

2) Development of life skills

The analyzing of development of life skills in this chapter showed the result that some of the texts in this chapter potentially motivate students to develop life skills. As in personal skills on page 73 the students have to put the mark in the right place in the table of reflection in order to know their strength and weakness in this lesson that studied, also the next plan to face the difficulties about the material in this chapter. Moreover, on enrichment

activity on page 151, students have to write the personal journal writing related to the topic provided.

In developing social skills, as on page 62, the students discussed the questions provided in good communication use and tolerance to the others. In developing academic skills, the implementation can be seen on page 69 to 71. Through this exercise, students will explore their ability in writing a letter with the grammatical and expression correctly. In developing vocational skills, the implementation can be seen on page 72, the students asked to create a postage stamp and letter-writing pad in order to enhance their creativity and ability in vocational skill. The criterion complied the requirement. Therefore, score 4 is worthy for the development of life skills.

3) Development of diversity concept

Some of the criterion in the development of diversity implemented well. The topics on page 62 and 71 represent the explanation about the local potential. On page 68 and 70 showed the social democratic between the students and their parents,

the development of love the homeland found on the postage picture of R.A Kartini that known as hero woman in Indonesia on page 72. However, the activity that encourages students to develop respect for the value of local wisdom is nowhere in this part. Because of the incomplete one criterion, the researcher gives score 3 for the development of diversity concept.

To sum up this chapter, the appropriateness of content in chapter 5 can be said to have met the criterion required in 2013 revised curriculum. It explained through the explanation of the findings above that used *BNSP* rubric assessment. The findings showed that 7 out of 8 criterion successfully implemented with the highest score is 4 in the seven criterion, and only one has score 3.

6. Chapter 6: Cause and Effect

Table 4.6
The content appropriateness in chapter 5 “Cause and Effect”

Sub-component	Items	Scoring			
		1	2	3	4
The compatibility with Core competence and Basic competence	Completeness			√	
	In-depth				√

The Accuracy of the Material	Social function				√
	Element and Structure of Meaning				√
	Linguistic Features				√
Development of Diversity Concept	Relevance			√	
	Development of life skill				√
	Development of Diversity Concept		√		
Total			1	1	6

Chapter six contains some of activities and materials that related to the theme *Cause and Effect*. The materials in this chapter developed into several parts based on students' need as part asking and giving information about cause and effect. This chapter also equipped with student reflection part and assignment that potentially shaped the student to be an active learner. Additionally, the topics given in this part is almost about the social phenomenon. In the other part, related to the topics, the students enhanced to be critical to the social phenomenon.

a. Compatibility Materials with Core Competence and Basic Competence

1) Completeness

The completeness material in chapter six required some texts to be thought as transactional text, interpersonal text, and functional text, has been already in line with core competence and basic competence the 2013 revised curriculum. Therefore the researcher scored 3 in the part of completeness. The researcher scored 3 for the completeness because this chapter did not provide functional text. Most of the exercises provided in this chapter only forced the students with interpersonal and transactional communication.

This chapter only provided transactional text and interpersonal text as the basic requirements of completeness criterion. This chapter emphasizes the students in the asking and giving information related with the topic *Cause and Effect* with the linguistic features (because of, due to, and thanks to), that listed in the basic competency requirements.

Additionally, this chapter also encouraged the student to comprehend the material through the exercises provided. The exercises were the up to date issues in different presented, so the students trained well to be more creative in written or oral activity as on page 81 to 84, the students asked to do the different exercises related with the cause and effect.

2) In-depth

In chapter six, the criterion of in-depth have been already fulfilled and successfully developed. For the exposure, it can be seen on page 75 as the introduction of the topics, and on page 81 as the implementation of the material in “building blocks”. The retention of text formation as another one of criterion in-depth of material also already compiled. It explained on page 76 and 77 for the social functions linguistic features, page 78 for some example of cause and effect relationship and the sentence structure of cause and effect.

The production developed well on page 82 and 83, students asked to make dialogues about the topics provided and practice with their friend. In

the extension, the students asked to make video, comic strip, powerpoint presentation or dialogue as on page 84. Because of the development, this chapter worthy to scored 4 in terms of in-depth materials.

b. The Accuracy of Material

1) Social function

The exercise and explanation of the lesson developed in this chapter presented through the topics of cause and effect. In order to fulfil the requirement of the social functions, this chapter used the theme *Cause and Effect* which common happened in students life. For interpersonal communication, it can be seen on the discussion activity on page 75, students stimulated to get the information about the dialogue provided with the friends.

Moreover, the transactional communication presented students to make the dialogue as on page 81 and 82, the dialogue used the signal words of cause and effect. The functional communication provided in the enrichment. The text presented in the enrichment is narrative text, narrative text listed

on the rubric assessment by *BSNP* as the functional text. Based on the suitability in this chapter with the requirements of social function, 4 is the score for this chapters.

2) Element and structure of meaning.

Interactive dialogue in this chapter well implemented. Interpersonal discussion on page 75, presented through discussion. The transactional showed on page 81 and 82, students asked to make dialogues, the functional communication showed on enrichment, the genre connection taught the general description about a short story that included the narrative text. Therefore this chapter is given score 4 in term of element and structure of meaning.

3) Linguistic features

The linguistic feature in this chapter presented in a good explanation and assignment. Besides, this chapter uses polite and acceptable language, this chapter also led the student to understand more about the use of language selected. So the student will achieve its social function as on page 76 to 78. However, this chapter

did not provide the students with monologue texts related to the context. That is why this chapter is lack of suitable and restricted to the communicative context. Therefore this chapter is given score 3 in term of the linguistic feature.

