



AN EVALUATION OF THE COMPATIBILITY LEVEL
OF THE TEXTBOOK *BAHASA INGGRIS KELAS XI*
SMA/SMK/MA/MAK WITH THE SYLLABUS OF 2013
CURRICULUM
BASED ON THE BSNP GUIDELINES

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of Sarjana Pendidikan in English Language Education

by

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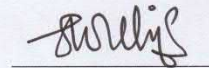
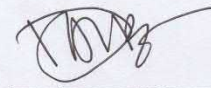
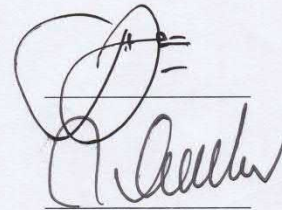
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DECLARATION OF ORIGINALITY

I am Nadia Azizah, hereby declare that this final project entitled AN EVALUATION OF THE COMPATIBILITY LEVEL OF THE TEXTBOOK BAHASA INGGRIS KELAS XI SMA/SMK/MA/MAK WITH THE SYLLABUS OF THE 2013 CURRICULUM BASED ON THE BSNP 2014 GUIDELINES is based on my own and not of any other person unless explicitly acknowledged (including citation of published and unpublished sources). It does not include any material for which any other university degree or diploma has been awarded.

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MOTTO AND DEDICATION

“ O you who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; Allah will raise those who believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do”

(Al – Mujadallah 11)

This Final Project is dedicated to:

My beloved father and mother, Mardan and Anisah;

My beloved Sisters and brother, Wulida Maghfiroh, Rosyida Mukarromah, and Miftahudin;

The great family of Singa Bangsa;

My second family, members of Kos An-Najma;

My friends, English Education 2015 *Rombel 4*;

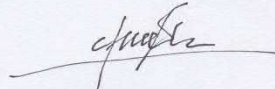
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All Praise to Allah S.W.T the Almighty, for giving me the blessing, the strength, the chance and endurance to complete this study.

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ABSTRACT

Azizah, Nadia. 2019. *An Evaluation of the Compatibility Level of The Textbook Bahasa Inggris Kelas XI SMA/SMK/MA/MAK With The Syllabus of 2013 Curriculum* Based on the BSNP 2014 Guidelines. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Sri Wahyuni M.Pd.

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Addressing the revision process of the 2013 curriculum, there are modifications owing to the requirements of the learners collected in the syllabus. The study seeks to examine the compatibility of the Textbook Bahasa Inggris Kelas XI SMA / SMK / MA / MAK distributed by Indonesia's Ministry of Education and Culture. This study analyzed the compatibility of the contents of the textbook with the syllabus requirements and the learners' needs. This study used content analysis as the research method. The information from the textbook were gathered as the data. The use of the checklist as the instrument of the research facilitated data processing much easier. The checklist was dapted from the BSNP 2014 Guidelines, it considered the points of *standar isi and proses*. The information gathered ranged from 1 to 10 of compatibility level in the form of a table and description. This research showed that the textbook had 5 of the average of competence 3 and 4 score and was classified as fairly compatible. It represented the needs of the learners in the syllabus requirement. Moreover, the results revealed that both of the students and teacher gives significances of the learning materials stated in the syllabus. That the materials should provide the learners' needs, being the requirements of the study. The consideration of looking for supplementary materials is suggested for the teacher and teaching practitioner.

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CHAPTER I

INTRODUCTION

Chapter 1 is talking about background knowledge about the topic being studied. It consists of a background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, the scope of the study, definition of the key terms and outline of the study.

1.1 Background of the Study

Indonesia came into the 21st century at the beginning of the 2000s. The 21st century is the time when the century facing severe difficulties in the societal, economic, and personal levels, Bialik and Fadel (2015). The 21st centuries also gives significant in education. The 21st century creates a workspace, in which knowledge grows faster than ever. Information transfer rapidly, in term of a workspace. The 21st century needs skills, which fulfill the workspace requirements. This is what we called with 21st-century skills, the skills which fulfill the requirements of the workspace of twenty 21st century. 21st Century skills are important for education and workspace. Why are twenty-first-century skills so important? Students will face workspace life. The language teachers are struggling with the students today need a new set of skills to prepare them to be successful participants in the globalized society in the future, Halvorsen (2018). The set of the skills students needs have engaged the use of the curriculum. The

curriculum is about what kinds of contents which the teachers and students are going to have in the class, Su (2018). Through the curriculum existing in Indonesia, teacher collaborates the materials and learning activities to engage the curriculum's objectives.

Ministry of Educational and Cultural of Indonesia arranges the curriculum based on 21st-century skills. 21st-century skills are breaking down into learning skills (4C's skills), literacy skills (IMT) and life skills (FLIPS). Those skills are being implemented in the curriculum, moreover in the learning process. A curriculum may refer to *one course*, Brown (2009). The course is being implemented in the process of teaching and learning. The process includes the materials being taught, that is referring to course. More than an activity of teaching and learning, but curriculum design can be seen as a kind of writing activity and as such it can usefully be studied as a process, Nation and Macalister (2010). Writing activity is including the process of gathering, ordering, reviewing, and editing the idea. What we understood with curriculum design or the current curriculum used in Indonesia, experiencing several treatments. The current curriculum used in Indonesia is the 2013 Curriculum, which was released on July 15th, 2013. The 2013 curriculum features on students' impendency and critical thinking, which was implemented in a syllabus. The syllabus of 2013 curriculum adopts the 21st-century skills in the contents and it realized by the use of operational verbs. The syllabus provides guidelines in the form of basic competence, main materials, objectives, time allocation, and assessments.

Syllabus and textbook are the tools of the curriculum. The curriculum of education in Indonesia determines activities in the learning process. In the learning process, the teacher sets the activities and goals. The teacher manages the class' activities through the lesson plan being implemented from the syllabus. The syllabus is the main guidelines for the teacher in the process of making a lesson plan. It gathers from the government and the teacher association of each region. The syllabus is "the planned structure of a single course (within a program) that outlines specific course goals, requirements, readings, assessments across the length of the course", Graves (2009). The syllabus contains the goals, topic, materials, time management and the clues for the teaching activity. According to Brown (1995), goals are "general statements concerning desirable and attainable program purposes and aims". The goals are rather to the system of education and its components, especially for the learning process. In the learning process requires textbook as the source of materials. In additional the textbook is one of the crucial factors in determining the learners' success in language courses Mukundan and Nimehchisalem (2012). The textbook contains materials about the course, instruction, and exercises for students. Through the use of the textbook, the teacher may design the learning activities.

Talking about the syllabus and the curriculum design, it refers to what the teachers are extended for the students. What the teachers are delivered in the class based on the learning objectives. The learning objectives should describe the what and/or why that underlies the how (the instructional activities that are planned), Tedick (2018). The objectives should be specific to what the students learn, and

reflect on the content of the lesson. Regarding the materials inside the textbook, it should be compatible with the basic competence in the syllabus. The government of Indonesia rules the materials should be in the textbook.

The use and distribution of textbook regulation under the law *Permendikbud No. 71 of 2013 Article 1 verse 1 (Menetapkan Buku Teks Pelajaran sebagai buku siswa yang layak digunakan dalam pembelajaran tercantum dalam Lampiran I yang merupakan bagian yang tidak terpisahkan dari Peraturan Menteri ini)*. The government spends lots of money to make the textbook well-made and distributed until every edge of Indonesia. The expertise comes from the entire of Indonesia, arranged the textbook that fulfilled the standards. The textbook was made for every level of education in Indonesia. In designing instructional materials, the authors of the textbook consider the Principles of Language Teaching. The Principles of Language Teaching are the materials designed for teaching. The materials for teaching are to be more mature, critically astute, creative, constructive, collaborative, capable, a result of the course Harwood (2010: 96).

