

**ANALYSIS OF ‘BUPENA’ AS ENGLISH
TEXTBOOK USED IN THE FIRST GRADE OF
SENIOR HIGH SCHOOL BASED ON
THE 2013 CURRICULUM**

THESIS

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

Education



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Assalamu'alaikum Wr. Wb.

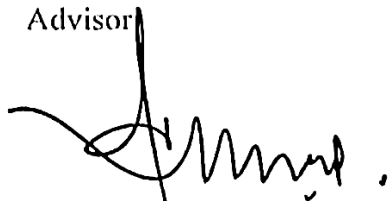
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Wassalamu'alaikum Wr. Wb.

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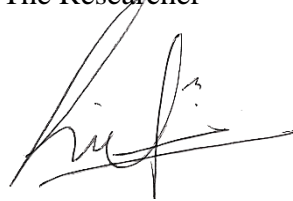
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Finally, the researcher realizes that this thesis still has shortcomings and it is not perfect. The researcher will continue to

look forward to get suggestions to be better than before. The researcher also hopes that this thesis can be useful for people.

Semarang, December 28th 2021

The Researcher

A handwritten signature in black ink, appearing to read 'Fatma Rossa Erliana', written over a horizontal line.

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ABSTRACT

Title : Analysis of '*Bupena*' as English Textbook Used in the First Grade of Senior High School Based on the 2013 Curriculum
Name : Fatma Rossa Erliana
Student Number : 1403046076.

This study aims to explain the suitability of *Bupena* as English textbooks for the first grade in Senior High School with the guidelines for books used by the education units set by the Indonesian Minister of Education. In addition, this study analyzes the appropriateness of the contents in *Bupena* as English textbook for the first grade in high school with the criteria contained in the 2013 curriculum set by the Indonesian Minister of Education. The researcher used a qualitative descriptive method. The subject of the research is the English textbook '*Bupena*'. The instrument used in this research is to use a checklist and researcher took data by using a description technique. This study applied analysis technique. The results of this study are an English textbook entitled "*Bupena*" in accordance with the aspects mentioned in the provisions of the book used by the Education Unit in Law Number 8 of 2016 and the content of the material is also in accordance with the 2013 Curriculum Basic Competencies. Although the final aspect of the *Bupena* textbook does not match the aspects contained in the book guide used in the Education Unit, it does not mean that this book is not suitable for use, because the content of the material presented in this book is in accordance with the Basic Competencies in the 2013 Curriculum.

Keywords : Content Analysis, Curriculum, English Textbook

MOTTO

*I'm into myself
It's fun to see how I change
A person can't stay the same forever
When I see myself
Become closer and closer to
What I wrote about
Myself in my memos
Although I've like myself before
I like myself even more*

-Red Velvet's Irene-¹

¹ Red Velvet's Irene, 'Irene Quotes',
https://twitter.com/irene_record/status/1468105246320709632, 2018.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some subchapters namely, background of the study, research problem, objectives of the research, significances of the research and previous of study.

A. BACKGROUND OF THE STUDY

Media is a means of carrying information between a source and a receiver. Media is categorized into six basic, including audio, visual, video, text, objects or engineers, and people. In learning, the purpose of the media is to facilitate communication and learning. One of the most frequently used media is text. Text is an alphanumeric character displayed in any format, such as posters, bulletin boards, books, computer screens, and so on.²

In the world of education, the use of books is familiar. Books in education can facilitate the learning process, therefore books are an important part of the continuity of education. In order to create an effective and efficient learning environment, teachers can use books as a means or

² James D. Russell Sharon E. Smaldino, Deborah L. Lowther, *Instructional Technology and Media for Learning*, Ninth (Jakarta: Kencana, 2011), p. 7.

media in the process. There are various kinds of books that can be used in the world of education. In terms of function and content, there are seven kinds of books, including reference books, handbooks, textbooks, exercise books, workbooks, notebooks, and reading books.

Textbooks are books that contain descriptions of teaching materials in accordance with certain fields of study discussed in the book. Then arranged systematically and selected based on learning orientation, student development and objectives and the book.³

In language learning, textbooks are used in various ways. For example, to improve students' reading skills, special textbooks are needed for reading. The textbook will contain various reading texts and exercises to improve reading skills.⁴

Richards argues that in some cases, textbooks serve to provide the content of the subject matter and the types of language practices that students can engage in and follow and also provide the primary source of contact they have with

³ Masnur Muslich, *Text Book Writing* (Jogjakarta: Ar-Ruzz Media, 2010), pp. 23–24.

⁴ Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: The Press Syndicate Of The University Cambridge, 2001), p. 254.

other than the input provided by the teacher. In addition, textbooks can also help teachers complete the instructions they give to students, and also help provide ideas for how to deliver lessons to students.

Apart from being used as a basic tool in language teaching, textbooks also play an important role in the development of the innovation process. In innovation there is a potential intermediary and agent role that textbooks play for change in education for several reasons. In the first textbook it will act as a vehicle that can train teachers and students, in the second textbook it will play a role in providing an overview of how these changes will occur, while the third provides psychological support to teachers. This is what Hutchinson and Torress argued about the function of textbooks in the innovation process.⁵

In learning English, textbooks provide directions and instructions to students in conveying the knowledge of English given by the teacher. In addition, it can arrange learning programs effectively and on time, making it easier for teachers who don't have time to prepare learning

⁵ Yasemin Kirkgöz, 'Evaluating the English Textbooks for Young Learners of English at Turkish Primary Education', *Procedia - Social and Behavioral Sciences*, 1.1 (2009), 79–83 <<https://doi.org/10.1016/j.sbspro.2009.01.016>>.

materials. Textbooks are also an important tool to save time and money for teachers and students, because they are cheaper than using software.⁶

In evaluating a text book, the teacher also considers whether the book can be used well, flexible and adaptable in the classroom. The suitability of the syllabus and curriculum used is also one that is considered in the use of the text book. The Ministry of Education in 2013 introduced a curriculum called K13 in Indonesia. This curriculum is implemented to replace the old curriculum that has been used, namely the 2006 curriculum or the so-called 2006 Education Unit Level Curriculum (KTSP 2006). The purpose of replacing the old curriculum with K13 is to develop the abilities of students in the digital era by adding content in the form of informatics. In addition, the curriculum must include four competencies that must be achieved through an intracurricular, cocurricular, and extracurricular learning process. Among

⁶ Sayeed Naqibullah Orfan, Abdul Qawi Noori, and Sayeed Asif Akramy, 'Heliyon Afghan EFL Instructors ' Perceptions of English Textbooks', *Heliyon*, 7.November (2021).

these competencies are spiritual attitudes, social attitudes, knowledge and competence skills.⁷

The Minister of Education mentions in his Regulation Number 8 of 2016 regarding the provisions of books used by education units. It is stated that textbooks must be in accordance with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, as well as good norms that apply among the community. In which it is stated that textbooks must not contain elements of pornography, extremism, radicalism, violence, racism, SARA, gender bias, and must not contain elements of other deviant values.⁸

There are many English textbooks that have been published. But meeting the standards set by the Indonesian government does not mean that all textbooks cover it all. It is important to select textbooks that are in accordance with the standards set by the government in the curriculum that is made. Daoud and Celce-Murcia argue that textbook selection is useful for teachers to be more responsible for choosing textbooks to be used in class. There are several criteria and

⁷ Menteri Pendidikan, Kebudayaan, dan Republik Indonesia, 'Menteri Pendidikan Dan Kebudayaan Republik Indonesia, 'Jdih.kemdikbud.go.id', 2018.

⁸ Menteri Pendidikan, Kebudayaan, dan Republik Indonesia, 'Menteri Pendidikan Dan Kebudayaan Republik Indonesia', 2016.

procedures used to sort textbooks. But that's not the whole process used, because the teacher's individual assessment of the textbook sorting is at the center of the process. Evaluating a textbook also includes an application of linguistics through teachers, supervisors, administrators, and material developers who provide an assessment of the efficiency of the content contained in the textbook.⁹

The making of textbooks by publishers must have considered the criteria well. But in Indonesian education, it is certainly better to follow the appropriate rules from the Minister of Education with reference to the curriculum used. Therefore, based on the explanation mentioned above, the reason the researcher chose the textbook *Bupena* is because the book has claimed that its contents have been implemented according to the 2013 curriculum standards. The purpose of this study is the researcher wants to analyze "*Bupena*" as English textbooks for the first grade in Senior High School, whether it is in accordance with the guidelines for the provisions of the book and 2013 curriculum that has been set by the Indonesian Minister of Education.. The researcher also wants to know whether the contents of the textbook are in

⁹ Massoud Rahimpour, 'Textbook Selection and Evaluation in EFL Context', 1.2 (2011), 62–68 <<https://doi.org/10.5430/wje.v1n2p62>>.

accordance with the 2013 curriculum criteria set by the Minister of Education.

B. RESEARCH QUESTION

Referring to the background of the study previously presented, the researcher formulates the statement of the problem as follows:

1. How are the *Bupena* as English textbooks for the first grade in Senior High School compatible with the technical guidelines for book used by the education units set by the Indonesian Minister of Education?
2. How is the appropriateness of the contents in *Bupena* as English textbook for the first grade in high school with the criteria contained in the 2013 curriculum set by the Indonesian Minister of Education?

C. OBJECTIVE OF THE STUDY

Based on the formulation of the research problem that has been mentioned, the objectives of this study are as follows:

1. To explain the suitability of *Bupena* as English textbooks for the first grade in Senior High School with the

guidelines for books used by the education units set by the Indonesian Minister of Education.

2. To analyze the appropriateness of the contents in *Bupena* as English textbook for the first grade in high school with the criteria contained in the 2013 curriculum set by the Indonesian Minister of Education.

D. SIGNIFICANT OF THE STUDY

The study about analysis of '*bupena*' as english textbook used in the first grade of Senior High School based on the 2013 Curriculum. Hopefully this research will give contribution to English learning basic, they are:

1. Theoretically

Hopefully, the result of this research will give some contributions to teaching learning process of the students and the teacher in the future and especially for the researcher to develop knowledge about to analyze and evaluate an English textbook.

2. Practically

- a. For the Researcher

The researcher hope that the results of this research can provide knowledge and experience in order to develop the research for the better.

b. For English Teacher

The researcher hopes this study could encourage English teachers to develop knowledge and provide examples about to analyze and evaluate an English textbook.

c. For English Textbook Author

For the results of the research, the researcher hopes to help writers to be more careful in developing the contents of English textbooks for students to match the curriculum standards used.

d. For the Other Researcher

For other researchers, the researcher hopes that this study can help by providing more knowledge to make it easier for them to conduct other research on analysis and evaluation in textbooks.

E. PREVIOUS OF STUDY

In order to support this research, the researcher studied some preview previous researchers. They were:

1. A research journal entitled “A Critical Discourse Analysis of Gender Representations in the Content of 5th Grade English Language Textbook” written by Muhammad

Ahmad and Syed Kazim Shah¹⁰, stated the purpose of this study was to investigate gender representation in an English language textbook taught to the students of Grade-5 in public and private schools in Punjab (Pakistan) by applying Fairclough's three-dimensional model.

The method used by researchers in this study is to use content and critical discourse analyses approaches were applied to check eight-factor gender discrimination in the said textbook. The findings of this study textbook was highly gender biased which represented males more than females. It also appeared that the said textbook had been designed to maintain male dominance in implicit as well as explicit ways. Such state of affairs may lead to gender discrimination in practical lives. Therefore, the study suggests that both genders should be represented in an equalized proportion. This can be achieved by increasing the number of female authors and sensitizing the teachers about gender discrimination and asking them to highlight gender biased issues in education.

¹⁰ Muhammad Ahmad and Syed Kazim Shah, 'A Critical Discourse Analysis of Gender Representations in the Content of 5th Grade English Language Textbook', *International and Multidisciplinary Journal of Social Sciences*, 8.1 (2019), 1–24
<<https://doi.org/10.17583/rimcis.2019.3989>>.

The similarity between this research and the researcher's research is the research method used content analysis. The differences are that the data collection techniques, subject, and criteria used to be evaluated are different. In this study, critical discourse analysis were used to collect data. Meanwhile, for data collection in the researcher's research, using documentation and checklist techniques. In addition, the subject used in this study were

English language taught to the students of Grade-5 for the academic year 2017-18l, while for the researcher's research used the book '*Bupena*' as english textbook used in the first grade of Senior High School as the subject of study. The research focus used are also different, in this study investigates gender representation. For researchers, investigated appropriatenes content of textbook with criteria according to the laws and regulations regarding the provisions of books used by educational units and based on the 2013 curriculum that has been set by the Indonesian Minister of Education.