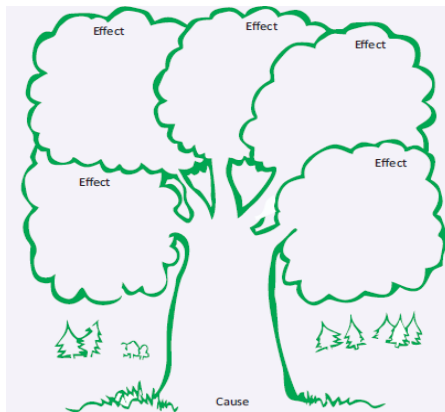
c. Supporting materials

1) Relevance

This chapter supported by the pictures and tables that relevant to the topic discussed for each part. However, for the picture selected on the chapter or enrichment did not provide with the source. The explanation of the materials in the “building block” presented well, with the colorful scheme and table provided. Also, on page 84, there was an illustration of tree to make the students understand the structure of the material quickly. Since this chapter only contains the relevance of the material without providing the source as the additional information, then the researcher scored 3 for its implementation.

Example of the tree picture, in exploring students writing related with the cause and effect material.

Picture 4.6 the mind mapping of *cause and effect*



2) Development of life skill

The analyzing of development of life skills in this chapter showed the result that some of the texts in this chapter potentially motivate students to develop life skills. As in interpersonal skills on page 82, the students have to put the mark in the right place in the table of reflection in order to know their own strength and weakness in this lesson that studied, also the next plan to face the difficulties about the material in this chapter.

Moreover, on enrichment activity on page 158, students have to respond as the reflection of the topic provided. In developing transactional skills shown on page 81, the students with their friends make conversation with the topics provided in good communication use and tolerance to the others. In developing academic skills, the implementation can be seen on page 82 to 84. Through this exercise, students will do a small research in order to make the dialogue about the topics related to the cause and effect.

In developing vocational skills, the implementation can be seen on page 84, the students are asked to present their assignment through the video, comic strip, powerpoint or dialogue. The 4 criterion comply with the requirement. Therefore, score 4 or very good is worthy for this development of life skills.

3) Development of diversity concept

In chapter six, the diversity concept is unsuccessfully developed. There are only two criterion required in the diversity concept provided in this chapter, the first was appreciation toward

the value of social democracy, it can be seen on page 83. The students asked to choose the topics about flooding in Jakarta, corruption and bullying on teenagers, then the students have to do the pairs assignment which needs teamwork to finish it. The second was understanding national knowledge in order to emerge students' love homeland, it can be seen on chapter 82, the topic asked the students to be more aware of the animals in Indonesia.

Therefore the researcher gives 2 or enough for the reasons only containing 2 out of 4 activities that motivate students to develop the diversity concept.

According to the explanation of findings above, chapter 4 success in implementing the 2013 revised curriculum. It can be seen that The results vary in this chapter, only 5 out of 8 criterion required complied with score 4, two criterion with score 3, and one criterion scored 2. The lowest score is the development of diversity concept criterion that has score 2 which, means enough. Therefore, the researcher interprets that this chapter success in implementing 2013 revised curriculum in terms of appropriateness of the content.

7. Chapter 7: Meaning Through Music

Table 4.6
The content appropriateness in chapter 7
“Meaning Through Music”

Sub-component	Items	Scoring			
		1	2	3	4
The compatibility with Core competence and Basic competence	Completeness			√	
	In-depth		√		
The Accuracy of the Material	Social function				√
	Element and Structure of Meaning				√
	Linguistic Features				√
Development of Diversity Concept	Relevance			√	
	Development of life skill		√		
	Development of Diversity Concept	√			
Total		1	2	2	3

Chapter seven contains examples of several songs and poems. There is no text provided in this chapter. The materials in this chapter developed simple ways, and the activities only give the discussion and the group work to

find out the message of a song and poem based on context.

a. Compatibility Materials with Core Competence and Basic Competence

1) Completeness

The completeness in this chapter expected the development of the interpersonal, functional and transactional text of songs. The interpersonal development can be seen on page 87 to 92, the songs provided, and also complete with poems, as on page 93 to 95, there complete with the discussion questions that expose students be able to explain the message of a song and poem based on context.

Transactional development can be seen on page 97. The students have to work in groups of five and identify the selected both song and poem. But there is no functional development for this chapter as listed in the criterion categorize on basic competence. The less of the functional development of this chapter be the consideration for the researcher to give score 3 or good for completeness.

2) In-depth

In this chapter, the textbook developed sufficient texts and exercises that expose students to explain the message of a song and poem based on context. In exposure, several exercises mentioned in the completeness of chapter 7 such as on page 87 to 92 for the song, and page 93 to 95 for the poem, these exercises developed with identifying sections to let the students identifying the lyric of song or poem by comprehending the message of song or poem and the merger of song and poem exercises on page 97.

Retention can be seen on page 96, there is a way to figure out of song's meaning. Production did not provide in this chapter, there was no exercise for the students to make song or poems, also there was no extension in this chapter. With only 2 out of 4 developed exercises provided, the in-depth scored 2 for this chapter.

b. The Accuracy of Material

1) Social function

This chapter has been analyzed and found out to be successful in implementing the social

functions of each exercise from this chapter. All the exercises asked the students to understand the message of song and poem, relate it to real life and give opinions about the social function of a song and poem in language perspective. These kinds of exercises could be useful for students. Therefore, with those considerations, 4 or very good is the score for this chapter's social function.

2) Structure element of meaning

This chapter related to the effective way of thinking and systematic explanation about techniques and the way how to figure out a song's meaning. On page 96, a complete list of identifying music commonly used in identifying the song, and poem are available on page 88 to 94. Therefore, this chapter scored 4 for developing structure element of meaning.

3) Linguistic features

Text in this chapter developed in the acceptable and polite language in the song lyrics, poems, and all exercises instruction. Most of the song and poems lyrics were very emotional to enhance the spirit of the students in their life and

study, the diction also can be understood well by the student. Most of these songs were familiar for students in this era. For these considerations, 4 or very good is the score for this chapter's linguistic feature.

c. Supporting Materials

1) Relevance

This chapter provided good illustrations for identifying the characteristics of a song on page 90. The illustration of several songs in the introduction of this chapter are good, and steps how to figure out a song's meaning presented in the colorful box. The pictures provided on page 90 complete with the clear source, but it did not complete with the year of the songs, poems, and the pictures selected in the chapter. Therefore, for relevance, this chapter is given 3 or good.

