



Content Analysis of English Textbook for 10th Grade Students Based on 2013 Curriculum

Barqiah Rahma¹, Andi Tenri Ampa², Syamsiarna Nappu³

[¹qiabhilanajla@gmail.com](mailto:qiabhilanajla@gmail.com)

[²anditenriampa20@gmail.com](mailto:anditenriampa20@gmail.com)

[³arnanappu17pasca@gmail.com](mailto:arnanappu17pasca@gmail.com)

^{1,2,3} Graduate Program Magister of English Language Education, Muhammadiyah University
of Makassar, South Sulawesi, Indonesia

Received: 31 October 2020 Accepted: 21 November 2020

DOI: 10.24256/ideas.v8i2.1660

Abstract

The goal of this study is to find the description on how the materials given in the “Bahasa Inggris” textbook used in 10th grade of senior high school met the 2013 curriculum requirements, specifically in terms the suitability of contents with Core Competence and Basic Competence of 2013 Curriculum and feasibility of content of textbook. This study used mix method adopted content analysis. There are two instruments to analyze the data, researchers themselves and rubric assessment from BNSP or The Board of National Education Standard (BNES) since it used as a standardization of the textbook evaluation in 2013 curriculum. The data collected for the study were gathered from the “Bahasa Inggris” textbook used in the 10th grade of senior high school which published by Kementerian Pendidikan dan Kebudayaan in 2017 which contains 15 chapters. The finding shows that the contents of the textbook suitable with core competency and basic competency in 2013 curriculum. All chapters from the textbook meet the 2013 curriculum competency. For the feasibility of content, some materials in the textbook are not fully suitable with the requirements. In the depth and element and structure of meaning criteria, there are 2 chapters which is not fully suits the criteria required. This study found that the development of the sub-component of diversity insight does not fulfill the criteria since only two chapters have been successfully implemented. Therefore, it can be mentioned that the rubric assessment of the content feasibility of BNES complies with 75% of the materials, exercises, and text established in the textbook ‘Bahasa Inggris.’

Keywords: Content Analysis, Textbook, 2013 Curriculum.

Introduction

The need of Indonesian learners is the basic of curriculum development. The curriculum development aimed at achieving some goals of education. The government of Indonesia continuously supports the increasing of teaching and learning process quality in order to fulfill the needs of human particularly in the field of education. Nunan (2003: 5) states that finding out the appropriate method was the aim of language pedagogy. Therefore, the Indonesian National education department creates a new curriculum to support a new teaching and learning horizon in Indonesia.

Nowadays, the 2013 curriculum has been introduced by the Indonesian government through the Government Regulation Number 32 of 2013. The goal of this curriculum is to prepare religious, productive, creative, and innovative people in Indonesia. In addition, it is expected that they can also support their social life, nation, country and world civilization.

Besides, the 21st era learning models are expressed in the 2013 curriculum. The role of teachers is changed to be facilitator from as the information center. The students are becoming the center of the classroom. Poerwati (2013) stated that affective, psychomotor, and cognitive are three balanced competences in 2013 curriculum. The integrated curriculum is the basic concept of the curriculum. The competences in 2013 curriculum are named Core Competence or *Kompetensi Inti* (KI) in Bahasa Indonesia and Basic Competence or *Kompetensi Dasar* (KD) in Bahasa Indonesia.

There have been some changes in several parts of education since the implementation of the new curriculum. One of the important change is materials of teaching. Some different learning sources can be used in developing teaching materials included a textbook. The use of textbook should get a serious attention related to concept implementation of the new curriculum. A textbook should be adjusted into the new curriculum since English teachers prefer to use a text book in their teaching process. An appropriate text book should be based on the core concept of the new curriculum. Both text book and curriculum have a strong connection. Tarigan and Tarigan (1990: 66) describes its connection as water and fish, it seems like two parts of coins which cannot be separated one another. The goal of a new curriculum should be exist in a textbook. In addition, a good textbook should support and facilitate the teaching and learning process.

Unfortunately, not all textbooks are written with good quality which is related to the needs of teachers and students for the implementation of the new curriculum. The teachers' role as facilitator is sometimes do not pay attention to quality of textbook to be used by the students. In line with this argument, McGrath (2002) states that not all textbooks are purchased with appropriate analysis. The process of choosing a textbook sometimes do not based on the value of its intrinsic pedagogical, however the choice is related to the prestigious author or the

publisher, or the ability of the marketing team of the publisher. The teachers judge a book based on its interesting cover and the consideration is only focused the best seller label of the books. McGrath (2002) said that it is important to focus on the appropriateness of textbook in process of teaching and learning.