2. A research journal entitled “Psychomotor Domain of Speaking Activity in the English Textbook for Malaysian

Primary School Grade 4” written by Zaqy Mubarak¹¹, stated the purpose of this study was to reveal the types of psychomotor domain used in speaking activity in the English textbook, and to investigate the most dominant type of psychomotor domain used in speaking activity in the English textbook.

The method used by researchers in this study is to use documentation technique. The document used by the researcher was the English textbook used for teaching English in SK Taman Bunga Raya 1 entitled “English Year 4”. In this research, the process of analyzing data uses the data analysis table of psychomotor. The finding of this study was there are three psychomotor domain of speaking activity in the English textbook for Malaysian primary school grade 4 entitled “English Year 4”. The three are imitation (P1), manipulation (P2), and precision (P3). The lowest level (P1) is Imitation that is used in 11 from 55 of the instructions. Somehow, 20% of the instructions suppose students to perform speaking in imitation level. The second level (P2) is manipulation that

¹¹Zaqy Mubarak, ‘Psychomotor Domain of Speaking Activity in the English Textbook for Malaysian Primary School Grade 4’, *Journal of Research on Applied Linguistics, Language, and Language Teaching*, 2.1 (2019), 31–38 <<https://doi.org/10.31002/jrlt.v2i1.375>>.

is used in 18 from 55 of the instructions. Thus, 32.73% of the instructions suppose students to perform speaking in manipulation level. The highest level (P3) is precision that is used in 26 from 55 of the instructions. Thus, 47.27% of the instructions suppose students to perform speaking in precision level.

The similarity between this research and the researcher's research is the research method used documentation technique. The differences are that the subject and the research focused to be evaluated are different. In this study were the English textbook used for teaching English in SK Taman Bunga Raya 1 entitled “English Year 4”, while for the researcher’s research used the book '*Bupena*' as english textbook used in the first grade of Senior High School as the subject of study. The research focus used are also different, in this study investigated psychomotor domain of speaking activity. For researchers, investigates appropriatenes content of textbook with criteria according to the laws and regulations regarding the provisions of books used by educational units and based on the 2013 curriculum that has been set by the Indonesian Minister of Education.

3. A research journal entitled “Sociocultural Values In 2nd Intermediate Textbook "English For Iraq"” written by Huda Abdul Razzaq, Sabeeha Hamza Dehham, and Iman Mungher Obaid¹², stated the purpose of this study was to evaluate socio-cultural values included in English textbooks for the 2nd intermediate class in Iraq and to show the types of cultures that appear in the English textbooks for the 2nd intermediate class in Iraq.

The method used by researchers in this study is descriptive-evaluative content analysis. The data were collected from reviewing, previous studies, journals, and various books, the researcher's decision fell on socio-cultural values involving in 2nd intermediate textbook “English for Iraq “. The researcher has adopted Brooks’ form of socio-cultural references as a tool of analysis. For this study, three references are included, these are social, historical, and geographical. The researcher used independent special tables of (local, foreign and International culture) based on Brooks’ list of references. The findings of this study are The textbook writers of the 2nd intermediate stage “English for Iraq” did not seriously

¹² Huda Abdul Razzaq, Sabeeha Hamza Dehham, and Imanmungher Obaid, ‘Sociocultural Values In 2nd Intermediate Textbook “ English For Iraq ”’, 12.7 (2021), 2862–67.

take the socio-cultural values of the foreign language into consideration, in the sense that, subjects do not reflect any authentic socio-cultural references. The textbook writers depended on semi-authentic socio-cultural values. Socio-cultural value significantly affects and determines of knowledge system (way of thinking), determines acting and behaving individually or group. Therefore, realistic values of culture should be included. For the socio-cultural values, three references have been used to collect data. It is seen that selected textbooks cover examples in terms of social references more than examples of historical references and geographical references. The artificial sociocultural references are highlighted at the expense of authentic socio-cultural references of the target language. This represents a deficit in the syllabus design of the two books under study since the presentation of this factor is of vital importance to achieving effective learning of the target language.

The similarity between this research and the researcher's research is the research instrument using checklist and the research method that used. The differences are the subject and the focus of study. In this study the subject that used is 2nd Intermediate Textbook "English For Iraq", while

for the researcher's research used the book '*Bupena*' as english textbook used in the first grade of Senior High School as the subject of study. The focus of this research is sociocultural values. Meanwhile, in the researcher's research, the focus of the research is more comprehensive on the analysis of the evaluation of the criteria and contents of the textbook material based on the guidebook regulations for the education unit and the 2013 curriculum set by the Minister of National Education.

F. RESEARCH METHOD

The researcher wants to discuss the methods used in the research, which include several contents, namely the design of the study, the subject of the study, the instrument of the study, the data collection technique, the data analysis technique, and also the credibility and dependability of the study.

1. Design of the Study

In this study, the researcher used a qualitative descriptive design. Based on Whitney's explanation, the descriptive method is finding facts or evidence with the right application. In descriptive research, researchers can

compare certain phenomena or things that can be used as comparative studies. In addition, researchers can also conduct studies by setting a certain standard or norm. By using this method, it is also possible to investigate the status of phenomena or factors that can see the relationship between one factor and another, so it is called a status study. Descriptive research includes a broad range of research methods compared to experimental and historical methods. Besides being able to provide an overview of events, this method can explain relationships, test hypotheses, make predictions, and can provide meaning and implications of a problem being tested using techniques such as interviews, questionnaires, interview guides.¹³

The approach through qualitative emphasizes the value of meaning and subjective experiences of people even about the meaning of events from the process by building a strong understanding of the topics developed. This method emphasizes inductive design which aims to produce descriptive meaning and data.¹⁴

¹³ Moh. Nazir, *Metode Penelitian* (Bogor: Ghalia Indonesia, 2014), p. 43.

¹⁴ Patricia Leavy, *Research Design* (New York: The Guilford Press, 2017), p. 124.

Descriptive research is research that focuses on describing the characteristics of an individual or group, where diagnostic research depends on the frequency of something that happens or is related to something. This study focuses on more specific predictions, by including narratives that are facts and characteristics. The purpose of this study was to obtain complete and accurate information, and to pay attention to the procedures used with careful planning.¹⁵ Based on the theory mentioned above, it can be concluded that the research design used by the researcher is descriptive qualitative. This research can be categorized as a qualitative descriptive study because it aims to analyze and evaluate the English textbook 'Bupena' for the first grade in senior high school whether it is in accordance with the guidelines for the provisions of the book and 2013 curriculum that has been set by the Indonesian Minister of Education.

2. Subject of the Study

The subject of the research entitled "Analysis of '*Bupena*' as English Textbook Used in the First Grade of

¹⁵ C.R. Kothari, *Research Methodology (Methods and Techniques)*, Second Rev (New Delhi: New Age International (P) Limited, 2004), p. 37.

Senior High School Based on the Regulation of the Ministry of Education and Culture of the Republic of Indonesia" is the English textbook '*Bupena*'. This book claims that the content of the material presented is in accordance with the 2013 curriculum that has been set by the Indonesian Minister of Education. This English textbook was published in 2018 by publisher Erlangga and has been used in several Senior High Schools in Indonesia, one of which is MAN 2 Kudus.

3. Instrument of the Study

The instrument used in this research is to use a checklist. The checklist will be divided into two parts, the first of which covers the suitability of the English textbook '*Bupena*' for the first grade of senior high school, with the provisions of the book used by the education unit in accordance with the regulations set by the Indonesian Minister of Education. In this section, we will cover the cover of the book which contains the front, back, and back of the book. In addition, it also discusses the initial part of the book, the book content section which includes (material aspects, language, material presentation, and

graphics), then also discusses the final part of the book and the content of student activities.

In the second part, the checklist contains the appropriateness of the contents of the English textbook 'Bupena' for the first grade of senior high school with the 2013 curriculum that has been set by the Indonesian Minister of Education. Which discusses the suitability of the content of the textbook material with the core competencies and basic competencies in the 2013 curriculum.

4. Data Collection Technique

In a study entitled " Analysis of '*Bupena*' as English Textbook Used in the First Grade of Senior High School Based on the Regulation of the Ministry of Education and Culture of the Republic of Indonesia", researcher took data by using a description technique. In a study, the description of the theory is a theory and the results of the research that are interconnected are systematically described. This study contains an explanation of the variables studied, by way of definition, and a complete and in-depth description by following various references, so that the relationship between the

variables studied becomes clearer and more focused. Descriptive research is usually obtained from reading sources, including text books, dictionaries, encyclopedias, scientific journals, and research results. A good reading source must meet three criteria, namely relevance, completeness and updating.¹⁶

In this study, the researcher took several steps to describe the results of the study. First, the researcher determines the name of the variable to be studied, namely the textbook '*Bupena*' for the first class at Senior High School. Then the researcher analyzed whether the book was in accordance with the provisions of the book recommended by the Indonesian Minister of Education. After that, the researcher also connected the content of the material contained in the book with relevant sources such as the 2013 curriculum which is currently used as a reference in learning of Indonesia.

5. Data Analysis Technique

This study uses a descriptive method that utilizes a checklist instrument in data collection. The checklist

¹⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, cv., 2010), pp. 89–90.

contains two parts that will be investigated, the first relates to the provisions of the book guide used in educational units set by the Indonesian Minister of Education. The second part contains aspects related to the material contained in the 2013 curriculum.

In this study, the researcher took several steps to describe the results of the study. First, the researcher determines the name of the variable to be studied, namely the textbook '*Bupena*' for the first class at Senior High School. Then the researcher analyzed whether the book was in accordance with the provisions of the book recommended by the Indonesian Minister of Education. After that, the researcher also connected the content of the material contained in the book with relevant sources such as the 2013 curriculum which is currently used as a reference in learning of Indonesia.

To accumulate the results of the data in the textbook under study, the researcher performed a calculation by dividing the total criteria that met the aspects by the total number of criteria. Then, the result multiplied by 100%. For a description of the formula for the calculations used in the study, it is as follows:

$$P\% = \frac{\sum^q}{\sum^r} \times 100\%$$

$P\%$ = The percentage that is obtained for every aspect is observed.

\sum^q = The amount of the score that is obtained for every aspect Is observed.

\sum^r = The amount of maximal score for every aspect is observed.

The above formula is then used to accumulate data from the research. The results are then described through several assessment criteria, including:

Table 1. 1 Score Category of Assessment

| Range of Fulfillment Score | Category |
|-----------------------------------|-----------------|
| 80% - 100% | Good |
| 60% - 79% | Fair |
| 50% - 59% | Sufficient |
| 0 – 49% | Poor |

6. Validity and Reability

To determine the validity and reliability of this study, the researcher used the triangulation technique. In qualitative research, validation data is shown through honesty, deepening of meaning, richness, scope of data, approach to participants, including triangulation and unusualness or objectivity to the researcher. Triangulation is a technique using two or more methods to collect data in research on aspects of human behavior.¹⁷

The technique of collecting data using triangulation is obtained from quantitative surveys or participant observation, then the results from these data sets are analyzed independently and compared with each other in various ways. How to compare it depends on the methodological framework used in the research and also the way the researcher conceptualizes the knowledge they have.¹⁸

Reliability in qualitative research can occur because the researcher records data and events naturally. Fidelity to real life, specific content and situation,

¹⁷ Keih Morrison, Louis Cohen, and Lawrence Manion, *Research Methods in Education*, Fifth Edit (London: Taylor & Francis Group, 2005), p. 112.

¹⁸ Andrea J Nightingale, 'Triangulation', 13 (2020), 477–80 (p. 477) <<https://doi.org/10.1016/B978-0-08-102295-5.10437-8>>.

authenticity, comprehension, detail, honesty, and depth of response and meaning from respondents are included in the reliability of this study.¹⁹

Based on the explanation above, the researcher used a combined technique such as triangulation, namely by generating research data through analysis of factual data sources such as textbooks, scientific journals, appropriate reference books, documents on book provisions and the 2013 curriculum that has been set by the Indonesian Minister of Education. Then evaluate it based on the value of the existing category score and then describe it into the desired research results. As the validity of this research, the thesis supervisor has examined the sources, data obtained in this study, provided direction and recommendations regarding the evaluation of textbooks, data collection processes, and research findings.

¹⁹ Louis Cohen, Lawrence Manion, p. 120.

CHAPTER II

CURRICULUM, GUIDE ON THE PROVISIONS OF BOOKS IN EDUCATIONAL UNITS, TEXTBOOK, AND TEXTBOOK EVALUATION

In this chapter, the researcher discusses the theories used in the research namely, curriculum, guide on the provisions of books in Educational Units, textbook, and textbook evaluation.