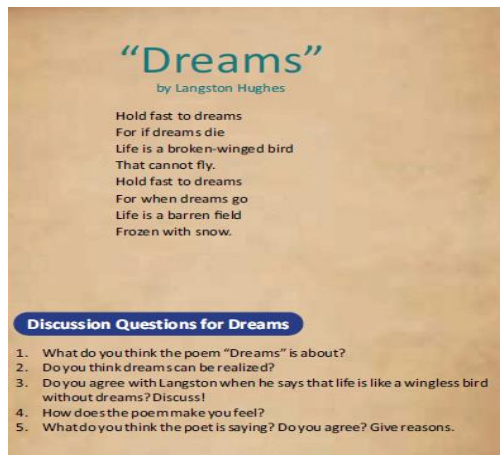
2) Development of life skills

Within this chapter, useful exercises that help students develop their life skills not successfully provided. From the analysis, all the exercises as on page 87 to 97 there are not found of personal skill and vocational skill, but all of the exercises

presented in the social skill in the term of discussion and group work. The academic skill is cover on the discussion questions, and these exercises expose students to write and explain the message of a song and poems based on context. Therefore, in term of development of life skills, this chapter only got 2.

The social and academic skill of chapter 7 can be seen on the picture below.

Picture 4.7, an example of the poem followed with discussion and question.



3) Development of diversity concept

In term of development of diversity concept, this chapter provided several examples of songs and poems on page 89 to 95. There was no national

diversity concept within most songs of this chapter scored 1 for the development of diversity concept.

According to the explanation of the findings above, chapter 7 is not success in implementing the 2013 revised curriculum. It can be seen that the results vary in this chapter, only 3 out of 8 criterion required complied with score 4, two criterion with score 3 and 2. The lowest score is the development of diversity concept criterion that has score 1. Therefore, the researcher interprets that this chapter is unsuccessful in implementing 2013 revised curriculum in terms of appropriateness of the content.

8. Chapter 8: Explain This!!

Table 4.8
The content appropriateness in chapter 8 “Explain This!!”

Sub-component	Items	Scoring			
		1	2	3	4
The compatibility with Core competence and Basic competence	Completeness			√	
	In-depth				√
The Accuracy of the Material	Social function			√	
	Element and Structure of Meaning			√	

	Linguistic Features				√
Development of Diversity Concept	Relevance			√	
	Development of life skill				√
	Development of Diversity Concept		√		
Total			1	4	3

In this chapter, natural phenomenon was taken as the topic that mostly taught in this chapter. Therefore, the text creation tends to focus on natural disasters, such as the topic in explanation text and the exercises provided. In this chapter, the passive voice taught. Recount text provided in the enrichment activity as the completeness of the functional text listed on the basic competence.

Meanwhile, the exercises developed from the topic that quite close to the student environment. The exercises also formulated toward student active learning.

a. Compatibility materials with Core Competence and Basic Competence

1) Completeness

In the lesson of chapter 8, the completeness that requires some texts to be taught as transactional text, interpersonal text, and functional

text, but this chapter only required 2 out of 3 kinds of text, the transactional text did not provide in this chapter. Meanwhile, the material has been already in line with core competence and basic competence in 2013 revised curriculum. Therefore, the researcher scored 3 in the part of completeness.

Additionally, this chapter also encouraged the student to learn the lesson in an active way as discussion and small research then published the result on a blog. Even though the specific exercise on the passive voice material did not add in this chapter, so there was no measurement about the students understanding about the passive voice that listed in the basic competence.

2) In-depth

All four criterion in depth of materials successfully implemented. Therefore, the researcher scored 4 for this criterion. In exposure , this chapter developed the material into any other related materials as on page 107, 108, and 112 about the natural disasters phenomenon. Retention on page 101 and 102, it can be seen that is not only topic developed that encourage the student to

explore more text, the guidance in explaining for the materials are also clearly guided and introduced. On page 103 to 106 provide a clear explanation of the material of passive voice.

Production can be seen on page 107 to 112, all the exercises tend the students to make explanation text. In the extension, it can be seen on page 112, the students asked to educate the neighbor through the video, power point presentation, poster or pamphlet about the information of tsunami or earthquakes and in the enrichment activity, students asked to answer the questions related to the text provided.

b. The Accuracy of Material

1) Social function

This chapter dominated the topic of natural disasters phenomenon. This topic introduced through explanation text which developed into further other related texts and some exercises as a functional communication. Interpersonal communication is taught on page 100 and equipped with some exercises that stimulate students to interact with the other students.

Although transactional communication did not require in this chapter or the enrichment, there was no activity of asking and giving information on several exercises provided. Consequently, the researcher scored 3.

2) Structure and element of Meaning

This chapter discussed the explanation text and the passive voice. In order to emerge the systematical way of thinking to the students, this chapter filled with the exercises of production the explanation text as on page 107 to 102 as the interactive activity of functional communication in the basic competence. Then students were led to do a discussion about the text such as on page 100 as the interactive activity of interpersonal communication. Therefore, there was not the interactive activity of transactional communication, so the researcher got consideration scored 3 or good for its implementation in this chapter.

3) Linguistic features

The language used in chapter eight is acceptable and polite. The topic took also provides the common natural disasters phenomenon in

Indonesia, as on page 1, specifically in explanation text about the earthquake and on page 106 about volcanoes. The introduction of explanation text through the types of text, structure, social function, generic structure, linguistic features and passive voice clearly explained. Hence, the explanation above gives the language feature 4 scores for its fulfillment in this chapter.

c. Learning Supporting Source

1) Relevance

This chapter represents the phenomena in real life, especially for the earthquake, and volcanoes. On page 100, the text is illustrated by the clear, but there was no source of the picture. The source only provided in the picture of “Ki Hajar Dewantara” on page 161. The guidelines from the scheme on page 101 and 103 ease the student to understand the lesson. Additionally, the table that explains the structure of passive voice and on page 106 about an annotated explanation text is very helpful because the highlight next to the table will give the students hints in comprehending the structure of passive voice and explanation text.