The teacher and student's books for the 2013 curriculum have been provided by Ministry of Education and Culture of Indonesia (MECI). Teacher's book can guide the teachers to teach English to the students and also guide the students to use their textbook. While students' book is prepared to be learned by the students entitled Bahasa Inggris. Therefore, the book should be analyzed through evaluating the contents to improve the quality of the book. Azizifar and Baghelani (2014), describes that some reasons for conducting an evaluation of a textbook. Firstly, a new textbook requires being adapted. Secondly, the positive and the negative sides of a used book should be identified. Thirdly, it can support the development and professional improvement of teachers. Accordingly, the evaluation of a book can optimize of using their ability and support their selves through mixing the materials from many other book sources. Moreover, this activity can help the teachers to prepare their selves and to reach a good understanding towards the materials. Other rationale of doing this evaluating of the book is that there is no one book can be used properly to all types of learners. Hence, assessment, adaption, and improvement should be conducted by a teacher in order to match the material into a specific class.

Some researchers have found that there have been some irrelevancies between the book content and the aims of an English class based on the curriculum. The findings support the statement that a used textbook materials by an English teacher has a chance to be irrelevant with the curriculum.

The first previous study is from Rohmatillah (2017), she analyzed "Pathway to English" textbook which published by Erlangga at the first semester of the 11th Grade of Senior High School. This research aimed at finding out the description of relevancies of the textbook in fulfilling the point of syllabus 2013 curriculum and how far they fulfilled. At the end, the researcher found that The Pathway to English textbook had meet syllabus points of 14 from 16 items of basic competence and 6 from 6 items of content materials. Four skills were presented in the form of exercises. On the other hand, this textbook had weakness about there were not available Basic Competence 4.5 and Basic Competence 4.6 criteria and lack shows of development vocabulary and pronunciation.

The next study is from Amrina (2018) who carried out a study entitled "Analysis of Bahasa Inggris textbook used in the second grade of Senior High School". The purpose of this research is to find out whether or not the materials provided in the English textbook "Bahasa Inggris" is compatible with the 2013 curriculum. The results of the study shows that the English Textbook of "Bahasa Inggris" is compatible with the 2013 curriculum, as every single CC and BC is successfully performed in the textbook.

Related to the previous statement, textbook analysis is one of the ways that

can be conducted in deciding whether a textbook is suitable with the curriculum or not. An analysis to a textbook is still required, moreover after the new curriculum was implemented. Therefore, in this research the researcher chooses “Bahasa Inggris” textbook. This textbook is the first book that use in SMAN 8 Takalar, since the 2013 curriculum has implemented in this school. In addition, this textbook is also provided directly by the government through the ministry of education and culture of Indonesia as known as Kemendikbud. Although this book is provided by the government, the researchers think it should do an analyzing of a textbook to check it is relevant or not with the 2013 curriculum and its presentation fulfilled requirement or not. According to characteristic of the 2013 curriculum that are many requirement should be fulfilled by the textbook. Based on those problems previously stated, the researchers are fascinated to find out whether the textbook fulfills the standardized requirement of 2013 curriculum on the title “**Content Analysis of English Textbook for 10th Grade Students Based on 2013 Curriculum**”.

There are two questions that have been formulated in this study. The first one is how the suitability of English textbook contents for 10th grade with the Core Competence and Basic Competence of 2013 Curriculum. Second, how is the English textbook for 10th grade fulfill the feasibility of content requirements specified in 2013 Curriculum .

Afterwards, there are two research objectives. *First* is to find out the suitability of contents presented in English textbook for 10th grade with Core Competence and Basic Competence of 2013 Curriculum. *Second* is to know the feasibility of content of English textbook for 10th grade with 2013 Curriculum.

Method

This study used mix methods design by combining two approaches namely qualitative and quantitative. The mix method approach is needed to answer the problem formulations summarized in chapter 1, the first problem formulation can be answered through a qualitative approach and the second problem formulation can be answered through a quantitative approach.