The textbook is good but yet problematic. In case of teaching internship of UNNES of English Subject in SMK Palebon Semarang found that some of the contents of the textbook given by the government were not compatible with the syllabus of vocational high school. The participants of teaching used textbook Bahasa Inggris Kelas XI SMA/SMK/MA/MAK from Ministry of Educational and Cultural of Indonesia as the main materials' source. The syllabus should be compatible with the textbook, as the materials provided in the textbook. The

materials will be given to the students in the learning activity. This case resulted in the solution of giving students other substantial materials which were compatible with the syllabus. The used of additional learning sources like internet, article, other textbook or any media were allowed, as long as fulfilling the syllabus requirements. The participants of a teaching internship for English Subject was suggested by the supervising English teachers of SMK Palebon Semarang to use any supporting media, as the materials sometimes are confusing and ambiguous. Meanwhile, the materials inside the textbook are not organized in line. Several chapters with the same basic competence put randomly, and the least put continuously. In spite of some problems in the textbook, the materials are good.

Teacher questions about the compatibility of the textbook from the government. In case English teacher also acts as Vice Principal of Curriculum of SMK Palebon Semarang, Mrs. Khoirul (using textbook Bahasa Inggris from Ministry of Education and Cultural of Indonesia) said that "the textbooks given by government have good materials, but somehow the materials are not proper for the vocational high school students. The materials should be simpler than those of for the senior high school students. however, this book is not specified for vocational high school students." These findings give the statement, "Are the textbook given by government fulfill the students' needs?" Factors from internal and external maybe take responsibility, but first, we must analyze these findings.

The government should fix the problems with clear and continues solution. Revising the textbook before distributing it into school, maybe the solution to

this problem. The textbook should be used as the guidelines for the teacher, so it's necessary to make sure that the textbook is appropriate. Some people did research related to this problem for pedagogical reasons. I conduct this research based on this problem as the background of the study, in order to analyze the compatibility of the textbook with the syllabus of 2103 curriculum. The guidelines for textbook analysis used checklist criteria adapted from BSNP 2014.

1.2 Reasons for choosing the topic

In this study, I propose the content analysis of textbook entitled *Buku Bahasa Inggris Kelas XI SMA/SMK/MA/MAK* distributed by Ministry of Education and Cultural 2015 with the Syllabus of 2013 Curriculum.

I used a descriptive qualitative approach. Content analysis is one of the types of qualitative research, this is used to analyze the textbook. The textbook is one of the teaching elements, which is used to give the materials. The textbook's content implemented from the curriculum used. The textbook is the representation of the curriculum. Some of those reasons led the researcher to arrange some points of consideration in choosing this topic:

- (1) Textbook *Bahasa Inggris Kelas XI SMA/SMK/MA/MAK* was distributed by the Ministry of Education and Cultural of Indonesia as the compulsory learning source. The textbook distribution ruled in the Law Number 71 year 2013 about *Buku Pelajaran dan Buku Panduan Guru Untuk Sekolah Dasar dan Menengah*. It stated that all of the schools are suggested to use this textbook.

- (2) There is a revising process of the 2013 curriculum by the time it was published for the first time. Therefore, the materials inside the textbook need to be evaluated whether the materials still relevant or not.
- (3) The textbook must fulfil the students' needs based on the syllabus of the 2013 Curriculum. In the Law number 34 year 2018 about the Standar Nasional Pendidikan Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan in the points of *standar isi dan proses*. It asserted that the materials should provide the needs of the students.

1.3 Research Questions

In order to get the result of this research, this study has been focusing on presenting the following problems:

- (1) To what extent is the textbook's materials compatible with the Syllabus of 2013 Curriculum?
- (2) To what extent is the textbook's materials represent the needs of learners based on the Syllabus of 2013 Curriculum requirements?

1.4 Purposes of the Study

Addressing the research questions above, I set out the purposes as follows:

- 1) To discover the compatibility of the contents of textbook Bahasa Inggris Kelas XI SMA/SMK/MA/MAK by Ministry of Education and Cultural with the syllabus of 2013 curriculum requirements.

- 2) To examine the relevancy of the contents of textbook Bahasa Inggris Kelas XI SMA/SMK/MA/MAK by Ministry of Education and Cultural with the needs of the learners.

1.5 Significances of the Study

This study aimed at giving significances as follows:

- 1) Theoretically, the study will show the compatibility of the contents of the textbook Bahasa Inggris Kelas XI SMA/SMK/MA/MAK by Ministry of Education and Cultural with the syllabus of 2013 curriculum
- 2) Practically,
 - a. For the researcher, it can be references to conduct the following study.
 - b. For teachers, the study gives some information about how to find out a textbook that compatible with the curriculum.
 - c. For English Textbook Writer, the outcomes of the study might assist the writer to be more aware of the contents of the textbook that compatible with the curriculum.
- 3) Pedagogically, the study will work up the cognition about the necessity to know the compatibility of the contents of the textbook with the curriculum exists.

1.6 The scope of the Study

This study sets out to analyze the compatibility of the contents of the textbook Bahasa Inggris by Ministry of Education and Cultural with the Syllabus of 2013 Curriculum. 2013 Curriculum mentioned some skills, which will create the characteristics of learners. The characteristics figures in the student's skills, like what is mentioned in the syllabus. The syllabus of the 2013 Curriculum mentioned the learning skills (4C's) and literacy skills (IMT) for students to be reached. The learning skills are critical thinking, creativity, collaboration, and communication. Than literacy skills are information, media, and technology literacy. Those skills are represented the basic skills in the syllabus..

The vocational high school's syllabus experienced revising process in 2017 and 2018. The syllabus as the teacher's guidelines should fulfil some criteria as the course book mentioned in BSNP 2014 about the teacher and students' textbook.

1.7 Definition of Key Terms

a. Evaluation

A textbook plays important roles in the students' source of information. The needs of evaluating the materials ' refer to attempts to measure the value of materials', Tomlinson (2001). While evaluating the materials should consider the current curriculum, as the requirements followed. The requirements such as the competencies or the skills students should be mastered.

Addressed to the textbook used in the school, "In the selection of a new textbook it is important to conduct an evaluation to ensure that it is suitable", Fredriksson and Olsson (2006). A suitable textbook depends on the students' needs and the level of understanding.

The consideration of evaluating the textbook should be on "the expected language learning outcomes" which results from using the materials, Mukundan (2006). It means that evaluation should be on target, and effective.

Murphy (1985) defined that the evaluation of the materials should be "in the light of current needs" and objectives. The objectives will help the evaluation process in line, and not too much.

In the present study, the evaluation refers to the process of examines the contents of the textbook dealt with the objectives of the current system of the curriculum.

b. Content analysis

Content analysis is a method that may be used with either qualitative or quantitative data and in an inductive or deductive way, Elo and Kyngäs (2008). Qualitative content analysis is commonly used in nursing studies but little has been published on the analysis process and many research books generally only provide a short description of this method.

In other definition of content, analysis is a method of analyzing written, verbal or visual communication messages, Cole (1988). The use of terms more

than just for medical practices, indeed it is used for pedagogic. The textbook is also categorized as a written document consists of materials, similar to the use of handout in medical practices. Appropriately, the content analysis used for any fields dealt with analyzing. In this research, the textbook will be analyzed systematically using several steps, as the data in the form of written and audio. This way aims to get the objective or purpose of the research.

The practices of analyzing need ability to know a certain situation, so the results will not just as it was. Furthermore, content analysis as a research method is a systematic and objective means of describing and quantifying phenomena, Krippendorff (1980), Downe-Wamboldt (1992), and Sandelowski (1995).

Added the previous definitions about content analysis, Holsti (1969) stated, "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (p. 14).

Content analysis in the present study is a method of analyzing data in the form of a verbal, document, or visual data using systematic steps to describe the phenomena. This method can be used both in qualitative, quantitative, or qualitative-quantitative research.

c. Textbook

The textbook defines as determining the learners' language courses, Mukundan, and Nimehchisalem (2012). The textbook is known as a book used by the teacher in class as the main source of materials. A teacher usually uses the textbook as the handout in the classroom, that's why textbook is one of the crucial

factors in the learning process. A textbook may give confidence for the teacher in front of the students.

The definition from Jayakaran and Vahid is supported by definition of Oxford Advanced Learner's Dictionary, which defines textbook as a book that teaches a particular subject and that is used especially in schools and colleges OALD (2000, p. 1238). A textbook is not only a common book, but it has specific purposes. For example, an English teacher of eleventh grade brings textbook about grammar and sentences, or a biology teacher brings textbook about metabolism. Meanwhile, the type and level of the contents of the textbook are depending on the level of academical background.