In terms of the relevance of materials, the researcher puts score 3. Because the researcher has certainly taught that the picture should be added the year and the source, then more adopt the closer incident that just recently happened in Indonesia, and an earthquake is not something that always happened in daily life.

2) Development of life skill

The analyzing of development of life skills in this chapter showed the result that some of the texts in this chapter potentially motivated students to develop life skills. As in interpersonal skills on page 113 the students have to put the mark in the right place in the table of reflection in order to know their strength and weakness in this lesson that studied, also the next plan to face the difficulties about the material in this chapter.

Moreover, on enrichment activity on page 162, students have to respond as the reflection of the topic provided. In developing social skills shown on page 109, the students asked to share their works to the teacher for the feedback, then made changes according to the feedback given, its

guided the students in developing good communication use and tolerance to the others. In developing academic skills, the implementation can be seen on page 107 and 163. Through these exercises, students implemented the passive voice automatically in the term of make explanation text.

In developing vocational skills, the implementation can be seen on page 112, the students asked to present their assignment through the video, powerpoint or pamphlet to educated people in their neighbourhood. The 4 criterion comply with the requirement. Therefore, score 4 or very good is worthy for this development of life skills.

3) Development of diversity concept

In this chapter, the development of diversity concept unsuccessfully implemented for 4 aspects required. Moreover, only 2 out of 4 requirements are available and easy to find. Those are the respect to the value of local wisdom and appreciation to social democracy in order to develop the diversity concept in the social and cultural context. These activities motivate students to develop their good

attitude toward the diversity as on page 164, it discussed bullying and understanding national knowledge in order to emerge students' love homeland as on page 161, the topic discussed is the biography of the national hero of Indonesia. Therefore, the researcher gives score 2 for the development of diversity concept in this chapter.

In developing the understanding national knowledge in order to emerge students' love homeland, chapter 8 provided picture and biography text of "Ki Hajar Dewantara" in the enrichment as presented below.

Picture 4.8, Picture and biography text of Ki Hajar Dewantara.

Life and Times of
Ki Hajar Dewantara
(Raden Mas Suwardi Suryaningrat)

The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the "Father of Education" in Indonesia, Ki Hajar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.

Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fibre, thus laying the foundation of a great nation without distinction of religion, ethnicity, customs, economic and social status.

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for the rights of Indonesians during the Dutch and Japanese colonial eras (www.tokoindonesia.com).

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but, due to health reasons, he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of *Budi Utomo* and the *Indische Party*, which were both important in the early development of the *pergerakan*, the "movement" that grew up with an ascent of Indonesian national political consciousness (www.indonates.wordpress.com).




Figure 4.9 Ki Hajar Dewantara (Source: Kemendikbud)

According to the explanation above, only 3 out of 8 criterion comply with the requirements of the appropriateness of the content. Three criterion has score 3. The criterion with the lowest score is in the development of diversity concept, which has score 2. Consequently, this chapter has a good quality of the lesson that suitable with 2013 revised curriculum, especially in terms appropriateness of the content.

D. Discussion

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

1. The Compatibility with Core Competence and Basic Competence

Regarding the relevance of materials with core competence and basic competence, four chapters of English textbook "Bahasa Inggris" classified as very appropriate in completeness, and four other chapters classified as appropriate category in completeness item. For In-depth item, including exposure, retention, production and extension, seven chapters were classified as very appropriate, and only 1 chapter classified appropriate. For this category, the item percentage of completeness item and in-depth item scored 87% or very appropriate for most of all chapters of the textbook, which means that it was appropriate in the aspect of relevance of materials with core competence and basic competence. Therefore, the researcher stated above that "Bahasa Inggris" textbook very appropriate in completeness and in-depth item.

2. The Accuracy of Material

In terms of materials accuracy, six chapters of English textbook “Bahasa Inggris” scored 4, and two chapters scored 3 or appropriate in all items, those were in social functions, generics structure and linguistic feature. Those chapters were very good in accomplishing social function through functional texts, development of students' ability to think coherently and systematically through interactive interpersonal and transactional texts, development of student's ability to think coherently and systematically through the generic structure of texts, and accuracy and acceptability of linguistic features.

With regards to the ratio of fulfilled criterion, six chapters scored 4 including chapter 1, chapter 2, chapter 3, chapter 4, chapter 5 and chapter 6, which mean it has a very good level of materials accuracy. Meanwhile, the two chapters scored 3, and one in chapter 6 in linguistic feature, and two on chapter 8 in Social function and Structure and element of meaning. Therefore, the amount of percentage in all items of material accuracy scored 97% it means this the material accuracy aspect of English textbook “Bahasa Inggris” is very appropriate.