The mixed method is a research approach that combines qualitative with quantitative research (Creswell, 2012: 5). Then, Sugiyono (2011: 18) says that mix method is a research method by combining two research methods at once, qualitative and quantitative in a research program, therefore more comprehensive, valid, reliable and objective data will be collected.

The mix method is used to analyze the contents of the English textbook for 10th grade by using content analysis. Bhaskaran (2008) pointed out that content analysis is used in social science studies as a tool. To discuss the substance of a correspondence, it is narrated as a scientific report. In relation to the definitions, it is linked to the material. The research design used in analyzing the "Bahasa Inggris" textbook for the 10th grade students at Senior High School is categorized as

mix method content analysis.

The object of this study is English student book for 10th grade of Senior High School entitled “Bahasa Inggris” which is published by Ministry of Education and Culture Indonesia in 2017. The textbook consist of 15 chapters and 220 pages which are included in two semester but the researcher only focus on the first semester of textbook which is consist of 6 chapters. The instrument used in this research was not only the researchers, but also used as a rubric assessment from BNES (The Board of National Education Standard) in analyzing and evaluating a textbook as another tool to measure the feasibility of content.

Results

The Suitability between the Contents in the English Textbook for 10th Grade with the Core Competence and Basic Competence of 2013 Curriculum.

In order to answer question number one in the study, the materials in the textbook were compared with the core competence and basic competence of 2013 curriculum to know the suitability of the material. For the first semester, this textbook consists of 6 chapters and every chapter has the learning objective that the students should achieve. The materials in every chapter have been analyzed, so this study found that all of the materials are suitable with the core competence and basic competence of 2013 curriculum.

According to the English syllabus of 10th grade students of Senior High School, the 3.1 and 4.1 sub-basic competence is about oral and written transactional interaction text involving the act of giving and asking for information related to identity and family relationships, depending on the context of its use. The topic and the learning objective in Chapter 1 is same with the 3.1 and 4.1 sub-basic competence, it is about asking for and providing information about identity and family relationship. Some exercises expose the students to produce a self-introduction by responding to an email or a letter. According to those reasons stated, the researchers concluded that the materials published in the textbook are applicable to the sub-basic competencies 3.1 and 4.1.

The 3.2 and 4.2 sub-basic competence is in the form of oral and written interpersonal interactions text that involve the act of giving congratulations and praising winged and responding to them according to the context of their use, as stated in English syllabus of 10th grade students of Senior High School. The topic and learning objective in Chapter 2 is about responding and giving congratulations and praise, it is same with the 3.2 and 4.2 sub-basic competence. Several texts have been created for interpersonal exercise in Chapter 2 that allow students to say congratulations. On those grounds, the researchers s concluded that those materials were applicable to the sub-basic competencies 3.2 and 4.2.

Based on the English syllabus of 10th grade students of Senior High School, the 3.3 and 4.3 sub- basic competence is about oral and written transactional interaction text that involves the act of giving and asking for information regarding the intention. The topic and the learning objective in Chapter 3 is same with the 3.3

and 4.3 sub-basic competence, it is about asking and stating the intention to do something. This can be seen on some tasks that ask student to make and develop their oral and written texts in making short dialog about plan. Based on reasons, the researchers concluded that those materials were applicable to the sub-basic competencies 3.3 and 4.3.

The 3.4 and 4.4 sub-basic competence is in the form of descriptive text about tourist attractions and famous historical buildings, as stated in English syllabus of 10th grade students of Senior High School. The topic and learning objective in Chapter 4 and 5 is about explaining and describing descriptive text, it is same with the 3.4 and 4.4 sub-basic competence. The Speaking and writing task for functional and interactional text in describing a place that the students have visited are suitable with the materials stated in 3.4 and 4.4 sub-basic competence.

According to the English syllabus of 10th grade students of Senior High School, the 3.5 and 4.5 sub- basic competence is about announcement text. The topic and the learning objective in Chapter 6 is same with the 3.5 and 4.5 sub-basic competence, it is about explaining information from announcement and making announcement. Some exercises ask the students to make written and oral announcements. Whereas, the concept comes from their own thinking. In addition to making the announcement, the students establish their own interpretation of the text of the announcement. On those grounds, the researchers claimed that those materials were applicable to the sub-basic competences of 3.5 and 4.5.