A. CURRICULUM

1. Definition and Function of Curriculum

Curriculum is a plan that describes understanding both used in the present or in the long term needed in the learning process and in society. This plan is usually in the form of beliefs and ideologies about schools, students and teachers that provide the philosophical underpinnings of educational programs and justifications for the goals they contain.²⁰

The mention of curriculum can refer to various things, including the subject matter in schools, programs or documents about lesson plans, units of teaching

²⁰ Jack C. Richards, p. 113.

materials arranged in a sequence framework, or selected frameworks arranged in a learning experience. Pratt (1980) states that the curriculum is plans about the instruction of an action, not about the actions that are intruded itself. Curriculum can be seen as a draft of instruction. In addition, the curriculum is useful as a teacher's authority in classroom learning.²¹

The curriculum can also be concluded as learning activities that have been planned or programmed for students under the guidance of school and outside of school. The curriculum can contain a written description of the educational program used. The written material can be used by the teacher in the teaching process to students. In addition, the curriculum also contains the principles and important characteristics of an educational plan with the aim of teaching, learning experiences, learning tools, and methods of assessment used for certain educational purposes.²²

The function of the curriculum is basically as a reference or guide in education. In addition, the

²¹ Endang Komariah, *English Curriculum Adn Instructional Plans* (Banda Aceh: Syiah Kuala University Press, 2017), p. 1.

²² Sarinah, *Pengantar Kurikulum* (Yogyakarta: Deepublish, 2015), p. 4.

curriculum also has other functions in their respective roles, including²³:

- a. Serves as a guide to carry out the teaching process by the teacher in the classroom.
- b. For principals and supervisors, the curriculum serves as a reference in supervising the learning process so that it is more structured.
- c. The curriculum also serves as a guide in guiding children in learning at home by parents.
- d. In society, the curriculum helps the educational process in schools run well.
- e. As for students, the curriculum serves as a reference in their learning process.

Based on the definitions of the curriculum above, it can be concluded that the curriculum has a strategic and important position in helping the learning process, both in school and outside of school.

2. 2013 Curriculum

It is explained in the 2010-2014 National Medium-Term Development Plan (RPJMN) that the results of the curriculum evaluation conducted by the Curriculum and

²³ Sarinah, p. 17.

Books Center (*Puskurbuk*) stated that there was a need for a rearrangement of the curriculum that was applied at that time. Therefore, the Government of the Republic of Indonesia set in July 2013-2014 to begin implementing the 2013 Curriculum which is the result of improvements to the previously used curriculum. It aims to produce the Indonesian people to be more productive, creative, innovative, and effective through strengthening attitudes, skills, and knowledge that are integrated and can overcome the weaknesses that existed in the previous curriculum.

The government took the first step by conducting socialization to all elements directly involved in the education process. One of them is by conducting 2013 Curriculum Implementation training for school principals, school supervisors and teachers. The development of the 2013 curriculum is a further step from the Competency-Based Curriculum Development which was designed in 2004 and the 2006 KTSP, the curriculum contains integrated attitudes, knowledge, and skills competencies.²⁴

²⁴ Daryanto, *Siap Menyongsong Kurikulum 2013* (Yogyakarta: Penerbit Gava Media, 2013), pp. 27–28.

The 2013 curriculum has several characteristics, including the following²⁵:

- a. The 2013 curriculum aims to develop spiritual, social, knowledge and skills attitudes so that they are more balanced, and apply them in various situations, both at school and in the community.
- b. Making students able to apply what is learned in school in the community environment and make the community a source of learning. It can be categorized this curriculum can place the school as part of the community.
- c. With this curriculum, students can more freely develop their attitudes, knowledge and skills.
- d. Core Competencies can develop in more detail and further in the basic competencies of subjects.
- e. Class core competencies can develop into elements of organizing Basic Competencies. Then all Basic Competencies and learning processes can be developed to achieve Core Competencies.

²⁵ Hamzah Yunus and Hedy Vanni Alam, *Perencanaan Pembelajaran Berbasis Kurikulum 2013* (Yogyakarta: Deepublish, 2018), pp. 1–2.

- f. Basic Competencies develop based on the accumulative principle which mutually strengthen and enrich subjects and levels of education.

B. GUIDE ON THE PROVISIONS OF BOOKS IN EDUCATIONAL UNITS

In accordance with the technical guidelines for book guidelines used by Education Units contained in Law Number 8 of 2016, textbooks and non-lessons must contain elements of the book cover, namely the front cover, back cover, and back of the book. In addition, it must also contain book sections which include the beginning of the book, the content section, the last part of the book, and student activity content²⁶

1. Book Cover

a. Front Cover

The elements contained in the front cover include "the writing has been assessed and determined by the Ministry of Education and Culture", the title of the book, the subtitle of the book (if any), and the

²⁶ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 tentang Buku yang Digunakan oleh Satuan Pendidikan

designation of the book. The layout of the book design components follows the layout pattern of the book's contents. In addition, the typeface used on the front cover must also match the typeface used in the book's contents and the writing must be dominant, contrasting and attractive.

1) Book Title

The title of the book refers to the name of the subject contained in the curriculum. If the textbook is intended for teachers, it should be given the additional title "Teacher's Book" and placed above the main title and the font size is not more prominent than the main title font size.

2) Subtitle

The subtitle explains further the title of the book which includes the identity of the book series and the identity of the subjects. For textbooks, the subtitle of the book is placed under the title of the book, the type, size and font as well as the color is set by the book designer with the rule that it should not stand out from the title of the book.

3) Book Designation

The designation of the book is stated on the front cover of the book and the copyright page which is located in accordance with the printed area, the contents of which include the identity of the education level followed by the identity of the class using Roman numerals.

4) Publisher Identity

The name of the publisher is written close to the publisher's logo and the placement is adjusted to the print field.

5) Illustration

The illustration on the front cover must have a clear focus and not contain provocative elements or contradict the Indonesian aspect.

b. Back Cover

The back cover of the textbook contains the following:

- 1) brief introduction to the contents of the book or a review of the contents of the book.
- 2) Statement of the results of the assessment of the feasibility of the book from the Ministry of Education and Culture.

- 3) International Standard Book Number issued by the National Library.
- 4) The identity of the publisher is written clearly complete with the address.
- 5) The highest retail price for textbooks only.

c. Back of the Book

Books written using hot glue must include the identity of the publication which includes the publisher's logo, author's name, book title, subtitle, and the designation of the book whose layout is adjusted to the front and back covers. Book titles are written from bottom to top.

2. The Beginning of the Book

a. Title Page

Content includes the title and subtitle of the book, the author's name, the publisher's name, and the publisher's logo.

b. Copyright Page

The publishing page is located on an even page and contains the following:.

- 1) Copyright information.
- 2) KDT (Catalog in Issue). The text in the box containing the classification of book material and

ISBN made by the National Library of the Republic of Indonesia.

3) Description of community input channels. The description of the community input channel reads "In order to improve the quality of books, the public as book users are expected to provide input to the author's or publisher's address and the <http://buku.kemdikbud.go.id> page or via email Buku@kemdikbud.go.id".

c. Foreword Page

This page is located on the recto, containing a statement regarding the intent and purpose of writing the book, the learning process related to the book material, and expectations for the publication of the book. This page ends with a place and time marker and the name of the author of the book.

d. Table of Contents Page

The table of contents page starts from recto, contains all parts of the book starting from the beginning of the book (Introduction and Table of Contents), the contents of the book (Lessons or Chapters or Chapters and parts of Lessons or Chapters

or Chapters) to the end of the book (Index, Glossary, and Bibliography) written in full.

e. Image List Page

Listed images include eye view images (line drawings or photo images), graphs, floor plans, and diagrams. The image list contains the image number, image description, and the page where the image is displayed.

f. Table List Page

The table list contains the table number, table description, and the page on which the table is displayed.

g. Page Numbering

The page numbering at the beginning of the book uses Roman numerals written in lowercase (not capital letters). The title page and publishing page (copyright page) are not printed but are still counted. Writing page numbering starts on the introduction page and so on. As for the page numbering in the book's contents and the end of the book using Arabic numerals. In terms of page numbering, the contents of the book and the end of the book are one unit so that the numbering continues.

3. Content of the Book

The content section is a description of the material on the subject in accordance with the title of the book and can develop the knowledge, skills, and positive attitudes of students. For this reason, material aspects, linguistic aspects, presentation aspects, and graphic aspects need to be considered. Specifically for Textbooks, the description of the material is divided into several sections and subsections of the material in the form of lessons, chapters, or subchapters. It aims to make it easier for students to absorb the material.

a. Chapter

Chapters are part of the contents of the book (can refer to basic competencies/KD). In addition to being called chapters, parts of the book can also be referred to as units or lessons. Chapter titles are written in onderkast (cap ond) capital.

b. Chapter Title

Chapter titles are made more concise, dense, interesting, informative, and not provocative.

c. Chapter Section Marker

Chapter section markers include sub-chapters, sub-sub-sections, and sub-sub-subsections written with

underkast capital, except for function words or particles (eg acronyms). Font size must be distinguished so that it becomes clear.

d. Illustration

Illustrations consist of line drawings, rasters, photos, curves, charts, floor plans, diagrams, graphs, schematics, and maps. The use of illustrations taken from other media must include the source that taken from the internet must be royalty free and include the name of the website.

4. Last Part of the Book

At of the book consists of information on publishers, glossary, bibliography, index, and appendices. This section numbering continues with the content page numbering, which uses Arabic numerals.

5. Student Activity Content

The form of activity for students can be in the form of the following activities:

- a. Assignment independently or in groups.
- b. Discussion about a certain topic.
- c. Answering questions.
- d. Project completion.

The activity content given to students is an integral part of the textbook which is listed at the end of each chapter. Giving activities to students is adjusted to the characteristics of the subject

C. TEXTBOOK

1. Definition of Textbook

Textbooks are books that are used as mandatory references in primary and secondary education units or universities, which contain learning materials in order to increase faith, piety, noble character and personality, mastery of science and technology. On the other hand, textbooks also increase sensitivity and aesthetic abilities and improve kinesthetic abilities and health which are compiled according to the National Education Standards. The information contained in the textbook makes its role very important in the learning process. In addition, based on the explanation of Quest (2006), textbooks are very important teaching materials used in the learning process, because they contain subject matter that will be taught to students.²⁷

²⁷ Bambang Suwardi Joko, Ikhya Ulumudin, Mahdiansyah, *Buku Teks Dan Pengayan (Kelengkapan Dan Kelayakan Buku Teks Kurikulum 2013)* (Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, 2017), pp. 12–13.

According to Richards (2001), textbooks are the core of most language programs. Textbooks can serve as a basis for inputting a language that is accepted by students and given by the teacher in the classroom, which can provide basic material in the lesson, balance in skills, and also the type of language that students follow. Most language teaching around the world cannot take place without the use of textbooks. In order to make teachers more professional in teaching, it is important to learn how to use and adapt textbooks.²⁸

In accordance with Law Number 8 of 2016, it is stated that textbooks are a source of learning to achieve basic competencies and core competencies and are properly declared by the Ministry of Education and Culture to be used in educational units. The criteria so that the textbook is said to be feasible, namely by fulfilling several criteria such as the obligation to meet positive values or norms that apply in society. In addition,

²⁸ Jack C Richards, 'The Role of Textbooks in a Language Program', 2001, 1–6 (p. 1).

textbooks are also required to meet the assessment criteria as books that are suitable for use by the Education Unit.²⁹

From some of the definitions above, it can be concluded that textbooks are mandatory instruments used in the learning process and are in accordance with the curriculum set by the Education Unit.

2. The Role of Textbook in Language Teaching

Textbooks have an important role in education. According to NAE (National Agency for Education), textbooks have a strong position in education, especially in learning English. Textbooks are also used for planning as well as for actual teaching, because they are very important for a teacher to use in the classroom when teaching. In addition, books have a role in determining lesson plans as well as themes and materials to be delivered in class.³⁰

Textbooks present materials used by students with their own methods, where the methods used make it easier to convey the material. It can be concluded that textbooks

²⁹ Indonesia, 'Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Tentang Buku Yang Digunakan Oleh Satuan Pendidikan', pp. 2-4.