Moreover, Hutchinson and Torres (1994) state that "the textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in (various) countries... No teaching-learning situation, it seems, is complete until it has its relevant textbook." Sheldon (1988) argues that textbooks symbolize "the visible heart of any ELT program". In teaching and learning practices, textbook understood as the supplementary materials. It is the tool which helps the teacher or instructor to visualized the knowledge and comprehended the students acknowledge.

Lamphear (n.d.) added that "One of the most useful tools of an instructor possesses is the textbook (p. 88). Indeed, the textbook in the ELT program is very important. Almost all of the materials are gathered from the textbook, we can't

deny the existence of it. Many copies of textbooks were produced to cover the requirements of pedagogic.

Overall, the textbook in the present study refers to a book used by the teacher or trainer in the process of teaching and learning. The textbook purpose depends on the level of academical background.

d. Curriculum

The curriculum is the selection and structure of the goals, content, sequence, procedures, and assessment of a program or course may refer to one course, Brown, Nation, and Macalister (2010). It is suitable with the status quo of Indonesia today's curriculum of the 2013 curriculum. The 2013 curriculum refers to the current system of education due to the goals of the process of teaching and learning in Indonesia. The goals of the course stated in the curriculum design, which is planned by the government. Other than that, the 2013 Curriculum goals prioritize on the learners independent.

In the past, according to Kelly (1999) curriculum is negatively viewed as a syllabus which may limit the planning of teachers to a consideration of the content or the body of knowledge they wish to transmit or a list of the subjects to be taught or both (p.83). A curriculum planned what subject to be taught and the graders in the processes of teaching and learning, meanwhile the syllabus limits on a specific subject.

However, in Hong Kong Yearbook (2006), the curriculum is more positive in nature, motivating learning, enhancing knowledge and abilities and developing positive values or even attitudes. Those two are polarized, but not complement each other. The two definitions are defining from the macro and micro level point of view.

Overlooking the definitions by some researchers, this study addressed the curriculum in the present study refers to a set of the system of course with the specific purpose of education.

e. Syllabus

Several researchers have investigated the implementation and concluded the definition of it. Nation and Macalister (2010) presented what refers to the syllabus is, it refers to the inner circles which consist of goals, format and presentation, content and sequencing, monitoring and assessment. The syllabus is different from the curriculum design, he added. In Indonesia, the syllabus tells about what the teachers should do in the class, includes the activities in the class. Moreover, the syllabus also provides the assessment of the subject as stated by him.

Moreover, in line with Nation and Macalister (2010), Breen (1984) stated, “syllabus is a plan of what is to be achieved through our teaching and our students’ learning.” As a result of it figures in the students’ outcomes. The students’ outcomes indicate whether the learning processes successfully held or not.

Related to what to be taught in the learning process, Nunan (1999) stated that “a syllabus consists of a list of content to be taught through a course of study.” The contents of a course are depending on what subject it is. Not every subject has the same level of difficulties, it affects how long a subject was done. In Indonesia, a school planned what to be taught in a year called with *prota* (*program tahunan*) or annual program. An annual program consists of two-semester programs, monthly, weekly and daily program. Every program detailed in the lesson plan which will be used in the process of teaching and learning. Each subsequent programs puts in the teachers' agenda.

Talking about what to be taught in the teaching and learning processes, Graves (2000) stated that the syllabus is the planned structure of a single course (within a program) that outlines specific course goals, requirements, readings, assessments across the length of the course. The syllabus contains the goals, topic, materials, time management and the clues for the teaching activity. The time allocation and management depend on what to be taught of the course.

Furthermore, according to Brown (1995), syllabus refers to the goals of a course. He stated that a goal is, “general statements concerning desirable and attainable program purposes and aims” (p, 71). A syllabus designed based on the subject of the course, the contents differ on the level of educational background. The teacher used the syllabus as the guidelines in the teaching and learning activity. Those two definitions about syllabus from Graves (2000) and Brown (1995) are referred to "what to learn" and "how to learn".

In other definition about syllabus from Hutchinson and Waters (1987, p. 80) Defined syllabus at its simplest level "as a statement of what is to be learned". The definition match with the hierarchy of learning, because the main activity in the learning processes is to learn about something.

According to Breen (1984), a syllabus can also be seen as "a plan of what is to be achieved through our teaching and our students' learning". This is completed the previous definition of the syllabus. The syllabus is as important as the main achievement of learning itself. The learning process is impossible to achieve something, without planned it before. Learning is nonsense without planning.

Syllabus in the present study refers to the plan of the teaching and learning activity which contains goals or objective of the students' achievements.

1.8 Outline of the Report

This report of the study is assigned in the chapters, as follows:

Chapter 1 is Introduction, this part presents the background of the study, reasons for choosing the topic, research question, purposes of the study, significances of the study, definition of the key terms, the scope of the study, and outline of the report.

Chapter 2 is Review of Related Studies, this part presents the review of related studies, review of theoretical studies, and theoretical framework.

Chapter 3 is Research Methodology, this part presents the Object of the Study, Research Instrument, Type of Data, Unit Analysis, Procedure of Collecting Data, and Procedure for Analysing the Data, Presenting the result and Triangulation

Chapter 4 is the Findings and Discussion, this part presents the whole analysis and the discussion of the results which consists of the presentation and analysis of research data. The first part presents the analysis of the compatibility between the contents of the textbook with the syllabus of the 2013 curriculum for vocational high school. The second part presents the analysis of the relevancy between the contents of the textbook with the syllabus of the 2013 curriculum for vocational high school.

Chapter 5 is the Conclusion and Suggestion. This part arranges into the conclusion of the study and appendices.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I presented a review of related studies, review of theoretical studies, and theoretical framework. Review of previous studies is about some researches related to this present research. Some studies are used as the foundation of this research. The next part is a review of theoretical studies which concerned some theories used in designing this study. And the last part is the theoretical framework. It is about a conclusion from both previous studies and theoretical studies.

2.1 Review of Previous Studies

Research may be conducted based on previous studies. The previous studies give an overview of the topic of the following researches. This study is conducted based on several factors, it was concluded in the background of the study. Here some related studies conducted by other researchers. The studies have difference and similarity about the topic, the object of study, methodology, recent theory, and technique of analysis. In this part, I arranged the previous studies based on the theme. There are five themes related to the implementation of the textbook and the learning process. The themes are ELT textbook Evaluation and Analysis, Cultural Content Analysis, ELT Textbook roles, Material Development, and Framework of The Textbook Evaluation Checklist. The detailed information arranged in the following part.

2.1.1 ELT Textbook Roles

ELT textbook being familiarized as the English subject taught in the school. The time of English language birth in the Land of Britania in the 1500's era. As the foreigner came to Indonesia, the English language also entered. Since English became an international language, the other country gives a try on learning English as the trading language. As trading is the very first sector which used English as the facilitator of negotiation between the seller and customer. By the time it gets familiarized and felt necessary to be taught at an early age at the school, the English textbooks were produced in varies version and use.

The way English textbook being used and distributed, interested a number or researchers to conduct the study about it. Stranger and Johannessen (2016) interested in investigating the textbook roles. They have investigated the English textbook in Uganda. In Uganda, English used as the national language. English language used in the sectors of trading, business, and politics. It can be seen that English acts as the national and also second language (p.1). The students are required to learn English in the school, to develop their intercultural communicative competence. The textbook used as the facilitator of the learning that supported the idea of internationalizing Uganda in every sector.

The ELT textbook also acts as the facilitator of information. Widodo (2007) analyze the ELT textbook as the facilitator of academic purposes. The requirements of students college of academic writing. The academic writing is the subject which is needed requirements to write, create, and combine the idea in the

form of text. The textbook facilitates any of the ideas through the materials dealt with the theory as well as the technique of writing for academic purposes. This study dealt with an in-depth analysis of the three most components of the textbook. The results showed that the content of the textbook dealt with the inputs, models, exercises, and writing assignments figures on the academic writing requirements.