The Content Feasibility in the “Bahasa Inggris” Textbook

The content of “Bahasa Inggris” textbook was categorized based on rubric assessment from BSNP or The Board of National Education Standard (BNES). Three measurements, which are the description of materials, the accuracy of materials, and supporting materials, are included in the feasibility of content. Among those components, the explanation is presented in the following table.

Table 1. Feasibility of Content from Each Chapter in the Textbook

Chapt.	The Materials Description		The Accuracy of Materials			Supporting Materials		
	Completeness	Deepness	Social Function	Element and Structure of Meaning	Linguistic Feature	Relevance	Development of Life Skills	Development of Diversity Insight
1	4	4	4	4	4	3	4	3
2	4	4	4	3	4	4	4	4
3	4	3	4	4	4	4	4	2

4	4	4	2	3	3	4	4	4
5	4	3	4	4	4	4	4	1
6	3	4	4	4	4	4	4	3
Percentage	83%	67%	83%	67%	83%	83%	100%	33%
	75%		78%			72%		
	75%							

In the "Bahasa Inggris" textbook for 10th grade students in senior high school, the researchers analyze and evaluate 8 categories from 6 sample chapters on the basis of Table 1 of content feasibility. All of them draw up a total of 48 categories that are evaluated and assessed. It can be driven from this table that all chapters have obtained score 4 for the development of the life skills subcomponent therefore, the percentage is 100%. For completeness, social function, linguistic features, and relevance subcomponent get 83% percentage. For material deepness and element and structure of meaning, they get only 67% percentage. On the other hand, 1 subcomponent has poor quality in feasibility of content because it only get 33% percentage that is the development of diversity insight. Because only two chapters have been successfully implemented, this subcomponent does not meet the requirements.

The score percentage of materials description is 75 %, the accuracy of material is 78%, and learning supporting sources is 72%. All of the subcomponents are in the fair category. Therefore, it can be stated that the rubric assessment of the content feasibility of BNES complies with 75% of the materials, exercises, and text established in the textbook 'Bahasa Inggris.' Based on the result, the researcher claimed that, according to the National Curriculum Centre, the "Bahasa Inggris" textbook was classified as "fair."

Discussion

The Suitability between the Contents in the English Textbook for 10th Grade with the Core Competence and Basic Competence of 2013 Curriculum.

Concerning the suitability of core competency and basic competency with materials, all chapters of the Bahasa Inggris textbook were considered to be very good in terms of completeness and depth, including interpersonal texts, transactional texts, and functional texts. Cunningsworth (1995) suggested that textbook evaluation consists two types if we want to evaluate good criteria of a textbook. The first type is a very useful impressionistic summary that gives a typical overview of the content or the completeness of the textbook. The other, which includes more material, is depth. As researchers have mentioned above, the textbook "Bahasa Inggris" is very good in terms of completeness and depth.

In English textbook for the first semester for 10th grade of Senior High School, the student was expected to arrange a short and simple oral and written

transactional interaction and interpersonal interaction text such as introducing oneself as shown on task 2 page 17, the activity of congratulating and complimenting others on page 23 and 32, expressing intention on page 40 to 41 which successfully developed activity about a daily interpersonal conversation between students using role-playing to build a personal connection with other people within the school and house surrounding.

Furthermore, the students were expected to understand the purpose and able to compose a written and oral text. Students were exposed on ways to describe tourist attractions and famous historical buildings on page 53 to 54. There was instruction to identify the main idea from descriptive text on page 70. The tasks on understanding the structure of the descriptive text in the reading comprehension were included on page 78. While there was a comprehension questions on page 87 to know the students' understanding about announcement text.

The material in Chapter 1 until Chapter 6 include all of BC and CC. For example, in basic competence 4.1 it stated that students are able to arrange oral and written transactional interaction texts, this is suitable with the activity that students do in the textbook on Chapter 1 page 18, namely writing an email / a letter. In this section, the students can write the responding email or letter that has been shown in reading section. It can facilitate the students to write contextually. In addition, the students can accomplish the basic competence to be confidence in talking about their selves in writing.

The material in Chapter 2 was in accordance with the basic competence and core competence of 2013 curriculum. It can be seen in the student activities in the textbook page 26 to 32 where the students are asked to complete the sentence with the correct expression and make the sentences by using congratulating expression according to the picture on the postcard that has been provided. All of these activities are in accordance with basic competences 3.2 and 4.2 which stated that students are expected to be able to apply and arrange interpersonal interactions text that involves the act of giving congratulations and winged praise (extended), and responding with attention to social functions, text structure, and linguistic elements that are correct and in context.