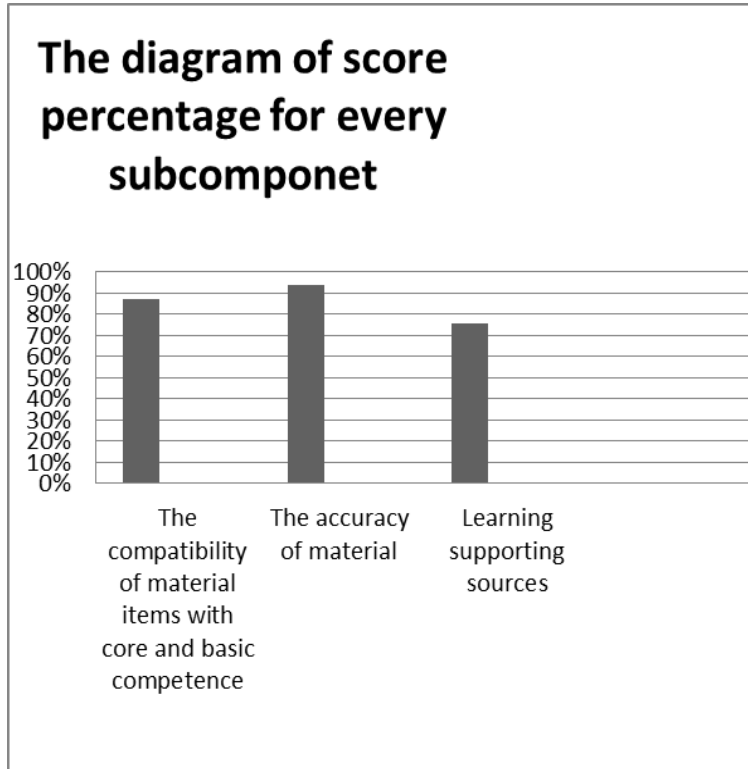
3. Learning Supporting Material

In relation to supporting learning materials, the very appropriate score found in the development of life skill. Seven chapters got score 4 or very appropriate, it means that seven chapters got the very appropriate category including the

personal, social, academic, and vocational skills, then the other one got 2 or enough on chapter 7, it means that chapter 7 provides only two skill in the development of life skill. The relevance of material with the source has appropriate category because five chapters got 3 or appropriate, and the two other chapters got 4 which means very appropriate.

However, the lowest score found in the development of diversity concept, four chapters of this aspect scored 2 or enough appropriate category, two chapters scored 3 or appropriate, and the other one scored 1 or inappropriate provided in chapter 7. Therefore, the amount of percentage in all items of material accuracy scored 76% it means this the material accuracy aspect of English textbook “Bahasa Inggris” is enough appropriate.

Based on the analysis of English textbook “Bahasa Inggris” for eleventh grade, the score percentage for every subcomponent obtained as the diagram below:



Picture 4.9 The diagram of the score percentage for every subcomponent

The diagram above shows the comparison of the result analysis of score percentage for every sub-component on English textbook “Bahasa Inggris” for eleventh grade. The sub-components are the compatibility of material items with core competence and basic competence, the accuracy of material, and learning supporting sources.

The scoring percentage of the compatibility of material items with core competence and basic competence is 87 % or in the very appropriate category. The scoring percentage of the accuracy of material is 94% or in the very appropriate category. The scoring percentage of learning supporting sources is 76% or in enough appropriate category. The material compatible with the core competence and basic competence Based on those results, the researcher concludes that the content of English textbook “Bahasa Inggris” for eleventh with based on the content standard of 2013 revised curriculum by the criterion of The Agency of National Standard of Education (BSNP).

The pedagogical implications of English textbook “Bahasa Inggris” gained from the interview with an English teacher for eleventh grade, the teacher said that the English textbook “Bahasa Inggris” for eleventh grade of senior high school covered all aspects in the rubric assessment by *BSNP*. Although it did not cover 100% for each chapter but the textbook is worth to be the learning source of teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is about conclusion and suggestion which discussed the result finding of the research and suggestion for the next researcher or the reader.

A. Conclusion

Based on the research of analyzing the English textbook “Bahasa Inggris” for eleventh grade, the researcher concluded English textbook “Bahasa Inggris” is appropriate to be used for eleventh grade that have started using 2013 revised curriculum. This book fulfilled all the core competence and basic competence of 2013 revised curriculum. It also applied the student-centered teaching method which is the main concern in 2013 revised curriculum. Apart from that, the exercises given are attractive and applicable in the classroom. It exposed students to be an active learner all the time even though there are some minor’s incompatibility based from *BSNP* assessment about the detailed analysis in the lack of development of diversity concept. English textbook “Bahasa Inggris” is still acceptable to be used by school because it is more than qualified to be used in 2013 revised curriculum.

B. Suggestion

Based on the research of “Bahasa Inggris” for eleventh grade, the researcher would like to give several suggestions to help in improving the quality of textbook and teaching quality. The suggestions for English teacher and further researcher are as follows:

1. The teacher needs to seek out the compatibility of the textbook they about to use because the matched textbook with curriculum, the appropriateness of textbook, and the materials in the textbook implemented in the classroom and many other ways to improve the quality of teaching and learning process are in teacher hands. As the book “Bahasa Inggris” to fulfill the needs of 2013 revised curriculum materials, this book met almost the requirements and standard of a textbook in implementing 2013 revised curriculum. By using this book in teaching ang learning process, hopefully a great result is compromised.
2. The further researchers are expected to analyses other aspect of the content in English textbook “Bahasa Inggris” published by Ministry of Education and Culture of Indonesia such as technique of presentation, learning presentation and completeness of presentation to get comprehensive result of this textbook analysis.

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Appendix 1

CORE COMPETENCE AND BASIC COMPETENCE FOR ELEVENTH GRADE OF 2013 REVISED CURRICULUM

Core Competence	Basic Competence
1. Respect and appreciate the teachings of their religion	1.1 Grateful for the opportunity can learn English as an international language of communication that is embodied in the spirit of learning.
2. Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to various problems in interacting effectively with the social and natural environment as well as in position ourselves as a reflection of the nation in the association world.	2.1 Demonstrate polite behavior and care in performing interpersonal communication with teachers and friends. 2.2 Demonstrate honest behavior, discipline, confidence, and responsibility for implementing a transactional communication with teachers and friends. 2.3 Demonstrate responsible behavior, caring, cooperation, and peace-loving, in performing functional communication.
3. Understanding, applying, analyzing factual knowledge, conceptual,	3.1 Analyzing social functions, text structure, and linguistic elements in the phrase give advice and