³⁰ Jennie Magnusson, 'The Functions of Textbooks : A Textbook Analysis of Text Genres and Their Representation', 2021, pp. 5-6.

provide several benefits in learning, including textbooks that can present materials used in learning, become a teacher's guide in learning, and also become alternative materials and procedures for extra lessons and resources. Therefore, textbooks become the standard in delivering material in class.³¹

According to Haycroft (1998), textbooks have a role as psychologically essential for students because they can help progress and achieve better when using them in learning. In addition, textbooks are a necessity for students which are intended and designed for them to be more efficient in time and money, and they can adapt and improvise as they wish. Therefore, it can also be concluded that textbooks can reduce excessive workload and make teaching time more useful.³²

In addition, Cunningsworth (1995) explains that there are five advantages to using textbooks in learning, including the following³³:

³¹ Hamdan Anwari, 'The Role of Teacher in Using Textbook', *Inovish Journal*, 6.1 (2021), 1–12 (p. 10).

³² Litz David R.A, 'Textbook Evaluation and ELT Management: A South Korean Case Study', *Asian EFL Journal*, 48.1 (2005), 1–53 (p. 5) <https://www.asian-efl-journal.com/Litz_thesis.pdf>.

³³ David R.A, p. 5.

- a. Textbooks are an effective means of independent learning.
- b. Textbooks can provide presentation material.
- c. Textbooks as a source of ideas and activities in learning
- d. Textbooks as a source of student references, and syllabus used for learning reflexes.
- e. Textbooks as a means to help teachers to be more confident in conveying material in learning.

3. Criteria of Good Textbook

Cunningsworth (1995) divides the criteria for a good book in the assessment into several parts, including:

- a. Textbooks should provide appropriate student needs and adapt to the goals and objectives of the language learning program.
- b. Textbooks should reflect good uses that can help students and be effective in language learning.
- c. Textbooks should facilitate the needs of students and their learning process, and not impose rigid methods.
- d. Textbooks have an important role as a supporter in learning.

In addition, there are several checklist categories in the assessment of textbooks, including objectives and

approaches, design and organization, language content, skills, topics, and methodology.³⁴

Textbook evaluation criteria using a checklist must be selected based on the teaching-learning context and taking into account the needs of students and teachers. There are several criteria for textbooks, namely by paying attention to language skills such as speaking, listening, reading, and writing, etc. In addition, sub-skills also need to be considered, for example, grammar and vocabulary used in textbooks. Then, there are several criteria that must be considered so that the textbook becomes better, namely by taking into account the background of the students who will use the book. For example is the age, needs and interests of students.

Based on the explanation above, the criteria for a good textbook are divided into two categories, namely the general attribute content category and the teaching and learning category. The general attribute category contains the relationship between conformity with the syllabus, curriculum, methodology, suitability for students, physical and utilitarian attributes and other

³⁴ Jack C. Richards, p. 258.

complementary materials. The teaching-learning category contains task quality, cultural, linguistic and situational sensitivity, listening, speaking, reading, writing, vocabulary, grammar, pronunciation and training skills.³⁵

D. Textbook Evaluation

The selection of textbooks is very important, teachers are required to first evaluate the function of the textbook. Ahmadi and Derakhshan (2016) say that the evaluation of textbooks is very important, namely by calling it very necessary and vital for a teacher to get material that can help their students with good methods. Textbook evaluation is done by compiling it to see the differences in the strengths and weaknesses of a textbook.³⁶

Sheldon (1998) argues that textbook selection is used as a marker of the importance of administrative and educational decisions which involve considerable professional, financial, or even political investment. With this evaluation, the teacher can distinguish between all textbooks on the market and make it easier to identify the

³⁵ Jayakaran Mukundan, Reza Hajimohammadi, and Vahid Nimehchisalem, 'Developing An English Language Textbook Evaluation Checklist', 4.6 (2011), 21–28 (p. 22).

³⁶ Magnusson, p. 6.

benefits of textbooks such as knowing the advantages and disadvantages of exercises, assignments, and all the assignments contained in the textbook. In addition, evaluating textbooks can be used as a means of conducting action research as well as a form of professional empowerment and improvement. Teachers can use book evaluation as a valuable component of training programs with the aim of raising awareness for students and teachers about the importance of looking for needs contained in textbooks.³⁷

There are several steps in selecting a textbook and determining whether the book is suitable for use in learning, here are the steps³⁸:

1. First study the field of study curriculum from the book you want to use

First, do an analysis of the basic competencies and life skills that must be mastered in order to find out what is mastered by students. Second, determine alternative assessment plans that can be carried out. Finally, determine alternative learning experience plans that will be carried out to achieve basic competencies.

³⁷ David R.A, pp. 8–9.

³⁸ Masnur Muslich, pp. 245–49.

2. Study the content or material of the textbook to be selected

First, study the substance or content whether it is in accordance with the proper scientific structure. Then study the presentation material and compare the competencies contained in the textbook with the basic competencies in the curriculum. Compare the sequence of competencies contained in the textbook with those in the curriculum and look at the presentation of the material. Also check whether the textbook contains student assignment sheets and activity sheets. Also pay attention to whether the textbook has self-evaluation that can be done by students.

3. Find the interesting things in textbooks

Observe the design of the textbook skin whether it is attractive to students and pay attention to what materials are used to make the textbook. In addition, observe whether the textbook contains interesting illustrations and the descriptions encourage students to be more active in thinking and acting. In addition, be careful whether the contents of the textbook present material that is close to the student's environment.

4. Mastering the comprehension of the textbook to be chosen

Find out if the textbook is presented in a coherent and complete manner, the language is easy to understand, short and concise. In addition, textbooks must highlight aspects of reasoning and proof, aspects of communication and aspects of linkage with other materials.

5. Knowing the level of readability of the textbook to be selected

Analyze whether the textbook has the appropriate font size, uses colors that are not too flashy and is comfortable to read. Then find out whether the language structure used by the text is good and easy to read, and the sentences presented must contain logical, complete thoughts, and are in accordance with the level of understanding and development of students' thinking.

E. CONCEPTUAL FRAMEWORK

Textbooks are an important part of teaching and learning activities, which are used as suggestions for delivering subject matter to make it easier and more efficient. However, not all published textbooks are in accordance with the established criteria. Therefore, choosing, assessing and determining a good textbook in learning is certainly very important. Finding out whether the concept design, content

and intent conveyed are in accordance with existing provisions.

Based on these problems, the researcher analyzed an English textbook entitled 'Bupena' for the first grade of Senior High School, whether it is in accordance with the criteria set by the current Minister of Education and Culture of the Republic of Indonesia.

CHAPTER III

GENERAL OVERVIEW OF ‘*BUPENA*’ AS ENGLISH TEXTBOOK USED IN THE FIRST GRADE OF SENIOR HIGH SCHOOL BASED ON THE 2013 CURRICULUM

In this chapter, the researcher describes the profile of the Bupena textbook, the contents of the Bupena textbook, and an analysis of 'bupena' as an English textbook used in the first grade of Senior High School based on the regulation of the Ministry of Education and Culture of the Republic of Indonesia.

A. PROFILE OF BUPENA TEXTBOOK

The English textbook entitled 'Bupena' is written by a writer named Sari Komala Dewi. he is a resident of Cakung, East Jakarta who works as an English Lecturer at the University of Indonesia. This book was created in 2018 and published by publisher Erlangga. This book is intended for first graders at Senior High School who are studying English subjects and created with the aim of meeting the needs of students and teachers. This book can assist in assessing various aspects of learning by giving students various activities that must be completed through understanding the material presented. The textbook 'Bupena' has been designed based on the 2013 Curriculum in accordance with the

provisions stipulated by the Minister of Education and Culture of the Republic of Indonesia by taking into account two domains of focused learning activities, namely knowledge and expertise.

This book also comes with:

1. Digital Learning Materials: Students can access the material completely by scanning the QR codes on their smartphone.
2. CBT (Computer Based Test) Tryout: Students can do practice solving questions by accessing the line at www.erlangga.co.id then download the CBT tryout.
3. Evaluation: Students can review the subject matter.

B. CONTENTS OF THE BUPENA TEXTBOOK

1. Description of the textbook

This English textbook entitled 'Bupena' was made referring to the 2013 curriculum. Bupena is a textbook that contains activities that employ student-centered learning that requires students to explore learning materials. This textbook contains eleven chapters and contains material that focuses on two main domains, namely knowledge and skills. Each chapter consists of pre-activity, activities, and

evaluation. The following are the topics for each chapter of the 'Bupena' textbook:

a. Chapter 1 : Hi, I'm Gina

This chapter contains self-introduction material which is a basic skill in communicating in English. The introduction can include other details such as address, hobbies, about family, and much more.

b. Chapter 2 : Congratulations

This chapter discusses congratulations which are expressions to praise someone for great achievements, for example, graduation greetings, birthdays, marriages, getting a job, and others.

c. Chapter 3 : Excellent!

This chapter contains compliments which aim to give good words to someone's appearance, performance and attitude.

d. Chapter 4 : I'll Do It

This chapter contains plans or intentions that tell about future activities.

e. Chapter 5 : Visiting Tourist Attractions

This chapter discusses the activities carried out while on vacation.

f. Chapter 6 : Visiting Historic Buildings

This chapter contains descriptive text, in which students are asked to describe a picture of a historic building.

g. Chapter 7 : Announcement

This chapter discusses announcements, it aims to teach students to know effective ways to convey important information to many people.

h. Chapter 8 : I've Had It for Years

This chapter discusses activities that have occurred in the past in two different forms. The first is an activity that has occurred in the past but never continued, and the second is an event in the past but continues to the present.

i. Chapter 9 : Important Events in History

This chapter contains historical events in the past and tells what happened to anyone involved. This topic is included in recount text.

j. Chapter 10 : Legends

This chapter discusses the legends included in the sample narrative text section. Legends are usually used to convey moral messages and are told by word of mouth from generation to generation.

k. Chapter 11 : What's in a Song?

This chapter discusses songs that are used as a tool for learning English. With songs, students can learn English while enjoying music.

2. Description of Textbook Material

The material in the English textbook entitled 'Bupena' focuses on two learning domains, namely knowledge and skills. The material in this book is divided into pre-activities, activities, and evaluations. The following is a description of the material contained in each section of the English textbook entitled 'Bupena':

a. Chapter 1 : Hi, I'm Gina

1) Pre-activity

In this section there are illustrations and sample dialogues about introductions. The following is an example of a dialogue contained in the pre-activity chapter 1:

"Good Morning, class. I'm Miss Campbell. I'll be teaching geography."

From this example, it can be concluded that it is included in a conversation that discusses introductions, because there is information about names and professions.

2) Activities

There are C activities that students need to do in this chapter. For activity 1 to activity 10 are part of the knowledge domain, while activity 11 to activity 13 are part of the skills domain. The following are the activities contained in this chapter and adapt them into the Basic Competencies contained in the curriculum,

KD3 :

- a) Students are able to identify the social functions of expressions of introducing him/herself and others.
- b) Students are able to identify the steps (structure) of how of introducing him/herself and others.
- c) Students are able to identify the language features used of introducing him/herself and other

KD4 :

- a) Students are able to introduce themselves or others appropriately

In this unit, you will learn:

- a) How to introduce yourself in formal situations
- b) How to introduce yourself in informal situations

- c) To use simple present tense
- d) To use “who”, “what”, “which”.

3) Evaluatuion

In this section there are ten questions about the topics covered in this chapter and which students need to answer.

b. Chapter 2 : Congratulations

1) Pre-activity

In this section there are illustrations and dialogues that exemplify congratulations. The following is an example of a dialogue found in the book 'Bupena':

"Congratulations on your promotion. You deserve it."

Based on the example of the dialogue above, it can be concluded that it is in accordance with the topics discussed in this chapter because there is the word "conratulations".

2) Activities

There are twelve activities that students need to do in this chapter. For activity 1 to activity 10 are part of the knowledge domain, while activity 11 to activity 12 are part of the skills domain. The

following are the activities contained in this chapter and adapt them into the Basic Competencies contained in the curriculum,

KD3 :

- a) Students are able to identify the social functions of expressions to congratulate someone.
- b) Students are able to identify the steps (structure) of how to congratulate someone.
- c) Students are able to identify the language features used to congratulate someone.

KD4:

- a) Students are able to congratulate someone appropriately.

In this unit, you will learn:

- a) How to congratulate someone
 - b) How to make a dialog that contain expressions of congratulation
- 3) Evaluation

In this section students are asked to answer ten exercises related to congratulation.

c. Chapter 3 : Excellent

1) Pre-activity

In this section there are illustrations and dialogues that exemplify compliments. The following is an example of a dialogue found in the book 'Bupena':

“Oh, what beautiful flowers, thank you, honey”

“Sure, mom. Glad you like them”

Based on the example of the dialogue above, it can be concluded that it is included in the sentence of praise because there is the sentence "what a beautiful flower" which is included in the compliment.