The content of Chapter 3 discussed, identified, and gave example about expression of intention that match with basic competence 3.3 and 4.3 in 2013 curriculum where the students are able to apply and arrange a short and simple oral and written transactional interaction text that involves the act of giving and asking for information regarding the intention. The speaking activity in page 44 asked the students to make up short dialogs based on the situation given and writing activity in page 47 asked the students to write a paragraph about their holiday plan by using the given questions as a guidance.

The suitability between the materials found in Chapter 4 with the basic

competence and core competence are closely related. For example in the basic competence 3.4 and 4.4, the students are expected to be able to distinguish and arrange oral and written descriptive texts related to famous tourist attractions and historical buildings. It can be seen on page 58 where the students are asked to find the similarity or difference between tourism place and historical buildings. Addition, on page 67 the students are asked to write a descriptive text about their favorite place by using the word web to organize ideas.

In Chapter 5, one of the activity that represent the suitability between materials stated in the textbook with the basic competence and core competence is task 2 page 79 where the teacher assigned the students to sit in groups of 12-15 students and write an essay about interesting place collaboratively, after that they read the essay to observe and identify the generic structure, social function, and rhetorical pattern of descriptive text. Those activities can support the students to study in pair and they can show the responsibility in group.

The material in “Bahasa Inggris” textbook Chapter 6 is appropriate with the 2013 curriculum basic competence 3.5; distinguished social functions, text structure, and language elements of several specific texts in the form of announcements, by giving and asking for information related to school activities, according to the context in which they are used. It can be found in task 2 page 85, where the students are asked to read the announcement, identify the main ideas of the paragraph and write the most important details. Moreover, the activity on page 92 and 93 are suitable with the basic competence 4.5; compiled a specific text in the form of an announcement. The students are asked to edit and re-write the announcement given. In this activity, the students could show their understanding toward the text individually.

The Content Feasibility in the “Bahasa Inggris” Textbook

Related to the result of study that have been conducted, the researchers find that the score percentage which is gotten from material description is 75 % or in the fair category. It shows that the teaching material in “Bahasa Inggris” textbook for 10th grade students for first semester contains all required text types (interpersonal, transactional, and functional texts) and it is in accordance with Core Competence and Basic Competence of 2013 curriculum.

The implementation of material completeness in Chapter 1, 2, 3, 4 and 5 have already fulfilled the requirements in 2013 curriculum. Functional text, transactional text and also interpersonal text are shown in Chapter 1, which are the basic requirements for completeness criteria. This can be seen in text 1 and 2 page 4 to 5 of writing an email or letter. This component of the text is designed to help students in writing and intensive reading text to derive information from it. Several texts have been created for this theme in Chapter 2. This can be seen on page 23 to 24 of reading comprehension. Tasks 1 and 2 also have a good interpersonal exercise on pages 26, 27, and 28, which provided the analysis of sections and the

vocabulary exercise of congratulation expressions. On page 29 to 32 for interpersonal exercise that makes students express their congratulations, writing task is also well developed. We also can see that material completeness has developed several interpersonal texts on plans or intentions in Chapter 3. Task 1 in page 40 to 41 of practicing dialogues and Task 2 in page 42 of completing the blank word to response the conversation provides a good text to introduce students with interpersonal text about plan or intentions. Additionally, the completeness criteria in Chapter 4 and 5 are good of development. The developed text can be seen in reading passage in page 53, 58 and 72 about the place described. Speaking task on page 67 and 77 is also well developed for functional and interactional text in describing a place what they have visited. Unfortunately, in Chapter 6 the interpersonal text is not developed well based on core competence while this chapter is equipped with text that is functional, interpersonal and transactional.