<p>procedural, based on his curiosity about science, technology, arts, culture, humanities and with insight into humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in the field specific studies according to their talents and interests to solve problems</p>	<p>offer, as well as the response, according to the context of its use.</p> <p>3.2 Analyze social functions, text structure, and linguistic elements to represent and inquire about opinions and thoughts, according to the context of its use.</p> <p>3.3 Analyze social functions, text structure, and linguistic elements in an expression of hope and prayer winged (extended), as well as the response, according to the context of its use.</p> <p>3.4 Analyze social functions, text structure, and linguistic elements of a formal invitation text, according to the context of its use.</p> <p>3.5 Analyze the social function, the structure of the text, and the linguistic elements of the text of a personal letter, according to the context of its use.</p> <p>3.6 Analyze social functions, text</p>
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	<p>structure, and linguistic elements of the text-shaped manual procedures and tips (tips), according to the context of its use.</p> <p>3.7 Analyze social functions, text structure, and linguistic elements to represent and inquire about the actions / activities / events without the need to mention the culprit in scientific texts, according to the context of its use.</p> <p>3.8 Analyze social functions, text structure, and linguistic elements to represent and inquire about modality if there is a situation / incident / event in the future, according to the context of its use.</p> <p>3.9 Analyze text structures and linguistic elements to carry out social functions factual text of the report by stating and asking about factual scientific texts</p>
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	<p>about people, animals, objects, symptoms and natural events and social, simple, according to the context of learning in other subjects in Class XI.</p> <p>3.10 Analyzing social function, the structure of the text, and the linguistic elements of the text analytical exposition about the hot topic discussed generally, according to the context of its use.</p> <p>3.11 Analyzing social function, the structure of the text, and the linguistic elements of the text short and simple biography about famous figures, according to the context of its use.</p> <p>3.12 Mention social functions and linguistic elements in the song.</p>
<p>4. Processing, reasoning, and presenting in the realm of the concrete and abstract domains associated with the</p>	<p>4.1 Develop oral and written texts to express, ask, and respond to expressions give advice and offer, taking into account the</p>

<p>development of the independently learned at school, and was able to use the method according to the rules of science</p>	<p>social function, the structure of the text, and linguistic elements are correct and appropriate context.</p> <p>4.2 Develop oral and written texts to express and respond to expressions of opinion and thought, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.</p> <p>4.3 Develop oral and written text to say and respond to expressions of hope and prayer winged (extended), by taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.</p> <p>4.4 Capturing the meaning of the official invitation text.</p> <p>4.5 Editing an official invitation to pay attention to the social function, the structure of the</p>
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	<p>text, and linguistic elements are correct and appropriate context.</p> <p>4.6 Develop a formal invitation written text, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.</p> <p>4.7 Capturing the meaning of the text a personal letter.</p> <p>4.8 Develop a personal letter text, taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.</p> <p>4.9 Capturing the meaning of the text procedures, oral and written, in the form of manuals and tips (tips).</p> <p>4.10 Editing text shaped manual procedures and tips (tips), taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.</p>
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	<p>4.11 Develop oral and written texts, to express and inquire about the actions / activities / events without the need to mention the culprit in scientific texts, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.</p> <p>4.12 Develop oral and written texts to express and inquire about modality in the event of a circumstances / events / events in the future, taking into account the social function, the structure of the text, and linguistic elements are correct and appropriate context.</p> <p>4.13 Catch factual meaning in scientific text (factual reports), oral and written, simple, about people, animals, objects, symptoms and natural and social events, linked to other Lesson Implementation in Class XI.</p>
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	<p>4.14 Catch meaning in analytical exposition text about the hot topic discussed generally.</p> <p>4.15 Catch the meaning of the text short and simple biography of famous personalities.</p> <p>4.16 Catch the message in the song.</p>
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Appendix 2

Rubric Assessment of Content Appropriateness

The appropriateness of the material details with the table

No	Criterion	Assessment
A. Compatibility Material with Core Competence and Basic Competence		
1	<p>Completeness</p> <p>In the completeness of the material, the text must be appropriate with the core competence and basic competence, the texts are:</p> <ol style="list-style-type: none"> 1. Interpersonal texts 2. Transactional texts 3. Functional texts 	<p>4 = contains all types of textrequired (interpersonal text, transactional, and functional) and appropriates with core competence and basic competence.</p> <p>3 = contains 2 types of texts that are required (interpersonal text, transactional or functional) and appropriates with core competence and basic competence.</p> <p>2 = contains 1 type of text required (interpersonal text, transactional or functional) and appropriates with core competence and basic</p>

		<p>competence.</p> <p>1 = contains 1 type of text required (in-person text, transactional or functional) and no / less in appropriates with core competence and basic competence.</p>
2	<p>In-depth</p> <p>The textbook must contain texts which has elements:</p> <ol style="list-style-type: none"> 1. Exposure that explores other relevant texts 2. Retention, which contains 3 rules for text formation, such as social functions, linguistic structures and features 3. Production, which are the tasks produce oral and written texts 4. Extensions, which tasks are in-task textbooks can develop oral and written text. 	<p>4 = Contains all elements needed in the depth of material (exposure, retention, production and extension)</p> <p>3 = contains 3 stretches of 4 elements needed in the depth of material (exposure, retention production or extension text)</p> <p>2 = contains 2 elements from 4 elements needed in the depth of material (exposure, retention, production or extension)</p> <p>1 = contains only 1 stretch of 4 elements needed in depth material (exposure,</p>

		retention, production and extension).
B. Accuracy of The Material		
3	<p>Social function texts in textbooks have directives achievement of related social functions within oral or written, including achievement in:</p> <ol style="list-style-type: none"> 1. Interpersonal communication 2. Transactional communication 3. Functional communication 	<p>4 = contains direction to reach 3 achievement of social functions in (interpersonal, transactional, functional communication) in daily life.</p> <p>3 = contains direction to reach 2 achievement of social functions in (interpersonal, transactional, functional communication) in daily life.</p> <p>2 = contains directions to reach at least 2 social functions inside (interpersonal, transactional, functional communication) in daily life.</p> <p>1 = contains direction to reach 1 from 3 achievement of inner social functions (interpersonal, transactional, functional communication) in daily life.</p>
4	Elements and structure of	4 = there are 3 types of text and