2) Activities

There are thirteen activities that students need to do in this chapter. For activity 1 to activity 10 are part of the knowledge domain, while activity 11 to activity 13 are part of the skills domain. The following are the activities contained in this chapter and adapt them into the Basic Competencies contained in the curriculum,

KD3 :

- a) Students are able to identify the social functions of expression to compliment someone.

- b) Students are able to identify the steps (structure) of how to compliment someone.
- c) Students are able to identify the language features used to compliment someone.

KD4:

- a) Students are able to compliment someone appropriately.

In this unit, you will learn:

- a) How to compliment someone
- b) How to make a dialog that contains expressions of complimenting

3) Evaluation

In this section there are ten questions related to the "compliment" theme and students are asked to answer them

d. Chapter 4 : I'll Do It

1) Pre-activity

In this section there are illustrations and dialogues that exemplify plans and intentions. The following is an example of a dialogue found in the book 'Bupena':

“I will be a goalkeeper when I grow up.”

From the example sentence above, it can be said that it is included in future planning, because there is the word "I will be...". Which sentence has not happened and wants to do in the future.

2) Activities

There are fifteen activities that students need to do in this chapter. For activity 1 to activity 14 are part of the knowledge domain, while activity 15 is part of the skills domain. The following are the activities contained in this chapter and adapt them into the Basic Competencies contained in the curriculum,

KD3 :

- a) Students are able to identify the social functions of future intentions.
- b) Students are able to identify the steps (structure) of how to express future intentions.
- c) Students are able to identify the language features used to express future intentions.

KD4:

- a) Students are able to create a dialog that contains future intentions.

In this unit, you will learn:

- a) To express intentions and plans
- b) To make sentences with “will, going to and to be+V-ing”.

3) Evaluation

In this section there are ten questions related to the future intentions theme and students are asked to answer them.

e. Chapter 5 : Visiting Tourist Attractions

1) Pre-activity

In this section, there is an illustration of the material presented and students are asked to explain the meaning of the image in accordance with the material discussed, namely tourist attractions.

2) Activities

There are eleven activities that students need to do in this chapter. For activity 1 to activity 10 are part of the knowledge domain, while activity 11 is part of the skills domain. The following are the

activities contained in this chapter and adapt them into the Basic Competencies contained in the curriculum,

KD3 :

- a) Students are able to identify the social functions, text structure and language features of some descriptive texts about tourist attractions and historic buildings.

KD4:

- a) Students are able to identify the social function, text structure and language features of short and simple descriptive texts about tourist attractions and historic buildings.
- b) Students are able to describe tourist attractions and historic buildings.

In this unit, you will learn:

- a) To identify the social function of descriptive texts.
- b) To identify parts of descriptive texts.
- c) To write descriptive texts.
- d) To use adjectives to describe tourist attractions.

3) Evaluation

In this section there are ten questions related to the tourist attractions theme and students are asked to answer them.

f. Chapter 6 : Visiting Historic Buildings

1) Pre-activity

In this section, there is an illustration of the material presented and students are asked to explain the meaning of the image in accordance with the material discussed, namely historic buildings.

2) Activities

There are seven activities that students need to do in this chapter. For activity 1 to activity 6 are part of the knowledge domain, while activity 7 is part of the skills domain. The following are the activities contained in this chapter and adapt them into the Basic Competencies contained in the curriculum,

KD3 :

- a) Students are able to identify the social functions, text structure and language features of some

descriptive texts about tourist attractions and historic buildings.

KD4:

- a) Students are able to identify the social function, text structure and language features of short and simple descriptive texts about tourist attractions and historic buildings.
- b) Students are able to describe tourist attractions and historic buildings.

In this unit, you will learn:

- a) To identify the social function of descriptive texts.
 - b) To identify parts of descriptive texts.
 - c) To write descriptive texts.
 - d) To use adjectives to describe historic buildings.
- 3) Evaluation

In this section there are ten questions related to the tourist attractions theme and students are asked to answer them.

g. Chapter 7 : Announcement

1) Pre-activity

In this section, there is an illustration of the material presented and students are asked to explain the meaning of the text in accordance with the material discussed, namely announcement.

2) Activities

There are nine activities that students need to do in this chapter. For activity 1 to activity 8 are part of the knowledge domain, while activity 9 is part of the skills domain. The following are the activities contained in this chapter and adapt them into the Basic Competencies contained in the curriculum,

KD3 :

- a) Students are able to identify the social functions, text structure and language features of some announcements about school activities.

KD4:

- a) Students are able to identify the social function, text structure and language features of announcement.

- b) Students are able to write announcements.

In this unit, you will learn:

- a) To identify the social function of an announcement..
- b) To identify parts of announcement.
- c) To write an announcement.

3) Evaluation

In this section there are ten questions related to announcement theme and students are asked to answer them.

h. Chapter 8 : I've Had It for Years

1) Pre-activity

In this section, there is an illustration of the material presented and students are asked to explain the meaning of the pictures in accordance with the material discussed, namely simple past and present perfect tense.

2) Activities

There are twelve activities that students need to do in this chapter. For activity 1 to activity 10 are part of the knowledge domain, while activity 11 and activity 12 are part of the skills domain. The following are the activities contained in this chapter and adapt them into the Basic Competencies contained in the curriculum,

KD3 :

- a) Students are able to identify the social functions, text structure and language features of simple past and present perfect tense.

KD4:

- a) Students are able to create oral and written text containing present perfect and simple past tense.

In this unit, you will learn:

- a) To identify the social function of simple past.
- b) To identify the social function of present perfect.
- c) To differentiate the use of simple and present perfect tense.
- d) To write sentences in simple past and present perfect tense.

3) Evaluation

In this section there are ten questions related to simple past and present perfect tense theme and students are asked to answer them.

i. Chapter 9 : Important events in history

1) Pre-activity

In this section, there is an illustration of the material presented and students are asked to explain the meaning of the picture in accordance with the material discussed, namely events in history or recount text.

2) Activities

There are ten activities that students need to do in this chapter. For activity 1 to activity 9 are part of the knowledge domain, while activity 10 is part of the skills domain. The following are the activities contained in this chapter and adapt them into the Basic Competencies contained in the curriculum,
KD3 :

- a) Students are able to differentiate the social functions, text structure and language features of some recount texts about important event in history.

KD4:

- a) Students are able to identify the social function, text structure and language features of some recount texts about important event in history.

b) Students are able to create oral and written recount texts about important event in history.

In this unit, you will learn:

- a) To identify the social function of a recount text.
- b) To identify the generic structures of a recount text.
- c) To identify the language features of recount text.
- d) To write a recount text about important events in history.

3) Evaluation

In this section there are ten questions related to recount text about important event in history theme and students are asked to answer them.

j. Chapter 10 : Legends

1) Pre-activity

In this section, there is an illustration of the material presented and students are asked to explain the meaning of the text in accordance with the material discussed, namely narrative text about legends.

2) Activities

There are sixteen activities that students need to do in this chapter. For activity 1 to activity 14 are part of the knowledge domain, while activity 15 to activity 16 is part of the skills domain. The following are the activities contained in this chapter and adapt them into the Basic Competencies contained in the curriculum,

KD3 :

- a) Students are able to differentiate the social functions, text structure and language features of some legends.

KD4:

- a) Students are able to identify the social function, text structure and language features of some legends.

In this unit, you will learn:

- a) To identify the social function of a legend.
- b) To identify parts of a legend.
- c) To identify the language features of a legend.
- d) To write a legend.

3) Evaluation

In this section there are ten questions related to narrative text about legends theme and students are asked to answer them.

k. Chapter 11 : What's in a Song?

1) Pre-activity

In this section, there is an illustration of the material presented and students are asked to explain the meaning of the pictures in accordance with the material discussed, namely song lyrics.

2) Activities

There are seven activities that students need to do in this chapter. For activity 1 to activity 4 are part of the knowledge domain, while activity 5 to activity 7 are part of the skills domain. The following are the activities contained in this chapter and adapt them into the Basic Competencies contained in the curriculum,

KD3 :

- a) Students are able to interpret the social functions and language features of song lyrics.

KD4:

- a) Students are able to identify the social function and language features of song lyrics.

In this unit, you will learn:

- a) To identify the social function of song lyrics.
 - b) To identify the figurative language in a song lyric.
 - c) To write sentences in simple past and present perfect tense to identify the message of a song lyric.
- 3) Evaluation

In this section there are ten questions related to song lyrics theme and students are asked to answer them.

C. ANALYSIS OF 'BUPENA' AS AN ENGLISH TEXTBOOK USED IN THE FIRST GRADE OF SENIOR HIGH SCHOOL BASED ON THE 2013 CURRICULUM

1. Qualitative Data

In this study, researchers used a checklist to obtain data on the suitability of the textbook 'Bupena' with the criteria set by the Minister of Education and Culture of the

Republic of Indonesia. The research was divided into two different variables.

First, the researcher determines the name of the variable to be studied, namely the textbook '*Bupena*' for the first class at Senior High School. Then the researcher analyzed whether the book was in accordance with the provisions of the book recommended by the Indonesian Minister of Education. After that, the researcher also connected the content of the material contained in the book with relevant sources such as the 2013 curriculum which is currently used as a reference in learning of Indonesia.

In the first variable, the researcher analyzed the '*Bupena*' textbook with several criteria contained in the guidelines for book provisions by the Education Unit under Law Number 8 of 2016 with quantitative method . Books must contain several elements, including the book cover, namely the front cover and back cover. In addition, it must also contain book sections which include the beginning of the book, the content section, the last part of the book, and student activity content. In the second variable, the researcher analyzed the *Bupena* textbooks and found out whether the contents were in accordance

with the Core Competencies and Basic Competencies contained in the 2013 curriculum with qualitative.

The results of the Bupena book analysis with in the guidelines for book provisions by the Education Unit under Law Number 8 of 2016 are as follows.

a. The compatibility of the textbook 'Bupena' with the book provisions contained in Law Number 8 of 2016

1) Front Cover

Table 3.1 The compatibility of the front cover of 'Bupena' with the book provisions contained in Law Number 8 of 2016

| Point | No | Criteria | Criteria of Fulfillment | |
|------------|----|--|-------------------------|---|
| | | | 0 | 1 |
| Book Title | 1. | The title of the book refers to the name of the subject in the curriculum structure. The components or elements in the | | 1 |

| | | | | |
|-----------------|----|--|---|---|
| | | title of the book are a unified whole. | | |
| Subtitle | 2. | The subtitle of the book is placed under the title of the book, in addition the type and size of the letters and the use of color are regulated by the book designer with the stipulation that the use of letters is not more conspicuous than the title of the book. | 0 | |
| Book Allocation | 3. | The designation of the book is listed on the cover of the book and the copyright page (the Catalog in Publication/KDT page), which is located in accordance with the print area. The designation of the book includes the identity of the education level followed by the class identity. Class ID using Roman numerals. | | 1 |

| | | | | |
|--------------------|----|---|--|-----|
| Publisher Identity | 4. | Publisher's name written next to the Publisher's logo. | | 1 |
| Illustration | 5. | The illustration of the cover of the book must have a clear focus and do not contain provocative elements and do not conflict with the Indonesian aspect. | | 1 |
| Total | | | | 4 |
| Percentage | | | | 80% |

Based on the table above, the results of the analysis of the compatibility of the front cover of 'Bupena' textbook with the book provisions contained in Law Number 8 of 2016 are good with a score of 80%. It means that the textbook 'Bupena' meets the criteria well on the front cover in the provisions of books used in the Education Unit.

2) Back Cover

Table 3.2 The compatibility of the back cover of 'Bupena' with the book provisions contained in Law Number 8 of 2016

| Point | No | Criteria | Criteria of Fulfillment | |
|---|----|---|-------------------------|---|
| | | | 0 | 1 |
| Introduction to Book Content | 1. | Introduction of the contents of the book (blurb) or comments from parties deemed to know the contents of the book. | | 1 |
| Book Eligibility Statement | 2. | Statement of the results of the assessment of the feasibility of the book from the Ministry of Education and Culture. | | 1 |
| ISBN (International Standard Book Number) | 3. | There is an ISBN (International Standard Book Number) issued by the National Library | | 1 |

| | | | | |
|--------------------|----|--|-----|---|
| Publisher Identity | 4. | Publisher's identity in the form of the publisher's name written in full along with a clear address. | | 1 |
| Price | 5. | Stamped the Highest Retail Price (HET) specifically for Textbooks. | 0 | |
| Total | | | 4 | |
| Percentage | | | 80% | |

Based on the table above, the results of the analysis of The compatibility of the back cover of 'Bupena' textbook with the book provisions contained in Law Number 8 of 2016 are good with a score of 80%. It means that the textbook 'Bupena' meets the criteria well on the back cover in the provisions of books used in the Education Unit.