The use of ELT textbook is considered the needs of learners and where the book was given. Consider the two previous studies about ELT textbook, there are reasons leads a number of researchers conducted the study about it. I pointed out at the different background of the culture of the countries as the factor of how the textbook being used. The successful learning process is needed the materials from the textbook. Compared to this study, the materials of the textbook are being analyzed using checklists. Other than that, the important part is the analysis process. The analysis process is necessary to know the compatibility between the textbook's materials with the syllabus. This process of analyzing help the practitioners of teaching find out the best way of using the textbook of the learning process.

2.1.2 ELT Textbook Evaluation and Analysis

Textbook becomes popular as the sources of the main material of the teaching and learning activities, some textbooks led me conducted other studies about it. Several researchers conducted a study about the textbook, some of them investigate the materials inside the textbook. As being conducted by Nimasari

(2016), she conducted research about textbook analysis. She evaluated an EFL textbook related to pedagogic aspects. English as the second language or the foreign language being taught in Indonesia. The government of Indonesia through the Ministry of Education and Cultural of Indonesia covered the needs of the textbook needs. The textbook contained a specific subject's materials, which arranged based on the current curriculum system in Indonesia. Therefore, she conducted a study on the English textbook, specifically she investigated at the contents of the textbook. This study covered six aspects: methodology, content coverage, material completeness, presentation, design, and learners' factors. Those six aspects were analyzed in terms of the completeness and appropriateness level. There are two instruments of evaluation, a constructed criteria rubric to analyze the textbook and two lists of the interview. Supporting the instruments used, the document analysis, personal interview, and focus group discussion are used as the data collection techniques. The study resulted in the weaknesses and strengths of the six aspects were analyzed. The textbook has strengths in four aspects: methodology, presentation, design, and learner's factors. Meanwhile, the content coverage and material completeness were still needed to be improved. She realized that some factors need to be obtained in the learning activities to engage the materials inside the textbook. The textbook cannot stand alone, it should be any supporting factors. It could be both teachers and learners.

In line with the study conducted by Nimasari (2016), Akbar (2016) also conducted research about the textbook. For some reasons there are many textbooks were produced, and other supplementary media suggested by the

government. Other than that, other publishers are tried to produce competitor textbooks. The textbooks give the best for the quality of the textbook, so it can take the heart of the consumer. Related to this, he used selected textbooks for eleventh grade. He aimed at determining the extent to which two selected eleventh grade English textbooks are appropriate in terms of content based on the BSNP framework for textbook evaluation. As we know, BSNP (*Badan Standar Nasional Pendidikan*) provides the criteria of the standard education. The textbook is one of the components of education. The BSNP not only covers the textbook, moreover other components like the policy and instruments which supports the implementation of the education. The study used a descriptive qualitative method and a checklist as the instrument of evaluation. As mentioned before, the checklist was adapted from the contents on the BSNP (2014) framework for textbook evaluation. The study focused on the areas of the relevance of the materials with standard and basic competencies, materials accuracy, learning materials. The findings show that both of the textbooks were appropriate in terms of content based on the BSNP framework for textbook evaluation. Even though those two textbooks are considered as appropriate, nevertheless some parts still can be improved.

Fakhomah (2017) investigated the compatibility level of materials in the textbook. She analyzed the materials based on Tomlinson (1998) about good criteria of the textbook. The good textbook has to be fulfilled some criteria. There are 16 criteria that should be provided, it indicates what a good textbook is. As the procedure of the study, this study used a descriptive method and document data.

This study was done by analyzing the data using the three levels of analysis by Littlejohn (2011): 1) Level 1 Analysis: 'What is There' (Objective Description), 2) Level 2 Analysis: 'What is Required of Users' (Subjective Analysis), and 3) Level 3 Analysis: 'What is Implied' (Subjective Inference). Compared to the criteria of the textbook by the BSNP (Badan Standard Nasional Indonesia), those 16 criteria also can be used for the textbook in Indonesia. The evaluation through the study using criteria of a good textbook can be used as the parameter of a better implementation of the textbooks' production in Indonesia. Furthermore, it will be good if the textbook evaluation can be held periodically for the subjects mentioned in the curriculum in Indonesia.

Supporting the idea of evaluating the textbook, research about content analysis conducted by Purwani, Rochsantiningih, and Kristina (2017) inspired the way of knowing appropriate textbook. Knowing an appropriate textbook seems difficult, as the textbooks in Indonesia being copied and revised periodically. As a result, many textbooks spread in the market. As the amateur, it such a big problem of choosing an appropriate textbook. Notify on what current curriculum, graders, subject, even more on the materials inside the textbook are the evidence of choosing an appropriate textbook. The current curriculum of Indonesia stated some criteria of the materials inside the textbook. In line with it, this study has investigated whether the textbook meets the characteristics of a good English textbook and reflects the 2013 curriculum. The procedure of data analysis by Miles and Huberman (1994) for the data transcript is used in this study. The research revealed that the textbook has strengths and weaknesses.

Other than that, some of the parts are represented the seven characteristics of a good English textbook and implemented the scientific approach steps of the 2013 curriculum. This study conducted in well-arranged instruments used manual counting of data taken from the questionnaire. The coherent procedure of the research and the arrangement of it being a good point of this study.

During 2017 until 2018, the learners' requirements of the textbook is increased. Answered the needs of the learners, the government declared the revised version of the previous laws which regulates the textbook use and distribution. Especially, in the 2013 curriculum which becomes very popular. Several researchers investigated the implementation of the revised version of the 2013 Curriculum. Not only the use of the curriculum but also the criteria of the textbook which match the curriculum requirement.

Rohmatillah and Pratama (2016) conducted a study about textbook analysis aims at finding out whether the textbook fulfilled the syllabus points of the 2013 curriculum and how broad they presented. The 2013 Curriculum mention several requirements need to be fulfilled in the syllabus. Furthermore, the syllabus pointed out the requirements of what the materials should look like. She used the syllabus points of 14 from 16 items of the basic competence, and 6 from 6 items of learning materials as the comparison. This study resulted in some strengths and weaknesses of the textbook. A good textbook never is perfect for the first time it is produced. Evaluation of the textbook's materials is needed to obtain the quality of it.

Similar to the study conducted by Rohmatillah and Pratama (2016), Rahmawati (2018) conducted a study about contents analysis of the English textbook “Primary English as a Second Language”. This study is conducted to determine the suitability of the materials in the textbook used with the criteria of a good English textbook. The Cunningsworth and Tomlinson's framework was used as the instruments of the study. The criteria were covered aims and objectives, facilitate the teaching-learning process, activity/exercises, and vocabulary. The criteria have covered the contents' requirements of a good textbook. The research design used in this research is content analysis and descriptive qualitative method due to the data used is the contents of a textbook. This study inspired me of conducting a study about reviewing also evaluating a textbook deeply. This study also revealed in the way of EFL/ESL is being described. From 25 materials provided, there is one material do not meet the criteria of a good English textbook as the material do not provide any contextual example. Knowing the way of reviewing a good textbook helps any of the teachers determine the model of learning. It is necessary as the teacher is the model of the students in the class or the processes of teaching-learning.

A number of studies being conducted based on previous studies with the same topic. It may be new findings, replace or remake the previous findings. Those processes of conducting studies are necessary for knowledge. Based on the previous studies with the same topic or methodology, there are some similarities and differences can be obtained in the following studies. I found some previous studies are the same as the topic of mine, but that the methodology and

approaches are not the same. Meanwhile, the purpose of the textbook is the same. Overall, the previous studies about textbook analysis ranged from 2016 until 2018 indicated that textbook still becomes the trend of pedagogic. As the processes of revising the curriculum redesign and the syllabus implementation by the Indonesian Government through the Ministry of Education and Cultural's policy. Reviewing, evaluating, and investigating the textbook are the ways of answering the public's needs of a good textbook. Those ways also aim at knowing the strengths and weaknesses, adding the quality of the textbook used, and finding the appropriate way of using the textbook.