	<p>meaning texts contained in textbooks lessons develop the students thinking systematically in:</p> <ol style="list-style-type: none"> 1. Interactive interpersonal texts 2. Interactive transactional texts 3. Short functional texts and monologue (recount, narrative, procedure, descriptive ...) 	<p>contains directives on ability to thinking systematically on 3 types of text (interpersonal, transactional and functional text)</p> <p>3 = there are 2 types of text and contains directives on ability to thinking systematically on 3 types of text (interpersonal, transactional and functional text)</p> <p>2 = there are 2 or 3 types of text but do not contain directives on ability to thinking systematically on 3 types of text (interpersonal, transactional and functional text)</p> <p>1 = there is 1 type of text but no contains directives on ability to thinking systematically on 3 types of text (interpersonal, transactional and functional text)</p>
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5	<p>Linguistic Features</p> <p>the texts contains instructions in developing communication skills with:</p> <ol style="list-style-type: none"> 1. Accurate and acceptable language quality 2. The appropriate communicative text 3. The appropriateness of text to reach social function 	<p>4 = fulfills 3 linguistic feature requirements in developing communicative competence.</p> <p>3 = fulfills 2 of 3 requirements linguistic features in developing communication competence.</p> <p>2 = fulfills 1 of 3 requirements of linguistic features inside develop communicative competence.</p> <p>1 = does not meet the 3 requirements of linguistic features to develop communicative competence.</p>
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C. Learning Supporting Source

6	<p>Relevance</p> <p>Teaching materials in textbooks must be contain:</p> <ol style="list-style-type: none"> 1. Teaching materials (text, tables, pictures, attachments etc.) and relevant material and sources the right 	<p>4 = contains the reference source relevant and renewable material on teaching or topics discussed.</p> <p>3 = contains the reference source relevant but not / less renewable on teaching materials or topics discussed.</p>
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	<p>reference to the topic</p> <p>2. Teaching materials and material taken from recent / renewable sources with the topics discussed.</p>	<p>2 = contains reference sources that are not relevant but renewable material on teaching or topics discussed</p> <p>1 = contains the reference source irrelevant and non-renewable on teaching materials discussed</p>
7	<p>Development of Life skills</p> <p>Texts in textbooks encourage students to do things inside development of life skills such as:</p> <p>1. Personal skills: know the personal strengths and weaknesses, independent, social development, and God's creatures.</p> <p>2. Social skills: working together, tolerant, respectful, democracy etc.</p> <p>3. Academic skills: skills in digging for information,</p>	<p>4 = contains activities that are encourage to develop to 4 life skills (personal, social, academic and vocational skills)</p> <p>3 = contains activities that are encourage to develop 3 from 4 life skills (personal, social, academic and vocational skills)</p> <p>2 = contains activities that are encourage to develop 2 from 4 life skills (personal, social, academic and vocational skills)</p> <p>1 = contains activities that are</p>

	<p>solve problems and make decisions.</p> <p>4. Vocational skills: owning attitude and skill abilities needed to do certain job.</p>	<p>encourage to develop 1 from 4 life skills (personal, social, academic and vocational skills)</p>
8	<p>Development of diversity concept</p> <p>The textbook of the lesson encourages students do things inside development of diversity concept as:</p> <ol style="list-style-type: none"> 1. Award for diversity cultured 2. Develop potential wealth area. 3. Appreciation of social and cultural democratic values 4. Understanding of nationalism raises a sense of love for the country 	<p>4 = contains activities that are encourage to develop to 4 things in develop the diversity concept</p> <p>3 = contains activities that are encourage to develop 3 from 4 things in development diversity concept.</p> <p>2 = contains activities that are encourage to develop 2 from 4 things in development diversity concept.</p> <p>1 = contains activities that are encourage to develop 1 from 4 things in development diversity concept.</p>

Appendix 3

**SCORING INSTRUMENT OF CONTENT APPROPRIATENESS OF ENGLISH TEXTBOOK
“BAHASA INGGRIS” OF ELEVENTH GRADE 2013 REVISED CURRICULUM**

No	SUBCOMPONENT	ITEMS	Score for every chapter								Amount of item	Item percentage	Category	Percentage of subcomponent	Category
			1	2	3	4	5	6	7	8					
1	THE COMPABILITY OF MATERIAL ITEMS WITH CORE COMPETENCE AND BASIC COMPETENCE	1. Material Completeness	3	4	4	4	4	3	3	3	28	87%	Very appropriate	93%	Very appropriate
		2. In-depth	4	4	4	4	4	4	2	4	30	94%	Very appropriate		
2	THE ACCURACY OF MATERIAL	3. Social Function	4	4	4	4	4	4	4	3	31	97%	Very appropriate	97%	Very appropriate

		4. Structure and Element of Meaning	4	4	3	4	4	4	4	3	31	97%	Very appropriate		
		5. Linguistic Feature	4	4	4	4	4	3	4	4	31	97%	Very appropriate		
3	LEARNING SUPPORTING SOURCE	6. The relevance	3	3	4	3	4	4	3	3	26	81%	Appropriate	76%	Appropriate
		7. Development of life skills	4	4	4	4	4	4	2	4	30	94%	Very appropriate		
		8. Development of diversity concept	2	2	3	2	3	2	1	2	17	53%	Less appropriate		

Appendix 4

Interview questions

1. How long have you been using this English textbook as teaching material?
2. What do you think about material completeness in this textbook?
3. What is your opinion about the material deepness in this book?
4. How is about the social function in this book?
5. Could you tell me the structure and element of the meaning in this book?
6. What is your opinion about linguistic feature in this book?
7. Is the material relevance with the sources?
8. Is there any activity in this book to develop the students' life skill?
9. How is about the development of diversity concept for students in this book?
10. Is this book worthy of being used as a learning resource for students?