The material deepness needed in feasibility of content is implemented well only in four of six chapters in "Bahasa Inggris" textbook for 10th grade students for first semester. Chapter 1, 2, 4 and 6 contain all required elements in the depth of the material (pedestrian elements, text formation retention, production, and extension) but Chapter 3 and 5 only contain 3 elements of the 4 elements needed in the depth of the material. More than 2 texts and an exercise asking students to do a self-introduction have been strengthened by the material in Chapter 1. As on page 4, 5, 7, and 8, this chapter also already improves the material into some other related materials. The subjects on the pages have been enhanced from one to another. It can be seen on pages 10, 11 and 16 that is not only theme built that inspires the student to review more text, the instruction is also specifically applied in providing the explanation for the materials. In Chapter 2, this textbook provides enough texts and tasks that enable students to make and respond the expressions of congratulation. Some exercises listed in detail in Chapter 2 such as Task 1 and 2 in page 26, 27, and 28. Moreover, material deepness in Chapter 4 and 6 have been improved successfully. On page 67, the good progress can be seen where the exercise allow the students to make written descriptive text and on page 92 the students are asked to make announcement written and orally. However, exposure (pajanan) is hard to find in Chapters 3 and 5, because there is only one text and it is not explore students to get the other source text. But as one of the depth criteria, the other 3 criteria are clearly seen and developed.

The score percentage of the material accuracy is 78% or in the fair category for social functions, generics structure and linguistic feature. The texts that are given in student English book for the first semester of grade X of senior high school published by Ministry of education and Culture are aimed to attain social functions related to daily life including interpersonal, transactional, and functional communications. Only one chapter that does not include transactional communication. The implementation of social function in Chapter 1, 2, 3, 5 and 6 have already fulfilled the requirements in 2013 curriculum. These chapters contain texts and tasks that connected with the accomplishment in written or spoken that

usually found in students daily life. In words selection and theme, the accuracy of materials in the social function is clearly seen and useful because dialogue takes place in everyday life. As on page 32, 33, and 34 the exercise is well designed and adjust to everyday life. So, some of general expression is used based on the daily language selection. Therefore, depending on selection of everyday languages some typical expressions are used. The exercise and description of the lesson are provided by adapting the example of daily language. Since the theme is popular among students, the common daily language is also used. As on page 92, besides the word selection is light and popular, the concept of this announcement text also encourages student to share information each other. So we can clearly see the social message attempted to deliver in this functional text. On the other side, the researchers find out only descriptive text as functional text and transactional text that meet the requirement of social function in Chapter 4. In this chapter, the functional texts are formed into some explanation and oral or written exercise.

Based on the analysis, there are 4 of 6 chapters in “Bahasa Inggris” textbook for 10th grade student in the first semester contained 3 types of text (interpersonal, transactional and functional texts) that lead to the ability to think coherently and systematically, while two chapters only contained 2 types of text. Chapters 1, 3, 5 and 6 successfully enforce the generic structure needed in terms of content feasibility. In order to establish the students' systematic way of thinking, on pages 4, 5, 16 and 17, the specific conversations lead the students to evaluate and memorize the way they introduce themselves and others. Then, by doing exercise or following an action such as on pages 18 and 19, students are asked to practice. The textbook on page 10 also explains how to think regularly about reading and understanding a functional text. Additionally, on page 44 to 45 the dialog offers the students an interpretation and example of the expression in a text and on the next page, it develops into some exercises. In page 78 task 1 of writing section students get complete structure how to make a descriptive text. Further information on generic structure of descriptive text also present in page 76, this a complete grammar used in descriptive text about active and passive voice. As on page 89, the students are taught on how to find out the structure of announcement text. The reading passage on page 83 and 84 are also present systematic idea. After that, the task on page 85 and 86 encourage students to analyze the text systematically. On the other hand, the growth of students thinking systematically is well implemented in Chapter 2. But there is no a complete list of expressions commonly used in expressing congratulation and complimenting. The texts in Chapter 4 instruct the students to think systematically about the requirements needed, although the functional and transactional text is the only text in this chapter that has appeared.

For the linguistic feature, result of the analysis of this item shows five of six chapters in students book “Bahasa Inggris” for 10th grade contained directions in developing communication skills. Those chapters meet 3 requirements of linguistic features in developing communication skills: the quality of language that is accurate and acceptable, the appropriate communicative context and the

appropriate texts to reach their social function. Linguistic feature in Chapter 1, 2, 3, 5 and 6 is written in an accurate, acceptable, and efficient way. The theme taken also offers the student with the language that is generally heard for students, explicitly found in text 1 and 2 on page 4 and 5. Task 1 on page 43 about student's plan for long weekend and dialog expression in page 40 to 41 about holiday plan is also written in a language that is respectful and appropriate. As in the descriptive text on page 72-73, the language used is appropriate and accurate. The texts are also enriched with a range of words and some pictures that relate to the theme of the text. In creating announcement text, the task on page 89 assigned the student to find out the structure of announcement text in systematic way so the students will understand systematically. In a description text and assignment, the linguistic feature in Chapter 4 is introduced, but this chapter only provides students with monolog texts such as descriptive text, so this chapter is insufficient and limited to communicative meaning.