2.1.3 Cultural Content Analysis

What to be learned in the school is implemented in the textbook. A textbook consists of materials also values inside of it. The materials being taught are depending on the subjects of the lesson. Not only the materials but also the values inside the textbook is necessary. The values may be consisted of the rules and culture existed. It is important to apply the cultural values in the school, not only for the teacher but also for learners. Kramsch (1998) stated that culture "is a membership in a discourse community that shares common social space and history, and a common system of standards for perceiving, believing, evaluating, and action". Addressed to this we cannot deny that we were lived in the diversity. Especially in Indonesia which formed in *Bhineka Tunggal Ika* or unity in diversity. The diversity lives in every aspect of life, even in the very first social life in the school. In line with it, Kilickaya (2004) describes culture as "the sense

of whatever a person must have in order to function and live in a particular society. This includes also socio-cultural factors in language teaching materials”.

In term of facilitating the cultural exchange, the teacher takes the important roles in the school, Ciolăneanu (2007). A teacher is a facilitator for the students of the values exists at the school. The values existed through intercultural communication with the people in the school. Communication brings exchanges of information about countries and cultures. Moreover, the students do the communication among the society which brings the becomes part of the society itself.

Applying the cultural values in the school should be aware of the importance of cultural systems as a means to understand peoples' behaviour, Ruiz and Cecilia (2012). Cultural awareness puts respect for other cultural backgrounds as the core of learning a foreign language. Dealt with the foreign language is not as easy as understanding their mother of the tongue. The different cultural background among the learners led the teacher's technique of teaching a foreign language. When we try to engage the multicultural situation, we dealt with the three kinds of cultural background: physical borders, borders of differences (reluctance to accept others' ways of behaving, being or doing), and inner borders (developed by the individual as a result of his/her former social experiences or education/upbringing).

According to the multicultural background of Indonesia, the textbook used in the school need to be considered on the no-racist materials. It means that the materials are not referred to the specific culture, it should be available for any

other cultures. An analysis of the culture in the foreign language textbook was conducted by Weninger and Kiss (2013). The study aims at applying the culture inside the textbook as an objectifying culture and offers an alternative, semiotic framework that examines texts, images, and tasks as merely engendering particular meanings in the act of semiosis. They argued that culture as the key to a foreign language, as the process of engaging culture value in the learning materials.

Through excerpts from two English as a foreign language textbooks written by and for Hungarians, the study illustrates a semiotic analytic approach that underscores two key insights: (1) that learners' meaning-making in the classroom tends to be heavily guided and (2) that images and texts, even those with supposed cultural meaning or focus, seem to foster mainly linguistic competence, Weninger and Kiss (2013).

The learners come from any background of habits and knowledge. It is possible that a miss-concept and miscommunication have easily occurred in any place and times. Moreover, the learners need a main model in the school, who can be taught them the values existed. Not only from the materials inside the textbook but also the way he can interpret the values in real life. As the realization of the values will occur in real life.

In line with Weninger and Kiss (2013), Onate and Amador (2013) stated that the culture also being taught through the other aspects of life.

It is not only the English language and nor its related cultures that have to be taught, students need also to learn about the different cultures of the people they are going to be doing business with through the English language; they need both intercultural and linguistic competence to learn how to interact with other international professionals, Onate and Amador (2013)

In Indonesia, the cultural values put in a higher position, like what the forefather of Indonesia taught. It is necessary to put every single cultural value in the textbook materials. Dewi (2016) conducted a study about investigating the cultural values of exist in the senior high school textbook. The study resulted in the text and pictures dominated the exposures of culture in the textbook used. It is about 61% cultural contents appeared in the text and pictures, 44% of the dominant aspect of culture in the products, and the presented culture was mostly about source culture (45%). More specifically, we can say that the cultural values appeared in some of the materials.

Another study about the cultural value in the textbook also being conducted by Sadeghi and Sepahi (2018), they are investigated at the three ELT textbooks. The study aimed at knowing the teachers and learners' cultural preference and cultural themes of the textbook related to the small "c" and big "C" cultural values. The findings showed that the small "c" exist often than big "C" cultural values. What we extend to the small "c" and big "C" refers to the application in real life. Other than that, the learners and teachers' preference of the cultural themes led to the what treatment should be applied in the class. The treatment means that the students and the teachers' behaviors constructed the values existed in the class.

The topic of cultural value in the textbook is being popular to be discussed. A number of other researchers have conducted a study on cultural value. This study also discusses the cultural value in the form of criteria in the checklist, in order to know the level of compatibility of the textbook. Based on the

criteria to evaluate the textbook suggested by the BSNP 2014, cultural value is one of the components in the textbook. Compared to this study, the learners are the factor which affects the syllabus requirements named students' need. The students' need is realized in the textbook contents. Cultural value is necessary for the process of learning a foreign language. The cultural value must exist in every level of education, so the character of the graders will perfectly build. The learner's preference about cultural value is necessary, as the different background of a culture of the learners. The learners' preference dealt with the theme of the textbook where the cultural value appeared. Compared to this study, the cultural value is the factor of the ideal textbook suggested by the BSNP 2014. Collaborates with the other criteria of compatibility level, the cultural value must be included in the textbook's materials. The cultural value will be built the character of the learners through the texts.

2.1.4 Material Development

Acting as an international language, English has been taught at the school in the countries entire the world. As the century changed, the requirements of revising and evaluating the materials of the English textbook is needed. The revising and evaluating processes are needed to improve the quality of the textbook.

Stoller, Horn, Grabe, and Robinson (2006) conducted a study about reviewing the materials development on the English for Academic Purposes (EAP) textbook. The teachers and students were engaged in the study to give

critical feedback as the user of the textbook. The results showed that the feedback from the EAP practitioners or the user of the EAP textbook is pertinent to the overall materials evaluation process and the design of feedback-collection instruments and procedures.

Same with the previous study of evaluating the materials development of the textbook, Gao (2009) investigated the English for Specific Purposes (ESP) textbook. The study aims at investigating the instructional principles of developing the ESP textbook as the results of the limited information and unfamiliar materials of ESP in China. The study is concerned about the in-depth materials development, engaging with the learning-centered approach. Based on this approach, principles are provided in terms of key factors that need to be considered in pre-development, in-development and post-development stages, Gao (2009).

Zohrabi (2011) conducted a study about coursebook development and evaluating of English for General Purposes Course. He stated if we yearn to produce a quality and useful course book, he needs to consider how to develop and evaluate it. Mohammad used the framework of Cunningsworth (1995) about analysis textbook procedures.

The requirements of increasing the textbook quality lead the study about material development. The feedback from the user is the instrument for evaluating the textbook. Using the same idea with this study, the teacher acts as the evaluator

of the textbook. In this study, textbook development dealt with syllabus requirements. The syllabus gives the guidelines of the materials development.

2.1.5 The Framework of The Textbook Evaluation Checklist

The implementation of the textbook evaluation checklist was conducted for ESL textbook. Williams (1983) conducted a study about developing criteria for textbook evaluation. The study aims at finding out the criteria which can evaluate the textbook which relevant to the ESL implementation. Instructions for using the checklist are given as a way of suggesting how teachers can evolve their criteria for different situations in the class (p.1).

Fredriksson and Olsson (2006) conducted a study on selecting textbook criteria. The textbook is a crucial factor which determines the students' learning outcome. The teachers sometimes found difficulties in choosing a proper textbook for teaching. This study is based on interviews with four teachers at an upper secondary school (p.3). The evaluation procedures helped the teacher at developing their strategy dealt with the uses of the textbook.

One of the common methods to evaluate English Language Teaching (ELT) materials is checklists, (Mukundan, Hajimohammadi, & Nimehchisalem, 2011). The evaluation checklist is an instrument provides a list of features of successful learning-teaching materials. This study aims at developing an evaluating checklist to consider a matter of validity, reliability, and practicality. This study has investigated the using of a tentative checklist as the tools of

evaluation dealt with the language teachers as it's end-user, and characteristics of a good textbook.

The choice of language teaching materials can determine the quality of learning-teaching procedure, (Mukundan et al., 2011). Continuing the previous study about develop an evaluation checklist, this study includes focus group study designed to further refine the previous checklist. The focus group listed the evaluative criteria of the checklist in reference to the clarity and inclusiveness. The findings showed the five-point scale was added to the checklist to help the evaluators assess the textbook in reference to each item.