3) The Beginning of the Book

Table 3.3 The compatibility of the beginning of the book of 'Bupena' with the book provisions contained in Law Number 8 of 2016

| Point | No | Criteria | Criteria of |
|-------|----|----------|-------------|
|-------|----|----------|-------------|

| | | | Fulfillment | |
|----------------|----|--|-------------|---|
| | | | 0 | 1 |
| Title Page | 1. | Content includes the title and subtitle of the book, the author's name, the publisher's name, and the publisher's logo | | 1 |
| Copyright Page | 2. | Content includes Copyright information, classification of book material and ISBN, and description of community input channel. | | 1 |
| Foreword Page | 3. | Containing a statement regarding the intent and purpose of writing the book, the learning process related to the book material, and expectations for the publication of the book. This page ends with a place and time marker and the name of the author of the book | | 1 |

| | | | | |
|------------------------------|----|--|---|---|
| Table of Contents Page | 4. | Contains all parts of the book starting from the beginning of the book (Introduction and Table of Contents), the contents of the book (Lessons or Chapters or Chapters and parts of Lessons or Chapters or Chapters) to the end of the book (Index, Glossary, and Bibliography) written in full. | | 1 |
| Image List Page | 5. | The image list contains the image number, image description, and the page where the image is displayed. | 0 | |
| Table List Page | 6. | The table list contains the table number, table description, and the page on which the table is displayed. | 0 | |
| Page Numberin g | 7 | Writing page numbering starts on the introduction page and so on. As for the page numbering in the book's contents and the end of the book using Arabic numerals. In terms of page numbering, the | 0 | |

| | | | | |
|------------|--|--|--------|--|
| | | contents of the book and the end of the book are one unit so that the numbering continues. | | |
| Total | | | 4 | |
| Percentage | | | 57,12% | |

Based on the table above, the results of the analysis of The compatibility of the beginning of 'Bupena' textbook with the book provisions contained in Law Number 8 of 2016 are sufficient with a score of 57,12%. it means that the textbook 'Bupena' quite meets the criteria the beginning of the book in the provisions of books used in the Education Unit. But it would be better if the authors and publishers pay more attention to the early part of the book and improve it to better meet the criteria.

4) Content of the Book

Table 3.4 The compatibility of content of the book of 'Bupena' with the book provisions contained in Law Number 8 of 2016

| Point | No | Criteria | Criteria of Fulfillment | |
|------------------|----|--|-------------------------|---|
| | | | 0 | 1 |
| Material Aspects | 1. | Must be able to maintain the truth and accuracy of the material, update data and concepts, and be able to support the achievement of national education goals. | | 1 |
| | 2. | Using the correct theoretical and empirical sources of material. | | 1 |
| | 3. | Encouraging the emergence of independence and innovation. | | 1 |
| | 4. | Able to motivate to develop himself. | | 1 |
| | 5. | Able to maintain national unity and integrity by accommodating diversity, mutual cooperation, and respect for differences. | | 1 |

| | | | | |
|------------------|----|---|--|---|
| Language Aspects | 1. | The use of language (spelling, words, sentences, and paragraphs) is precise, straightforward, clear, and in accordance with the level of age development. | | 1 |
| | 2. | Illustration of the material, both text and images according to the level of development of the reader's age and able to clarify the material/content. | | 1 |
| | 3. | The language used is communicative and informative so that the reader is able to understand the positive message conveyed, has educative, polite, ethical, and aesthetic characteristics according to the level of age development. | | 1 |
| | 4. | The title of the book and the titles of parts of the material/book content are harmonious, interesting, able to attract interest | | 1 |

| | | | | |
|-----------------------------|----|--|--|---|
| | | in reading, and are not provocative. | | |
| Presentati on Aspects | 1. | The book material is presented in an attractive manner (coherent, coherent, straightforward, easy to understand, and interactive), so that the integrity of the meaning to be conveyed can be well maintained. | | 1 |
| | 2. | Illustration of the material, both interesting text and images according to the level of development of the reader's age and able to clarify the material/content and be polite. | | 1 |
| | 3. | The use of illustrations to clarify the material does not contain elements of pornography, extremism, radicalism, violence, SARA, gender bias, and does not contain other deviation values. | | 1 |

| | | | | |
|-----------------|----|--|---|---|
| | 4. | Presentation of material can stimulate critical, creative, and innovative thinking. | | 1 |
| | 5. | Contain contextual insight, in the sense that it is relevant to everyday life and is able to encourage readers to experience and find positive things for themselves that can be applied in everyday life. | | 1 |
| | 6. | Presentation of interesting material so that it is fun for the reader and can foster a deep sense of curiosity. | | 1 |
| Graphic Aspects | 1. | The size of the book is in accordance with the level of age development and the material or content of the book. | | 1 |
| | 2. | The layout of the book cover elements is appropriate or harmonious and has unity. | 0 | |

| | | | | |
|------------|----|--|--|-----|
| | 3. | Giving color to the elements of the layout is harmonious and can clarify the function. | | 1 |
| | 4. | The use of letters and font sizes are adjusted to the level of age development. | | 1 |
| | 5. | The illustrations used are able to clarify the message to be conveyed. | | 1 |
| Total | | | | 19 |
| Percentage | | | | 95% |

Based on the table above, the results of the analysis of The compatibility of the content of book 'Bupena' with the book provisions contained in Law Number 8 of 2016 are good with a score of 95%. It means that the textbook 'Bupena' meets the criteria well on the content of book based on the provisions of books used in the Education Unit.

5) Last Part of the Book

Table 3.5 The compatibility of the last part of the book 'Bupena' with the book provisions contained in Law Number 8 of 2016

| Point | No | Criteria | Criteria of Fulfillment | |
|-----------------------|----|--|-------------------------|---|
| | | | 0 | 1 |
| Publisher Information | 1. | Publishers are required to provide biodata of Authors, Editors, Reviewers, Consultants, Reviewers, or Appraisers. | | 1 |
| Glosarium | 2. | The glossary contains specific explanations of words, terms, or phrases listed in the text. | 0 | |
| Bibliography | 3. | The basic principle of writing a bibliography is to include the names of the authors and editors arranged alphabetically (A-Z), the title of the book or title of the article, the year of publication | | 1 |

| | | | | |
|------------|----|--|-----|--|
| | | and/or the name of the city and the name of the publisher. | | |
| Index | 4. | Index writing is accompanied by the location of words or terms, concepts, names, or formulas in the book by mentioning the book page number. | 0 | |
| Appendix | 5. | The appendix contains additional data to the main data or further explanation on certain topics as outlined in the book material | 0 | |
| Total | | | 2 | |
| Percentage | | | 40% | |

Based on the table above, the results of the analysis of The compatibility of the last part of 'Bupena' textbook with the book provisions contained in Law Number 8 of 2016 are poor with a score of 40%. That means that Bupena's textbook still doesn't meet the criteria of a good one for the

last part of a book based on the provisions of books used in the Education Unit.

2. Qualitative Data

In this study, the researcher analyzed the Bupena textbooks and found out whether the contents were in accordance with the Core Competencies and Basic Competencies contained in the 2013 curriculum with qualitative. The 2013 curriculum has a goal that includes four competencies, namely the competence of spiritual attitudes, social attitudes, knowledge, and skills. These competencies can then be achieved through intracurricular, cocurricular, and extracurricular learning processes. Attitude competence can grow and develop throughout the ongoing learning process and is used as a teacher's consideration in developing the character of students.³⁹

The results of the 'Bupena' textbook analysis with Core Competences and Basic Competences contained in the 2013 curriculum are as follows:.

³⁹ Menteri Pendidikan dan Kebudayaan Republik Indonesia, 'Nomor 37 Tahun 2018 Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti Dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar Dan Pendidikan Menengah', 2018.

a. The Appropriateness of Materials with Core Competencies and Basic Competencies based on 2013 Curriculum

In the 2013 Curriculum, English subjects for the first grade at high school seniors have Core Competencies, which contain knowledge where students are able to understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in specific fields of study according to their talents and interests to solve problems. Meanwhile, Core Competencies contain students' skills in processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, and being able to use methods according to scientific rules.

There are nine Basic Competencies that must be mastered by first grade Senior High School students in learning English in accordance with the 2013 curriculum. The results of the analysis of the Buepena

English textbook with the nine Basic Competencies are as follows.

1) Basic Competence in the point 3.1

Title in the textbook : Chapter 1 (Hi, I'm Gina)

Learning material : An illustration image and a short dialogue about the expression of introduction.

Basic Competence : Apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to identity and family relationships, according to the context of its use. (Pay attention to the linguistic elements of pronouns: subjective, objective, possessive).

Based on the Basic Competence of 3.1, the English textbook entitled 'Bupena' has material that presents apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to identity and family relationships, according to the context of

its use. (Pay attention to the linguistic elements of pronouns: subjective, objective, possessive).

This is evidenced in the discussion of chapter 1 which contains student training activities to identify the social function of self-introduction expressions. In the Pre-activity section of the first chapter on page 2, it contains illustrations and a short dialogue that expresses of introduction. The following are examples of expressions found in the book:

"Good Morning, class. I'm Miss Campbell. I'll be teaching geography."

"Hi. Lin, right? I'm Berta from Class X-A."

"Hi! My name is Elena. I'll be your new classmate."

"Hello. My name's Eric. Nice to meet you."

"Umm...hello. My name is Amy. I'm five years old."

In the example of the expression about the introduction above, information about the name, age, and profession can be retrieved.

In addition, pages 3 to 16 contain student activities that must be carried out and include introductory expression material. Examples of

activities that students must do in the activity of the first chapter are, students are asked to make a dialogue and practice it in front of other friends, this activity can be done individually or in groups. The purpose of these activities can help students to improve their speaking skills.

The Bupena textbook also presents student activities to play games about introductions. This can help students to enjoy more in learning activities. On page 8, it is stated that students are asked to make groups of four, then each person in the group is asked to make lists of three things about themselves. Two things are true about him, and one is a lie. Then another group is asked to guess which things are true and which are not. Each correct answer gets a point and the one who gets the most points is the winner. This game is called 'Two Truths and a Lie'.

At the end of this chapter also provides an evaluation page which contains ten multiple choice questions according to the introductory expression material. This can train students to better understand the material that has been studied previously and

capture contextual meaning related to social functions, text structures, and linguistic elements of special texts in the form of filling out forms used in certain institutions, related to identity and relevant information.

Based on the results of the analysis above, it can be concluded that the English textbook 'Bupena' presents material that is in accordance with the first point of Basic Competence.

2) Basic Competence in point 3.2

Title in the textbook : Chapter 2 (Congratulations) and Chapter 3 (Excellent)

Learning material : Simple image illustration images accompanied by example sentences containing expression of congratulations and compliment.

Basic Competence : Apply social functions, text structures, and linguistic elements of spoken and written interpersonal interaction texts that involve the act of congratulating and praising wings (extended), and responding to them, according to the context of their use.

Based on the Basic Competence of 3.2, the English textbook entitled 'Bupena' has material that presents apply social functions, text structures, and linguistic elements of spoken and written interpersonal interaction texts that involve the act of congratulating and praising wings (extended), and responding to them, according to the context of their use.

The results of the analysis of the English textbook entitled 'Bupena', the discussion of these Basic Competencies is found in chapter 2 and chapter 3. In chapter 2 the book 'Bupena' presents material in the form of identifying the social functions of expressions to congratulate someone, and in chapter 3 it presents material in the form of identifying the social functions of expressions to compliment someone.

In the Pre-activity of chapter 2 on page 18, this book presents four illustrative images accompanied by example sentences containing congratulations. Here is an example of that sentence:

“Congratulations on your promotion. You deserve it.”

“Congratulations! You won the writing contest. Way to go!”

“Congratulation, graduates!”

“Congratulations! You’re the best.”

In the Pre-activity of chapter 3 on page 32, this book presents four illustrative images accompanied by example sentences containing expressions of compliments. Here is an example of that sentence:

“Oh, wahat beautiful flowers. Thank you, honey.”

“Nice jacket, Eric.”

“You’ve been promoted. Well done!”

“Oh my God! That’s excellent. Good Job!”

“This is just what I need. I like it. Thank you, dear.”