Appendix 5

The script of interview

The interview was done with Mr. Elya EkaSeptiyani, S.Pd, an English teacher on SMA Nurul Islam Mijen.

Researcher : Assalamualaikum wr.wb

Teacher : Waalaikum salam wr.wb

Researcher : Good afternoon, let me ask you about the content of English textbook “Bahasa Inggris” for Eleventh grade of 2013 Revised Curriculum. How long have you been using this English textbook as teaching material?

Teacher : I already used this textbook from a year ago, since 2018.

Researcher : What do you think about material completeness in this book?

Teacher : The material of this text book I think is not complete enough for the students about the material because from the syllabus now we are going to have a revision so the material is not complete enough on this book. But The completeness of the material in each chapter is quite related, its related from the activities of

students from the beginning of understanding the material to the application of the understanding of the language.

Researcher : What is your opinion about the material deepness in this book?

Teacher : The material deepness in each chapter in this book is quite supportive between one chapter and another. For an example from chapter 1 is "Offers and Suggestion" and how to teach students to communicate with friends, and furthermore, chapter 2 is "Opinion and Thoughts" how the student can communicate with his new friend who is getting closer as well as the chapter by chapter.

Researcher : How about the social function in this book?

Teacher : The social function in this book is good but for the students with less ability in English it will be difficult to get the meaning. But the contents of each chapter equipped with interpersonal communication for reflection on the activities of students.

Researcher : Could you tell me the structure and element of the meaning in this book?

Teacher : The elements and structure of meaning in this book are good, examples of text and practice questions

already use acceptable language, there are no errors in the instructions or the text structure provided. So, students are good enough to understand each sentence contained in this book.

Researcher : What is your opinion about linguistic feature in this book?

Teacher : The linguistic features in this book are easy to understand. So the linguistic feature of this book is good.

Researcher : Is the material relevance with the sources?

Teacher : Yes, it is relevance. The material taken in this book is very inclusive with teaching materials, although not 100% to cover each chapter, but there are descriptions in each chapter, for example: Explanation text, Explanation text explains a natural phenomenon, then in chapter 4 global warming text is provided with the picture, as well as in chapter 5 there are many interesting letter images. All have supported each other.

Researcher : Is there any activity in this book to develop the students' life skill?

Teacher : Yes, there is. Of course there many activities for the students in the class, in front of class, and out

of the class. So they can practice all of expression with serve the material.

Researcher : How about the development of diversity concept for students in this book?

Teacher : It depends on the material, but not all the chapters can motivate students to develop the diversity concept, but the example in chapter 3, there is an invitation to mention guests to wear “batik” dress code, and in the enrichment there is a text analytical exposition text about President Soekarno and Ki Hajar Dewantoro as the topics dicussed.

Researcher : So, overall, from the aspects that I asked earlier, according to you, is this book worthy of being used as a learning resource for students?

Teacher : It's worth used for students, but it depends on the audience or students who use it, not all of them can cover this book.

Researcher : So,it means that it is appropriate, just still need improvement, right?

Teacher : Yes, that’s right.

Researcher : Oke, thankyou for your time Ms.

Teacher : Yeah you’r welcome.

Appendix 6 Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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10 Mei 2019

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Hal : Mohon Izin Riset
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NIM : 1503046123

Yth.
Kepala Sekolah SMA Nurul Islam Mijen
Di Semarang

Assalamu'alaikum Wr.Wb.,
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judul skripsi : The Appropriateness of English Textbook "Bahasa Inggris" for Grade
XI Senior High School 2017 Revised Edition of 2013 Curriculum with
The Content Standard by BSNP

Pembimbing :
1 Dr. Siti Mariam, M.Pd
2. Sayyidatul Fadhillah, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 14 Hari, mulai tanggal 13 Mei 2019 sampai dengan tanggal 26 Mei 2019
Demikian atas perhatian dan terkaabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.



Dekan,
Dekan Bidang Akademik

Dr. H. SYUKUR

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 7
Research Letter



YAYASAN NURUL ISLAMI
SMA UNGGULAN NURUL ISLAMI

Rejosari Wonolopo Kec. Mijen Kota Semarang 50215

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SURAT KETERANGAN

No. 572/L/SMA NI/VII/2019

Yang bertanda tangan dibawah ini Kepala SMA Unggulan Nurul Islami

Semarang, menerangkan bahwa :

N a m a	: Viara Aprialita
NIM	: 1503046123
Alamat	: Desa Pagergunung rt 01/rw 01, Kec. Ulujami, Kab. Pemalang.
Judul Skripsi	:The Appropriateness Of English Textbook "Bahasa Inggris" for Grade XI of Senior High School with the Content Standard of 2017 Revised Edition of 2013 Curriculum by BNSP

Telah melaksanakan riset di SMA Unggulan Nurul Islami sejak tanggal
13 Mei 2019 sampai dengan 26 Mei 2019.

Demikian surat keterangan ini untuk menjadi periksa.

Semarang, 9 Juli 2019

YAYASAN NURUL ISLAMI
SEKOLAH MENENGAH MAS
ISLAMIA UNGGULAN
NURUL ISLAMI
SEMANG, S.Pd.I, M.Pd

Appendix 8
Interview Documentation



Interview session with Ms. Elya Eka Septiyani, the English Teacher of Eleventh Grade Islamic Senior High School Nurul Islam Mijen.

CURRICULUM VITAE

Name : Viara Aprialita
Place & time of birth : Pematang, April 1st 1997
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Educational Background

A. Formal

1. TK Setya Budi Pagergunung
2. SD Negeri 03 Pagergunung
3. SMP Negeri 1 Ulujami
4. SMA Negeri 1 Comal
5. UIN Walisongo Semarang

B. Non-Formal

MTQ Al-Hikmah Pagergunung