Checklists are often used by experts in evaluating and selecting textbook Mukundan and Nimehchisalem (2012). The checklist must fulfill some criteria of the textbook was needed, dealt with the textbook evaluation. The researchers have conducted the study aimed at testing a qualitatively developed textbook evaluation checklist on the clarity and inclusiveness (p.103). A focus group study was held and asked to determine the criteria in the checklist.

Compared to the previous studies about textbook evaluation, the evaluation of the textbook needed evaluator tools. The tools consist of a framework which other researcher was arranged by themselves or recycling from the previous study. Compared to this study, I adapted the checklists of the textbook evaluation from the BSNP 2014. The items from BSNP 2014 are being recycling and sorting based on the purposes of this study. This study is aimed at finding out the compatibility level of the materials of the textbook

2.2 Review of Theoretical Studies

Some theories and findings lead the other researches to be conducted. The science increases, remakes, and renews continuously. In this twenty-first-century, people need skills that compatible with the workspace provided. “We are currently preparing students for jobs and technologies that don’t yet exist... in order to solve problems that we don’t even know are problems yet (“Did you know”, YouTube posting).” We can prepare it for our educations and students. Students are the most compatible candidates to be prepared, they can be set and manipulated through learning processes. The manipulation can be any materials which are being taught in the classroom.

The education system of Indonesia is prepared to welcome the century changes. The curriculum of education in Indonesia nowadays is the 2013 curriculum system, which prioritized on the students’ independence. Some of the aspects inside the curriculum has been changed, included the syllabus.

2.2.1 Curriculum

Ahmad (2014) explained in her article that the Ministry of National decreed by law Number 20 the Year 2003 about the National Education System. Under Article VI, this law sets the forms, levels, and types of education that should be organized by the central government, provincial, regency, and society (p. 7). English as the subject of secondary level of education in Indonesia, taught based on this article. The curriculum gives clear border both for the teacher and students in Indonesia. It regulates the business of education in Indonesia such as

the level of education, the process of teaching and learning, recommended media, rules and etc. The process of making curriculum not instantly done, some processes may be taken in. The teachers, students, parents, government, and all components take part in the process of planning the curriculum. Indonesia have Ministry of education, as the core of policymaker of education in Indonesia. None of the products are perfectly made with only a single trial, and so the curriculum.

Indonesia has the previous system of the curriculum before the 2013 curriculum released in July 2013. We have a School-Based Curriculum (SBC) which has stood for a long time in Indonesia. SBC was known as KTSP, which gave the school rights of implementing their own curriculum. The government gives the guidelines, and the school adjusts based on their own condition. Today, our government make a serious decision about increasing the quality of education in Indonesia better. The way to make it really is repairing, revising, and recycling our educational system. The government thought SBC need to be improved again, by adding some new improvements. One of the improvements is the system of teaching in the classroom, students need to be more independent.

Problems of various kinds raised from curriculum implementation have been recognized as inevitable, and therefore the implementation is inherently more complex than what people can anticipate Brindley and Hood (1990), Fullan and Stiegelbauer (1991). Some problems like the lack of professional teacher, lack of supporting facilitations, and the worst are lack of Information. Indonesia formed by Islands from Sabang until Merauke, where the information not always sent well. That's why our government held pieces of training for the teacher from

all level of education, with one purpose of equality. This way hopefully can be the solution to the condition of education in Indonesia better. Every curriculum change is subjected to the failure of the former curriculum, the anticipation of the world projections of Indonesia in the future and benefits offered within the change Ahmad (2014).

2.2.1.1 2013 Curriculum

Century brings new challenges yet problems, but government optimist that Indonesia can fix all of the problems. The education system in Indonesia counts on failure if the problems not fixed soon. 2013 Curriculum develops the previous system of School-Based Curriculum (SBC). For the newly implemented curriculum, K-13 is perceived by the teachers in six broad perspectives, namely: (a) the view of practicality; (b) the students' acceptance; (c) learning activities; (d) learning materials; (e) scientific approach; and (f) authentic assessment Ahmad (2014). Those perspectives lead the ELT practice in the classroom, especially for the teacher. 2013 Curriculum purposes on good management of education, clear rules, supportive facilitation, and teachers. Hopefully, those can be fixed the previous problems. From the first time, it was released on July 15th, 2013, some problems have risen. The most crucial problem is about the information transfer, which was not equal between one region and another.

2013 Curriculum is actually the extended version of School-Based Curriculum, some information was renewing and revising. In 2013 Curriculum, the values attached in the core competencies. The competencies are known as KI-1, KI-2, KI-3, and KI-4. KI-1 is the spiritual competence, KI-2 is social

competence, KI-3 is knowledge competence, and KI-4 is the reflection of KI-1 – 3. KI-4 is the learning process, which is virtual of KI-1 – 3. Core competencies are being implemented in the syllabus, it contains KI 3 & 4. Moreover, it was specified into basic competence, the indicator of competence, main materials, time allocation, activities, and assessments. Those are the instruments of learning activities, which is the focus of the curriculum itself.

2.2.2 Syllabus

The syllabus contained the goals, topic, materials, time management and the clues for the teaching activity. According to Brown (1995), goals are "general statements concerning desirable and attainable program purposes and aims" (p, 71). The goals are rather to the system of education and its components, especially for the learning process. The syllabus used by the teacher to arrange the lesson plans. Lesson plans used by the teacher to arrange the class activity. Based on the syllabus, the daily activities in the classroom held. The classroom activities are the core of materials' distribution for the students. Syllabus divided the materials into subchapters, it refers to the basic competencies. The values inside the basic competence give continuously, as the students' ability of learning is limited. The materials inside the subchapter also arranged from less difficulty until most difficulty. One subchapter may be done in one or more meetings, it depends on the level of difficulty. Not only knowledge but also the character of the students are the purpose of the making of the syllabus. Each activity inside the syllabus is meaningful and continuously. The basic competence breaks down into social

function, text structure, and languages features. Every meeting at least reaches one of them or all of them

2.2.3 Textbook

Karamouzian (2010) stated that textbooks are seen as central to teaching and learning, as their quality is a determining factor in enhancing or diminishing the quality of a language program. The textbook is the source of materials in the process of learning and teaching activities. The textbook organized by the Ministry of National decreed by law Number 71 the Year 2013 about the Textbook and Teaching Guidelines for Lower and Middle Educational Level. Under Article I, this law sets the textbook as the appropriate source of learning materials. The government arranges and distribute the textbook for subjects in the learning activities. Starts from lower until the upper level of education, the textbook must be passed the standard quality of textbook by *BSNP (Badan Standar Nasional Pendidikan)* for the textbook. The textbook which fulfills the standard quality will be distributed in all of the school entire Indonesia. The textbook fulfillment through *BOS (Bantuan Operasional Sekolah)* funding in the school which is listed in the Ministry of Educational and Cultural of Indonesia.

The serious movement of government through the ministry of regulating the textbook distribution gives the students access to better education. The textbook as important as syllabus, because both of them are interrelated. The materials inside the syllabus are represented by the textbook. The materials inside the textbook must be matched with the syllabus itself. The change of curriculum

will impact the syllabus, and continue in the textbook. Not only curriculum changes, but also update from science trigger the textbook recycling process. This way also give trigger for the educator, to be aware of the contents of the textbook still appropriate or not. Besides that, even the materials are not appropriate, but none of the knowledge is useless.

2.2.4 Evaluation

The teacher takes over where the textbook leaves off, and he or she must be able to assess its strengths and weaknesses, Williams (1983). Any of the materials from the textbook may not applied, except of those which is appropriate. When a failure on the materials occurred and no further change happened, the discontent is no less acute for being futile, Sheldon (1988). Evaluating the content of the textbook may defined as the analytical ‘matching process: matching needs to available solutions’, Hutchinson and Waters (1987). Evaluating the materials demanded on the use of the textbook in the process of teaching and learning. The evaluation process play povital role in maintaining the quality of the textbook. Cunningsworth (1995) and Ellis (1997) asserted that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material.