In addition, this book provides material to improve reading skills in English. One example is found in Activity 1 of chapter 2 and 3, where students are asked to read dialog and find out the meaning of the contents of the dialog and then answer questions related to it. To improve speaking skills, Bupena presents activity 2 of chapter 2 and 3,

where students are asked to read a dialogue related to congratulations and compliment with their partnert. In addition to improving students' reading and speaking skills, Bupena provides materials to improve students' writing skills about expressions of congratulations and compliments. At the end of this chapter also provides an evaluation page which contains ten multiple choice questions according to the expressions of congratulations and compliments.

Based on the results of the analysis above, it can be concluded that the English textbook 'Bupena' presents material that is in accordance with the point 3.2 of Basic Competence.

3) Basic Competence in point 3.3

Title in the textbook : Chapter 4 (I'll Do It)

Learning material : Simple image illustration images accompanied by example sentences containing plans and intentions

Basic Competence : Apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related

to the intention to carry out an action or activity, according to the context of its use. (Note the linguistic feature be going to, would like to)

Based on the Basic Competence of 3.3, the English textbook entitled 'Bupena' has material that presents apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to the intention to carry out an action or activity, according to the context of its use. (Note the linguistic element be going to, would like to).

The results of the analysis of the English textbook entitled 'Bupena', the discussion of these Basic Competencies is found in chapter 4. In this chapter the book 'Bupena' presents material in the form of identifying the social functions and language features of future intentions.

In the Pre-activity section on page 44, this book presents four illustrative images accompanied by example sentences containing the future intentions. Here is an example of that sentence:

“I’m seeing my orthopedist at 5. It’s time to take my cast off.

“I’d like to try out your pancake, dear.”

“It’s freezing. I’m going to get my coat.”

“I will be a goalkeeper when I grow up.”

The words "I’m seeing", "I’d like to", "I’m going to”, and "I will be" are examples of language features used for simple past sentences, by using verb+ing or will.

In addition, this book provides material to improve reading skills in English. One example is found in Activity 1, where students are asked to read dialogs and find out the meaning of the contents of the dialogs and then answer questions relate to dialogs. To improve speaking skills, Bupena presents activity 7 where students are asked to read a dialogue related to future intentions with their partner friend. In addition to improving students' reading and speaking skills, Bupena provides materials to improve students' writing skills about the future intentions. This can be proven in activity 6 where students are asked to fill in the blanks of the sentence using ‘(be) going to’ or ‘... would like to’.

At the end of this chapter also provides an evaluation page which contains ten multiple choice questions according to the future intentions.

Based on the results of the analysis above, it can be concluded that the English textbook 'Bupena' presents material that is in accordance with the point 3.3 of Basic Competence.

4) Basic Competence in point 3.4

Title in the textbook : Chapter 5 (Visiting Tourist Attractions) and Chapter 6 (Visiting Historic Buildings)

Learning material : Simple image illustration accompanied by example sentences who asked to describe the picture.

Basic Competence : Distinguish social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple, according to the context of their use.

Based on the Basic Competence of 3.3, the English textbook entitled 'Bupena' has material that

presents distinguish social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple, according to the context of their use.

The results of the analysis of the English textbook entitled 'Bupena', the discussion of these Basic Competencies is found in chapter 5 and chapter 6. In these chapter, the book 'Bupena' presents material in the form of identifying the social functions, text structure, and language features of some descriptive text about tourist attractions and historic buildings.

In the Pre-activity of chapter 5 on page 56, this book presents illustrative images accompanied by example sentences containing places and buildings related to tourist attractions and historical buildings.

In addition, this book provides material to improve reading skills in English. One example is found in Activity 1 of chapter 5, where students are asked to read a text about 'Wakatobi Resort' and

find out the meaning of the contents of that text and then answer questions relate to the text. To improving students' reading and speaking skills, Bupena provides materials to improve students' writing skills about tourist acctractions and historical buildings. This can be proven in activity 7 where students are asked to write descriptive text about historical buildings by paying attention to the outline provided in the book. At the end of chapter 5 and chapter 6 also provides an evaluation page which contains ten multiple choice questions according to tourist attractions and historical buildings.

Based on the results of the analysis above, it can be concluded that the English textbook 'Bupena' presents material that is in accordance with the point 3.4 of Basic Competence.

5) Basic Competence in point 3.5

Title in the textbook : Chapter 7 (Announcement)

Learning material : Simple text that contains information that is shared with many people.

Basic Competence : Distinguish social functions, text structures, and linguistic elements of some special texts in the form of announcements, by giving and asking for information related to school activities, according to the context of their use.

Based on the Basic Competence of 3.5, the English textbook entitled 'Bupena' has material that presents distinguish social functions, text structures, and linguistic elements of some special texts in the form of announcements, by giving and asking for information related to school activities, according to the context of their use.

The results of the analysis of the English textbook entitled 'Bupena', the discussion of these Basic Competencies is found in chapter 7. In this chapter the book 'Bupena' presents material in the form of identifying the social functions, text structure, and language features of some announcements about school activities.

In the Pre-activity section on page 90, This book provides an example of an announcement text. In addition, this book provides material to improve

reading skills in English. One example is found in Activity 1, there are two announcement texts, then students are asked to read the text and answer each question below that relates to the text. Bupena also provides materials to improve students' writing skills about announcement text. This can be proven in activity 8 where students are asked to write an announcement based on the situation situations provided in the book.

At the end of this chapter also provides an evaluation page which contains ten multiple choice questions according to announcement text.

Based on the results of the analysis above, it can be concluded that the English textbook 'Bupena' presents material that is in accordance with the point 3.5 of Basic Competence.

6) Basic Competence in point 3.6

Title in the textbook : Chapter 8 (I've Had It for years)

Learning material : Simple image illustration images accompanied by example sentences

containing the simple past and present perfect tenses.

Basic Competence : Apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to circumstances, actions, activities, events that were carried out or occurred in the past which refers to the time of its occurrence and ending, according to the context of its use. (Note the linguistic elements of simple past tense vs. present perfect tense).

Based on the Basic Competence of 3.6, the English textbook entitled 'Bupena' has material that presents apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to circumstances, actions, activities, events that were carried out or occurred in the past which refers to the time of its occurrence and ending, according to the

context of its use. (Note the linguistic elements of simple past tense vs. present perfect tense).

The results of the analysis of the English textbook entitled 'Bupena', the discussion of these Basic Competencies is found in chapter 8. In this chapter the book 'Bupena' presents material in the form of identifying the social functions of the simple past and present perfect, distinguishing the use of the simple past and present perfect tense, and also how to write simple past and present perfect sentences.

In the Pre-activity section on page 100, this book presents four illustrative images accompanied by example sentences containing the simple past and present perfect tenses. Here is an example of that sentence:

"I joined a debate contrast a week ago."

"Yesterday, Aunt Mary gave birth to a baby girl."

"They have finished building the toll road. (They started to build the toll road two years ago. People can use it now)"

"He has renovated his house. (He renovated his house last month. now, his house looks beautiful).

The words "joined", "a week ago", "yesterday", and "gave birth" are examples of language features used for simple past sentences, by using the past tense and the second verb.

In addition, this book provides material to improve reading skills in English. One example is found in Activity 1, where students are asked to read a blog and find out the meaning of the contents of the blog and then answer questions related to the blog they read earlier. To improve speaking skills, Bupena presents activity 2 where students are asked to read a dialogue related to the simple past and present perfect tense. In addition to improving students' reading and speaking skills, Bupena provides materials to improve students' writing skills about the simple past and present perfect tense. This can be proven in activity 3 where students are asked to fill in the blanks of the sentence using the word 'since' or 'for'.

The Bupena textbook also presents student activities to play games about simple past and present perfect tense. In Activity 7, students were asked to describe a famous person using the simple

past and present perfect tenses without mentioning his name. Then the other students will guess who it is. At the end of this chapter also provides an evaluation page which contains ten multiple choice questions according to the simple past tense and present perfect tense.

Based on the results of the analysis above, it can be concluded that the English textbook 'Bupena' presents material that is in accordance with the point 3.6 of Basic Competence.

7) Basic Competence in point 3.7

Title in the textbook : Chapter 9 (Important Events in History)

Learning material : Simple text illustration accompanied by example sentences containing important event in history.

Basic Competence : Distinguish social functions, text structures, and linguistic elements of several oral and written recount texts by giving and asking for information related to historical events according to the context of their use.

Based on the Basic Competence of 3.5, the English textbook entitled 'Bupena' has material that presents distinguish social functions, text structures, and linguistic elements of several oral and written recount texts by giving and asking for information related to historical events according to the context of their use.

The results of the analysis of the English textbook entitled 'Bupena', the discussion of these Basic Competencies is found in chapter 9. In this chapter the book 'Bupena' presents material in the form of identifying the social functions and language features of some recount texts.

In the Pre-activity section on page 110, this book presents a text about Kublai Khan accompanied by example sentences containing the important events in history.

In addition, this book provides material to improve reading skills in English. One example is found in Activity 1, where students are asked to read a text about important events in history and find out the meaning of the contents of the text and then answer questions relate to text. To improve speaking

skills, Bupena presents activity 6 where students are asked to do presentation about The Silk Road. In addition to improving students' reading and speaking skills, Bupena provides materials to improve students' writing skills about the important events in history. This can be proven in activity 7 where students are asked to change the verb into the past tense. At the end of this chapter also provides an evaluation page which contains ten multiple choice questions according to the important events in history or recount text.

Based on the results of the analysis above, it can be concluded that the English textbook 'Bupena' presents material that is in accordance with the point 3.7 of Basic Competence.

8) Basic Competence in point 3.8

Title in the textbook : Chapter 10 (Legends)

Learning material : Simple text illustration accompanied by example sentences containing legends..

Basic Competence : Distinguish social functions, text structures, and linguistic elements of several oral and written narrative texts by giving and asking

for information related to folk legends, simple, according to the context of their use

Based on the Basic Competence of 3.8, the English textbook entitled 'Bupena' has material that presents distinguish social functions, text structures, and linguistic elements of several oral and written narrative texts by giving and asking for information related to folk legends, simple, according to the context of their use.

The results of the analysis of the English textbook entitled 'Bupena', the discussion of these Basic Competencies is found in chapter 10. In this chapter the book 'Bupena' presents material in the form of identifying the social functions, text structure, and language features of some legends.

In the Pre-activity section on page 126, this textbook presents an example of a legend text along with an illustration image that matches the contents of the story.

In addition, this book provides material to improve reading skills in English. One example is found in Activity 1, where students are asked to read

a text about legend “Kelingking” and find out the meaning of the contents of the text and then answer questions relate to text. Bupena provides materials to improve students' writing skills about the legends. This can be proven in activity 15 where students are asked to find a legend in their country, then rewrite the story in their own words. At the end of this chapter also provides an evaluation page which contains ten multiple choice questions according to the the legends.

Based on the results of the analysis above, it can be concluded that the English textbook 'Bupena' presents material that is in accordance with the point 3.8 of Basic Competence.

9) Basic Competence in point 3.9

Title in the textbook : Chapter 11 (What’s in a Song?)

Learning material : Giving a simple illustration of a singer and a song lyric.

Basic Competence : interpreting social functions and linguistic elements of song lyrics related to adolescent life at Senior High School.

Based on the Basic Competence of 3.9, the English textbook entitled 'Bupena' has material that presents interpreting social functions and linguistic elements of song lyrics related to adolescent life at Senior High School.

The results of the analysis of the English textbook entitled 'Bupena', the discussion of these Basic Competencies is found in chapter 11. In this chapter the book 'Bupena' presents material in the form of identifying the social functions and language features of some song lyrics.

In the Pre-activity section on page 146, this textbook provides illustrations of two famous singers, the first is Tompi and the second is Taylor Swift. Then students are asked to find out about a song in English.

In addition, this book provides material to improve reading skills in English. One example is found in Activity 1, where students were asked to search the Internet for the lyrics to Bobby McFerrin's song "Don't Worry, Be Happy", then write down the difficult words found in the lyrics and use a dictionary to help find the message

contained in the song. This book also provides material to improve students' listening skills. In activity 4, students were asked to listen to the suggested song and write down their impressions of it. At the end of this chapter also provides an evaluation page which contains ten multiple choice questions according to the song lyrics.

Based on the results of the analysis above, it can be concluded that the English textbook 'Bupena' presents material that is in accordance with the point 3.9 of Basic Competence.

CHAPTER IV

DISCUSSION OF THE STUDY RESULT

DISCUSSION

The study about analysis of '*bupena*' as english textbook used in the first grade of Senior High School based on the regulation of the Ministry of Education and Culture of the Republic of Indonesia. In this study, the researcher used a qualitative descriptive method. The objectives of this study are as to explain the suitability of *Bupena* as English textbooks for the first grade in Senior High School with the guidelines for books used by the education units set by the Indonesian Minister of Education. In addition, this study explain the appropriateness of the contents in *Bupena* as English textbook for the first grade in high school with the criteria contained in the 2013 curriculum set by the Indonesian Minister of Education.