Based on the research analysis, score percentage for the supporting learning materials subcomponent is 72% or in fair category for three items, namely relevance of material, development of life skills and development of diversity insight. In relevance of material with sources, this study reveals five of six chapters in "Bahasa Inggris" textbook for 10th grade students for first semester contained relevant and renewable reference sources on teaching materials or topics discussed. The illustrations in Chapters 2, 3, 4, 5 and 6 are well made as for relevance criterion. In the introduction, the illustration pictures of kinds of congratulations card are very similar to the everyday life of the student. It can be found on page 33 to 36. It also offers a clear example of what students will learn. The pictures that illustrate the paragraph in page 74 were really motivated students in comprehending and analyze the text. The table to classify part of text, purpose and detail of a paragraph in page 78 was also very well implemented in the exercise about writing a descriptive text. Additionally there is a data completes the functional text which connected with material for a text on page 83. This data provides a real example of what has changed in recent years. So, it is expected that the students will seek more information about this. Although five chapters have met the criteria for supporting learning materials but the theme and materials in Chapter 1 do not closer with the student's daily life and less renewable on teaching materials or topics discussed because students do not write a letter to their friends nowadays, they prefer keep in touch through social media such whatsapp, facebook and instagram.

In all chapters in "Bahasa Inggris" textbook for 10th grade students for first semester, the development of life skills required for content feasibility is well implemented. Chapter 1 to 6 contain activities that encourage the development of all 4 life skills (personal, social, academic and vocational skills). Every chapter develops all of proficiencies. For example the personal proficiency is developed on warmer section. The students are asked to do a game that teaches them how to know their strength and weakness. Choosing a role play and writing an email or

letter as part of student activity as on page 17, 18, and 19 is appropriate to develop the students' skills, particularly in skill of looking for the information through a conversation to other people. Additionally, the researchers interpret the use of writing an email or letter to be very positive activity, since students can practice what they have learned actively through this exercise. The result is that many students' life skills such as self-esteem, communication skills, language skills, etc. can totally will be influenced. From the analysis, task 1 and 2 in page 26 and 28 and exercise in pages 30 to 32 are types of exercise that allow students to develop life skills. These tasks ask students to write a card of congratulations and respond or express congratulations and compliments. The activities instruct students to have the skills needed. It can be seen on page 56 as personal skills. The section is students' task in order to develop their ability in mastering vocabulary. Page 64 illustrates some questions that expect the students to think critically about adjectives for the development of social skills. The task on page 67 will also give students a big influence on developing oral and written skills, because the student will learn how to maximize their skills finish the assignment. In addition, the activities on pages 85 to 87 improve the interpersonal skills and social abilities of students. The students are able to enrich their vocabulary by developing and completing the blank word. There is a reflection section on the next page 93 that seeks to direct students to discover their own interpretation of the subject. The task on page 92 also provides students with exercise to develop their ability to edit and rewrite the announcement texts for academic skills.

For the development of diversity insight, only two of six chapters obtained score 4 for this subcomponent. It shows that the teaching material in "Bahasa Inggris" textbook for 10th grade students for first semester contained few of materials that motivate the students to develop diversity attitude. Even though developing diversity concept is given in book's material to motivate the students' diversity concept but it is still not maximally.