2.2.5 Content analysis

Based on Ary, Jacobs, and Razavieh (2015) in Hashemnezhad of qualitative research, content analysis is known as one of a reliable technique of

qualitative research. The content analysis is being popular in the field of qualitative research, especially for document data form. As the object of this research is a textbook, I choose content analysis as the technique. The data gathered from the textbook mostly in the form of quotes of the textbook's contents. Moreover, according to the Cambridge Dictionary of Philosophy, an analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituents.

Cunningsworth, (1995) proposes four guidelines of textbook evaluation, according to which an evaluation checklist was developed: 1) Textbooks need to match the objectives of language learning program and they should correspond to learners' needs; 2) Textbooks should be chosen to help students use the language effectively for their own purposes; 3) Textbooks should facilitate the learning process without imposing 'rigid' learning methods; 4) Textbooks should mediate between learners and the target language thus supporting the learning process.

Based on the guidelines above, Cunningsworth (1995) stated that it requires to evaluate textbook for several reasons. It can be conducted in two approaches, in-depth and impressionistic evaluation. This approach uses a comprehensive checklist as a tool for analysis, Radic-Bojanic and Topalov (2016). Meanwhile, I used impressionistic evaluation before choosing the textbook to be evaluated. This approach is used to determine whether the textbook is suitable or not, based on the requirements of the research. After that, in-depth is used as the following step of evaluating a textbook. The combination of those two approaches helped the research conducted effectively. Pre-activity will give a perspective on

how the research will be conducted. And post-activity will complete the perspective with relational analysis.

2.2.6 BSNP 2014

BSNP (Badan Standar Nasional Pendidikan) ruled in law No 20 the year 2003 about National Education System of Indonesia. BSNP applied Standard Based Education, as the model for all school of lower and secondary level. Based on the law, mentioned the tasks of BSNP: *1. mengembangkan, memantau, dan mengendallikan standar nasional pendidikan (SNP); 2. meyelenggarakan ujian nasional; 3. menilai kelayakan buku teks pelajaran dari segi isi, bahasa, penyajian, dan kegrafikaan; dan 4. memberikan rekomendasi kepada pemerintah pusat dan daerah (Diskusi Pendidikan Berbasis Standar: Reflektif dan Prospektif)*. SNP (Standar Nasional Pendidikan) or National Standard Based Education divided into eight standards:

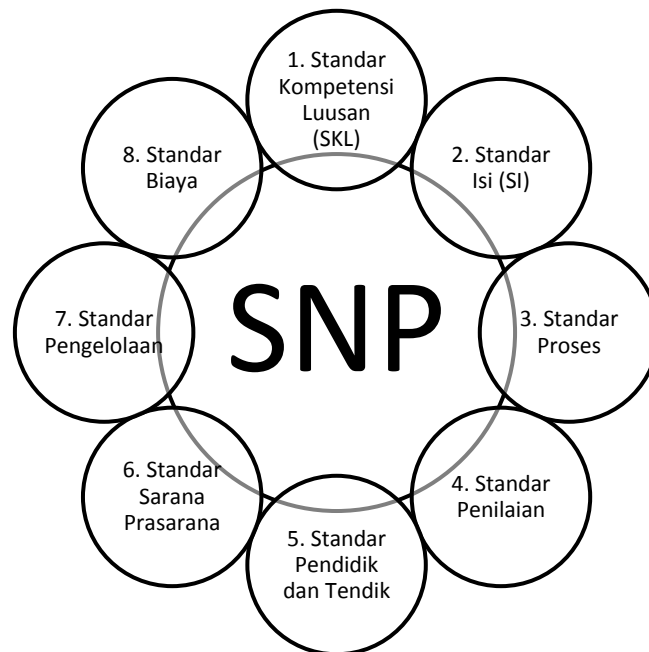


Figure 2.1 National Standard Based Education (BSNP, 2014)

Textbook evaluation regulates in number 1,2,3, and 4 for curriculum development. This is based on the 4 factors: existing condition (status quo), future condition, technology innovation, and benchmarking (other country's standards). Those factors are aimed to prevent the gap condition due to uneven information and region in Indonesia. the function of SNP are acting as Quality Control (QC) and Assurance (QA). We cannot deny that Indonesia includes one of the countries, which categorized as a developing country. The process of mapping National Standard Based Education of Indonesia is presented in figure 2.2.

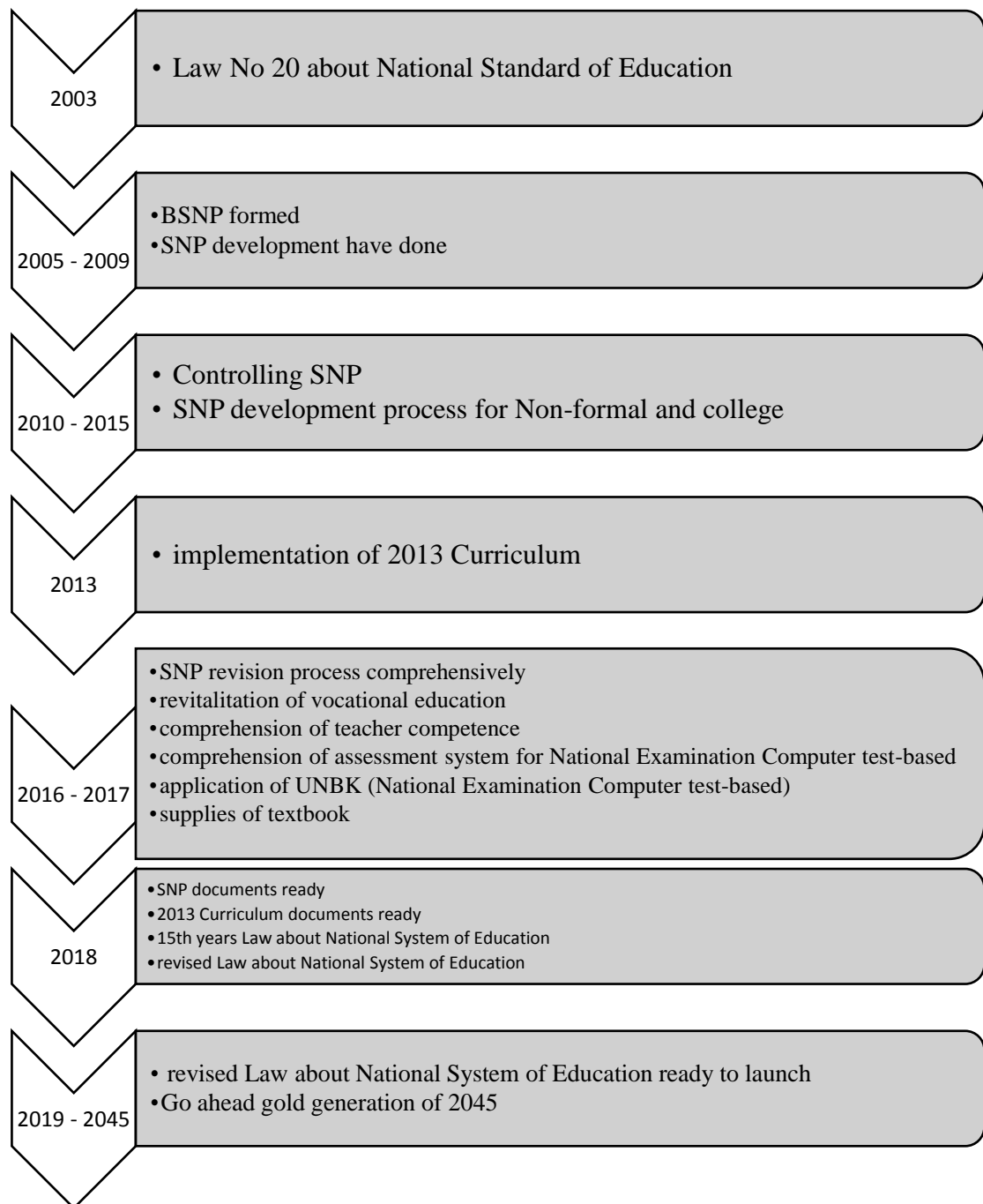


Figure 2.2 Mapping of National Standard-Based Education (BSNP, 2014)

Based on the figure 2.2 above, I decided to use BSNP as the guidelines for analyzing the textbook's content. BSNP is relevant due to national standard-based of Indonesia, which regulates textbook as the supporting factor of educational practice. So far, BSNP revised the Senior high school textbook in 2016, but vocational high school has done yet. The recently revised law No 34 the year 2018 about *SKL (Standard Kompetensi Lulusan) SMK/MAK* under article II about *Area Kompetensi Lulusan* verse b *keterampilan abad 21 (dua puluh Satu), seperti berfikir kritis dan mampu menyelesaikan masalah, kreatif, mampu bekerja sama, dan berkomunikasi*. In conclusion, there are 9 *Area Kompetensi Lulusan SMA/MAK: keimanan dan ketaqwaan kepada Tuhan Yang Maha Esa; kebangsaan dan cinta tanah air; karakter pribadi dan sosial; literasi; kesehatan jasmani dan rohani; kreativitas estetika; kemampuan tennis; dan kewirausahaan*. Those 9 values motivate me to conduct a content analysis of textbook dealt with the syllabus of 2013 requirements.