The researcher used checklists and various reference sources to obtain data. To collect data in the study of the suitability of the English textbook '*Bupena*' for the first grade of senior high school, with the provisions of the book used by the education unit in accordance with the regulations set by the Indonesian Minister of Education, the researcher used the instrument checklist. Result of study were presented as follows:

1. The results of the analysis of the compatibility of the front cover of 'Bupena' textbook with the book provisions contained in Law Number 8 of 2016 are good with a score of 80%. It means that the textbook 'Bupena' meets the criteria well on the front cover in the provisions of books used in the Education Unit.
2. The results of the analysis of The compatibility of the back cover of 'Bupena' textbook with the book provisions contained in Law Number 8 of 2016 are good with a score of 80%. It means that the textbook 'Bupena' meets the criteria well on the back cover in the provisions of books used in the Education Unit.
3. The results of the analysis of The compatibility of the beginning of 'Bupena' textbook with the book provisions contained in Law Number 8 of 2016 are sufficient with a score of 57,12%. it means that the textbook 'Bupena' quite meets the criteria the beginning of the book in the provisions of books used in the Education Unit. But it would be better if the authors and publishers pay more attention to the early part of the book and improve it to better meet the criteria.
4. The results of the analysis of The compatibility of the content of book 'Bupena' with the book provisions contained in Law Number 8 of 2016 are good with a score of 95%. It means

that the textbook 'Bupena' meets the criteria well on the content of book based on the provisions of books used in the Education Unit.

5. The results of the analysis of The compatibility of the last part of 'Bupena' textbook with the book provisions contained in Law Number 8 of 2016 are poor with a score of 40%. That means that Bupena's textbook still doesn't meet the criteria of a good one for the last part of a book based on the provisions of books used in the Education Unit.

The following table details the results of the 'Bupena' text book suitability score with the criteria contained in the provisions of Law Number 8 of 2016:

Table 4.2 Overall score analysis results compatibility of 'Bupena' with the book provisions contained in Law Number 8 of 2016

| Evaluation Aspects | Range of Fulfillment Score | Category |
|---------------------------|-----------------------------------|-----------------|
| Front Cover | 80% | Good |
| Back Cover | 80% | Good |

| | | |
|---------------------------|--------|------------|
| The Beginning of the Book | 57,12% | Sufficient |
| Content of the Book | 95% | Good |
| Last Part of the Book | 40% | Poor |

To analyze the appropriateness of the contents of the English textbook 'Bupena' for the first grade of senior high school with the 2013 curriculum that has been set by the Indonesian Minister of Education, the researcher uses a descriptive method by using the 2013 curriculum as a reference source. The results of the analysis of the suitability of the material in the English textbook entitled 'Bupena' with the Basic Competencies of the 2013 curriculum of English subjects are very suitable. Because this book presents materials that are in accordance with each point in the Basic Competence. Therefore, this book is very suitable to be used as a tool or means in learning English for students in the first grade of Senior High School.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter contains an overview of the conclusions from the research results and also recommendations for people who use English textbooks, including teachers, students, and other researchers.

A. CONCLUSIONS

The study about analysis of '*bupena*' as english textbook used in the first grade of Senior High School based on the regulation of the Ministry of Education and Culture of the Republic of Indonesia used qualitative descriptive method. The objectives of this study are as to explain the suitability of *Bupena* as English textbooks for the first grade in Senior High School with the guidelines for books used by the education units set by the Indonesian Minister of Education, and explain the appropriateness of the contents in *Bupena* as English textbook for the first grade in high school with the criteria contained in the 2013 curriculum set by the Indonesian Minister of Education.

The results of this study are an English textbook entitled "*Bupena*" in accordance with the aspects mentioned in the provisions of the book used by the Education Unit in

Law Number 8 of 2016 and the content of the material is also in accordance with the 2013 Curriculum Basic Competencies. aspects in the provisions of books used in education, namely the aspect at the end of the book 'Bupena' which does not meet the criteria. Even so, it does not mean that this book is not suitable for use, because the content of the material presented in this book is in accordance with the Basic Competencies in the 2013 Curriculum.

B. RECOMMENDATION

Based on the results of the research, the researcher hopes that some of these recommendations are useful for those who use textbooks such as teachers, students, and further researchers.

1. For Teachers

Teachers must be more selective in choosing textbooks as a means in teaching and learning activities whether in accordance with the curriculum used today. In addition to textbooks used in the classroom, teachers also need to use other textbooks as a reference in delivering material.

2. For Students

In addition to using books used in classroom learning activities, students also need to add other

textbooks as additional references in obtaining the desired material.

3. For further researcher

This study discusses the analysis of the English textbook 'Bupena' for the first grade of Senior High School based on the regulations of the Minister of Education and Culture of the Republic of Indonesia. It is hoped that future researchers will analyze more deeply about textbooks and provide useful results. Further researchers may also be able to use other methods to research about textbooks.

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APPENDIXES

APPENDIX 1

| Point | No | Criteria | Criteria of Fulfillment | |
|------------|----|---|-------------------------|---|
| | | | 0 | 1 |
| Book Title | 1. | The title of the book refers to the name of the subject in the curriculum structure. The components or elements in the title of the book are a unified whole. | | |
| Subtitle | 2. | The subtitle of the book is placed under the title of the book, in addition the type and size of the letters and the use of color are regulated by the book designer with the stipulation that the use of letters is not more conspicuous than the title of the book. | | |

| | | | | |
|--------------------|----|---|--|--|
| Book Allocation | 3. | <p>The designation of the book is listed on the cover of the book and the copyright page (the Catalog in Publication/KDT page), which is located in accordance with the print area. The designation of the book includes the identity of the education level followed by the class identity. Class ID using Roman numerals.</p> | | |
| Publisher Identity | 4. | <p>Publisher's name written next to the Publisher's logo.</p> | | |
| Illustration | 5. | <p>The illustration of the cover of the book must have a clear focus and do not contain provocative elements and do not conflict with the Indonesian aspect.</p> | | |
| Total | | | | |
| Percentage | | | | |

APPENDIX 2

| Point | No | Criteria | Criteria of Fulfillment | |
|---|----|---|-------------------------|---|
| | | | 0 | 1 |
| Introduction to Book Content | 1. | Introduction of the contents of the book (blurb) or comments from parties deemed to know the contents of the book. | | |
| Book Eligibility Statement | 2. | Statement of the results of the assessment of the feasibility of the book from the Ministry of Education and Culture. | | |
| ISBN (International Standard Book Number) | 3. | There is an ISBN (International Standard Book Number) issued by the National Library | | |
| Publisher Identity | 4. | Publisher's identity in the form of the publisher's name written in full along with a clear address. | | |

| | | | | |
|------------|----|--|--|--|
| Price | 5. | Stamped the Highest Retail Price (HET) specifically for Textbooks. | | |
| Total | | | | |
| Percentage | | | | |

APPENDIX 3

| Point | No | Criteria | Criteria of Fulfillment | |
|----------------|----|---|-------------------------|---|
| | | | 0 | 1 |
| Title Page | 1. | Content includes the title and subtitle of the book, the author's name, the publisher's name, and the publisher's logo | | |
| Copyright Page | 2. | Content includes Copyright information, classification of book material and ISBN, and description of community input channel. | | |

| | | | | |
|------------------------------|----|--|--|--|
| Foreword Page | 3. | Containing a statement regarding the intent and purpose of writing the book, the learning process related to the book material, and expectations for the publication of the book. This page ends with a place and time marker and the name of the author of the book | | |
| Table of Contents Page | 4. | Contains all parts of the book starting from the beginning of the book (Introduction and Table of Contents), the contents of the book (Lessons or Chapters or Chapters and parts of Lessons or Chapters or Chapters) to the end of the book (Index, Glossary, and Bibliography) written in full. | | |
| Image List Page | 5. | The image list contains the image number, image description, and the page where the image is displayed. | | |

| | | | | |
|--------------------|----|--|--|--|
| Table List Page | 6. | The table list contains the table number, table description, and the page on which the table is displayed. | | |
| Page Numbering | 7 | Writing page numbering starts on the introduction page and so on. As for the page numbering in the book's contents and the end of the book using Arabic numerals. In terms of page numbering, the contents of the book and the end of the book are one unit so that the numbering continues. | | |
| Total | | | | |
| Percentage | | | | |

APPENDIX 4

| Point | No | Criteria | Criteria of Fulfillment |
|--------------|-----------|-----------------|--------------------------------|
|--------------|-----------|-----------------|--------------------------------|

| | | | 0 | 1 |
|------------------|----|--|----------|----------|
| Material Aspects | 1. | Must be able to maintain the truth and accuracy of the material, update data and concepts, and be able to support the achievement of national education goals. | | |
| | 2. | Using the correct theoretical and empirical sources of material. | | |
| | 3. | Encouraging the emergence of independence and innovation. | | |
| | 4. | Able to motivate to develop himself. | | |
| | 5. | Able to maintain national unity and integrity by accommodating diversity, mutual cooperation, and respect for differences. | | |
| Language Aspects | 1. | The use of language (spelling, words, sentences, and paragraphs) is precise, straightforward, clear, and in | | |

| | | | | |
|--|----|---|--|--|
| | | accordance with the level of age development. | | |
| | 2. | Illustration of the material, both text and images according to the level of development of the reader's age and able to clarify the material/content. | | |
| | 3. | The language used is communicative and informative so that the reader is able to understand the positive message conveyed, has educative, polite, ethical, and aesthetic characteristics according to the level of age development. | | |
| | 4. | The title of the book and the titles of parts of the material/book content are harmonious, interesting, able to attract interest | | |

| | | | | |
|-----------------------------|----|--|--|--|
| | | in reading, and are not provocative. | | |
| Presentati on Aspects | 1. | The book material is presented in an attractive manner (coherent, coherent, straightforward, easy to understand, and interactive), so that the integrity of the meaning to be conveyed can be well maintained. | | |
| | 2. | Illustration of the material, both interesting text and images according to the level of development of the reader's age and able to clarify the material/content and be polite. | | |
| | 3. | The use of illustrations to clarify the material does not contain elements of pornography, extremism, radicalism, violence, SARA, gender bias, and does not contain other deviation values. | | |

| | | | | |
|-----------------|----|--|--|--|
| | 4. | Presentation of material can stimulate critical, creative, and innovative thinking. | | |
| | 5. | Contain contextual insight, in the sense that it is relevant to everyday life and is able to encourage readers to experience and find positive things for themselves that can be applied in everyday life. | | |
| | 6. | Presentation of interesting material so that it is fun for the reader and can foster a deep sense of curiosity. | | |
| Graphic Aspects | 1. | The size of the book is in accordance with the level of age development and the material or content of the book. | | |
| | 2. | The layout of the book cover elements is appropriate or harmonious and has unity. | | |

| | | | | |
|------------|----|--|--|--|
| | 3. | Giving color to the elements of the layout is harmonious and can clarify the function. | | |
| | 4. | The use of letters and font sizes are adjusted to the level of age development. | | |
| | 5. | The illustrations used are able to clarify the message to be conveyed. | | |
| Total | | | | |
| Percentage | | | | |

APPENDIX 5

| Point | No | Criteria | Criteria of Fulfillment | |
|-----------------------|----|---|-------------------------|---|
| | | | 0 | 1 |
| Publisher Information | 1. | Publishers are required to provide biodata of Authors, Editors, Reviewers, Consultants, Reviewers, or Appraisers. | | |

| | | | | |
|--------------|----|---|--|--|
| Glosarium | 2. | The glossary contains specific explanations of words, terms, or phrases listed in the text. | | |
| Bibliography | 3. | The basic principle of writing a bibliography is to include the names of the authors and editors arranged alphabetically (A-Z), the title of the book or title of the article, the year of publication and/or the name of the city and the name of the publisher. | | |
| Index | 4. | Index writing is accompanied by the location of words or terms, concepts, names, or formulas in the book by mentioning the book page number. | | |
| Appendix | 5. | The appendix contains additional data to the main data or further explanation on certain topics as outlined in the book material | | |
| Total | | | | |
| Percentage | | | | |

CURRICULUM VITAE

A. Personal Details

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B. Educatinal Background

1. Formal Education

- a. MI NU Nahdlotus Shibyan Ngemplak
- b. MTs Negeri 1 Kudus
- c. MAN 2 Kudus
- d. Education and Teacher Training Faculty Walisongo
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2. Informal Education

- a. Pondok TPQ Al-Furqan