In Chapter 2, the exercise and text presents a cross-cultural interpretation of expressing congratulations. This cultural awareness describes the various expression which is different between Indonesian people and other English-speaking countries in expressing their congratulations. Chapter 4 also is well packed with cross cultural understanding of the differences between talking a place in Indonesia on page 53 and other countries in page 58. The text on page 65 also gave diversity insight into the mistake of writing descriptive text for Indonesian learners. But in Chapter 1 and 6, the development of diversity insight is not successfully implemented for 4 aspects required. For 4 required aspects, the growth of diversity insight is unsuccessfully implemented. It is only 3 out of 4 requirements are available and easy to identify. Those are the respectable value of local wisdom, appreciation to social democracy in order to develop the diversity insight in social and cultural context. The dialog in Chapter 3 on page 41 and 42 represent the explanation about how to have a discussion. But in this section, there

is no activity that encourages students to develop local potential. This chapter consists of activities that encourage to develop only 2 things in the development of diversity, those are respect for cultural diversity and appreciation for the values of social and cultural democracy. The worst result for this item we can find in Chapter 5, this textbook presents only a few materials of national diversity insight. For example, the text in page 73 about descriptive text presents a place which is Niagara falls, and this chapter does not provides another text that explain about Indonesia. The researchers could only find for democratic value in this chapter as on page 79, the student can express what their idea to other person.

Conclusion

The conclusion of this study is that "Bahasa Inggris" textbook of 10th grade students of Senior high school for the first semester is in accordance with the 2013 curriculum and the contents of the textbook fulfill the core competencies and basic competencies of the 2013 curriculum. For content feasibility, researchers found some materials in the textbook are not fully match with the requirements. In the depth and element and structure of meaning criteria, there are 2 chapters which is not fully suits the criteria required. This study found that the development of the sub-component of diversity insight does not fulfill the criteria since only two chapters have been successfully implemented. Therefore, it can be mentioned that the rubric assessment of the feasibility content of BNES complies with 75% of the materials, exercises, and text established in the textbook 'Bahasa Inggris.'

In Addition, some suggestions are proposed; for the teachers, improving the quality of teaching results can be make based on experiences and knowledge on many aspects in teaching. Therefore, teacher needs to pay more attention on the suitability of the textbook they use with the current curriculum. For the publishers, before publishing a textbook for school they should be selective in providing the materials and consider the criteria included in the rubric assessment for 2013 curriculum. The next is for the students, to improve English ability, the students should use more than one book. They also can take some additional materials from other textbook that suitable with the learning objectives. The last is for the next researcher, they are expected to analyze other aspect of the content in English textbook "Bahasa Inggris" published by Ministry of Education and Culture of Indonesia. Further study can use different frameworks and theories to facilitate research analysis.

References

- Sirait, D., & Arianto, T. (2020). Representation of Woman Existentialist Reflected from Archetypal Image Analysis in The Chrysanthemums Story. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 519 -534. doi:<https://doi.org/10.24256/ideas.v8i2.1678>
- Mustafa, M. (2020). Scrutinizing Individual C- Trans Plus DRTA Method to Increase Student's Reading Comprehension. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 535-545. doi:<https://doi.org/10.24256/ideas.v8i2.1680>
- Amrina. 2018. *An Analysis of "Bahasa Inggris" Textbook Used in the Second Grade of Senior High School*. Undergraduate Thesis, UIN Ar-Raniry, Banda Aceh. Retrieved from <https://repository.ar-raniry.ac.id/2699>.
- Azizifar, A. & Baghelani, E. 2014. Textbook Evaluation from EFL Teacher's Perspective: The Case of "Top-Notch" Series. *International SAMANM Journal of Business and Social Sciences*, 2(1), 22-41.
- Badan Standar Nasional Pendidikan. *Instrument Penilaian Buku teks Pelajaran Tahun 2014*. (<http://bsnp-indonesia.org>).
- Bhaskaran, V. 2008. *Research Methods for Social Work*. Rawat: New Delhi.
- Creswell, John W. 2012. *Educational Research Fourth Edition*. Pearson: Boston.
- McGrath, I. 2002. *Materials Evaluation and Design for Language Teaching*. Edinburg University Press: Edinburgh.
- Nunan, David. 2003. *Practical English Language Teaching*. McGraw Hill: Singapore.
- Poerwati, E. Loeloe and S. Amri. 2013. *Panduan Memahami Kurikulum 2013*. Prestasi Pustaka Publisher: Jakarta.
- Rohmatillah. 2017. *An Analysis of Textbook Entitled "Pathway to English" Published by Erlangga at the First Semester of the 11th Grade of Senior High School*. Undergraduate Thesis. English Education Department. Islamic Education and Teacher Training Faculty. UIN Raden Intan: Lampung.
- Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Alfabeta: Bandung.
- Tarigan, H. Guntur and D. Tarigan. 1990. *Telaah Buku Teks Bahasa Indonesia*. Angkasa: Bandung.