2.2.7 Tomlinson's Theory of A good Textbook

The previous study and theory let the other researchers compare or adapt it in their study. The textbook been used and evaluated for long time. Tomlinson (1998) stated good criteria of textbook, as follows:

- 1) Materials should achieve impact,
- 2) Materials should help learners to feel at ease,
- 3) Materials should help learners to develop confidence,
- 4) What is being taught should be perceived by learners as relevant and useful,
- 5) Materials should require and facilitate learner self-investment,

- 6) Learners must be ready to acquire the points being taught,
- 7) Materials should expose the learners to language in authentic use,
- 8) The learners' attention should be drawn to linguistic features of the input,
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes,
- 10) Materials should take into account that the positive effects of instruction are usually delayed,
- 11) Materials should take into account that learners differ in learning styles,
- 12) Materials should take into account that learners differ in affective attitudes,
- 13) Materials should permit a silent period at the beginning of instructions,
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities,
- 15) Materials should not rely too much on controlled practice, and
- 16) Materials should provide opportunities for outcome feedback.

Those 16 criteria by Tomlinson being compared to the criteria of BSNP 2014 as the principle of evaluating the textbook used in this study. The criteria let the study finds what can be evaluated and improved in the textbook.

2.3 Theoretical Framework

The research is conducted in the theoretical framework, as the diagram of the theoretical framework:

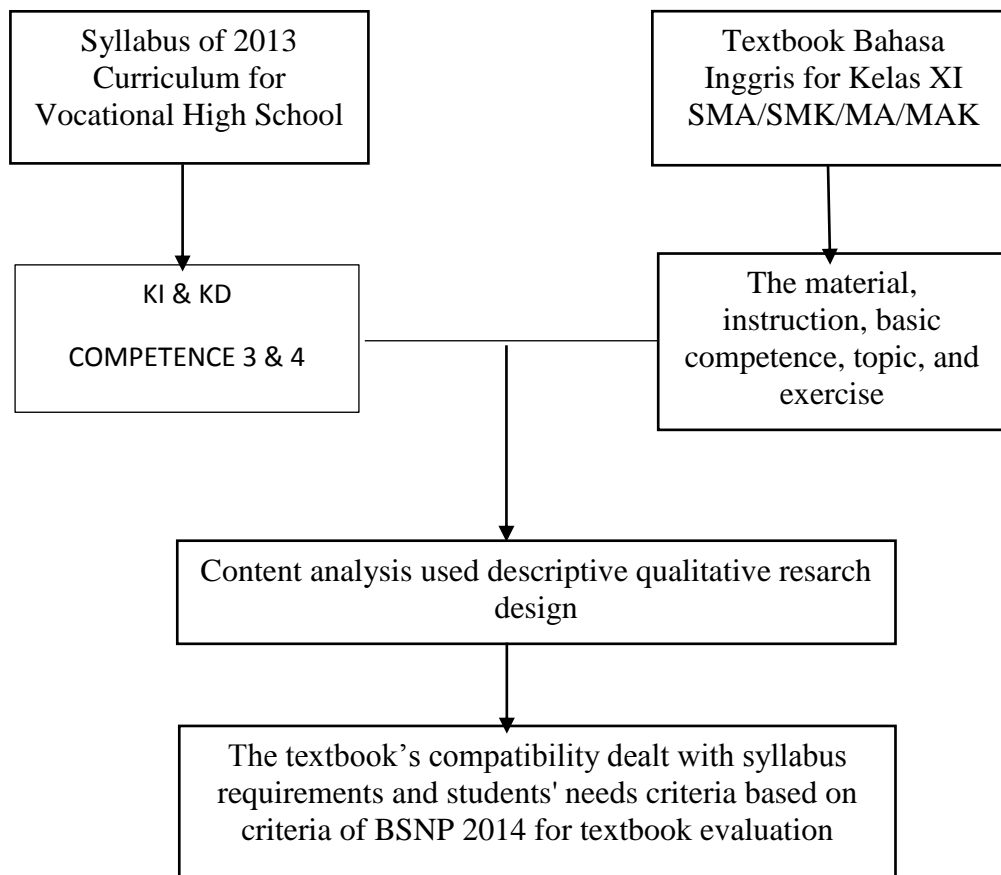


Figure 2.3 Theoretical Framework

The textbook Bahasa Inggris Kelas XI SMA/SMK/MA/MAK distributed by the Ministry of Educational and Cultural of Indonesia based on the school funding fulfillment. The textbook contains materials of English for the eleventh graders.

I limit the textbook's contents which are related to the syllabus requirements. The textbook will be analyzed using criteria adapted from BSNP 2014 for textbook evaluation. I develop a checklist as the tool to analyze textbook

Bahasa Inggris Kelas XI SMA/SMK/MA/MAK by Ministry of Educational and Cultural of Indonesia with the syllabus of 2013 Curriculum.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is about the conclusions and the suggestions based on the previous chapter been discussed.

5.1 Conclusions

Based on the research findings and discussion, this study answered the objectives or the research questions. The findings led the researcher to draw the conclusions as follows:

- 1) The use of a checklist aimed at the scoring of the contents of the textbook.

The score got from the checklist indicated the compatibility level based on the criteria of scoring. The researcher adopted the BSNP 2014 of the textbook. The results showed that the textbook Bahasa Inggris Kelas XI SMA/SMK/MA/MAK distributed by the Ministry of Education and Cultural got score 5 for the first part of the regular materials, and 6 for the second part of enrichment materials. The score indicated that the textbook fulfilled the criteria of compatibility level 5 from the range of 10. Score 5 is indicated that the textbook categorized as a fair level of compatibility. The results of the checklist answered the textbook level of compatibility. Knowing the level of compatibility level of the textbook helps the practitioner of teaching and

learning decides the following considerations. Both the textbook and syllabus are processing in the teaching and learning activities. The practitioner of the textbook must know what to teach, instead of just read the materials. Know what to teach gives the practitioner time to understand the materials inside the textbook. The additional sources in the form of other textbook which contains the learning materials or electronic media sources could be added if those are necessary.

- 2) The learners' needs are reflected in the competencies in both of the syllabus and the textbook. Understanding the learners' needs will give the practitioner about the range or how far the materials working on. The realization of the learner's needs are figured in the materials presented in the textbook. The materials are the regular and enrichment. Furthermore, the study revealed that the remedial materials doesn't exist in the contents of the textbook.

5.2 Suggestions

Considering the findings and discussions about the contents of the textbook, I proposed suggestions as follows:

1) For the practitioner or the English teachers

The use of the textbook will be essentials as the understanding of the contents be based on the mind. The mindset of teaching while reading the materials inside the textbook will end in confusion. The researcher aimed at reading before the act, probably it helps in preparing the teaching and learning

processes. Looking at other potential sources of materials is suggested if necessary as the materials in one section sometimes not completely reflected the learning objectives.

2) For the author of the textbook

The wide area of distributions and varies consumers of the textbook perhaps can be consideration of having feedback from the consumers or practicionnaires of teaching.

3) For the other researchers

The current topic seems potential in the following years, perhaps this study inspired the other researchers to coduct the study with the same topic.

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