



An Analysis of *Bahasa Inggris* Textbook for Grade 10 Students Published by the Indonesian Ministry of Education and Culture

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Article History

Submitted: 2021--08-21

Accepted: 2021--08-24

Published: 2021--09-03

Keywords:

Teaching Material, Material Analysis, Feasibility of the Content, and Feasibility of the Presentation.

Abstract

The Indonesian Ministry of Education and Culture has released a textbook entitled Bahasa Inggris Textbook for Grade 10 Students. This research aimed to determine to what extent the feasibility of the content and presentation of the textbook are. This research is evaluative. The data of this research were taken from Bahasa Inggris Textbook for Grade 10 Students Published by the Indonesian Ministry of Education and Culture and were analyzed using the evaluation format proposed by BSNP (2014). The evaluation format contains 18 indicators that are used to determine the quality of the textbook. The result of this research showed that the aspect of the feasibility of the content is fulfilled 71.5% or categorized good, while the feasibility of the presentation got 72.3% or categorized well. By referring to the results above, this textbook can be categorized as a good reference since there are only 3 of 18 indicators that were not fulfilled; 1) the completeness of the material, 2) development of diversity and 3) focus on the scientific approach and learning model discovery learning, and project-based learning. In contrast, the other 15 criteria have been fulfilled by this book.

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How to Cite: Wulandari, Y. C., & Fatimah, S. (2021). An Analysis of *Bahasa Inggris* Textbook for Grade 10 Students Published by the Indonesian Ministry of Education and Culture. *Journal of English Language Teaching*, 10. (3): pp. 347-363, DOI: [10.24036/jelt.v10i3.113561](https://doi.org/10.24036/jelt.v10i3.113561)

INTRODUCTION

Textbook is one of the most important aspects in the education field. Since long time ago, people have used textbook as their source of knowledge for both teacher and students. A textbook is defined as “a book that teaches a particular subject and that is used especially in schools and colleges” (Hornsby, 1995). By the given definition, EFL textbooks aim at providing learners with the necessary knowledge, language skills and information about English-speaking countries and preparing them for interaction with people from foreign countries and of different cultural backgrounds (Radic-Bojanic & Topalov, 2016). According to Tomlinson (2011), textbook or course book is a book which provides the core materials for a language-

learning. As the core materials, textbook gives explanation of materials to help students comprehending the materials.

In the view of Cunningsworth (1995), there are six main roles of textbooks; the first one is that it is an effective resource for self-directed learning and self-study. It means that when students are learning independently, the textbook should be able to provide a source of knowledge for the students. Next, the role of textbook is as a valuable resource for presentation materials. For spoken or written material, textbook can act as a good resource in presenting those kinds of materials. Third, a textbook can be a source of ideas and activities for learner practice and communicative interaction. Thus, to make the students more understand about the materials presented in textbook, a good textbook will also present ideas and activities that teacher can give for their student's practice. Then, textbook does not only act as the resource of material but also act as a reference source for students. As a reference source, the textbook provides students with more information about the material. Then, students will get better understanding of a material when they read a textbook. Fifth, textbook is also acted as a syllabus. Textbook is arranged according to the syllabus promoted by the ministry of education in Indonesia. The materials from each chapter are also in line with the syllabus. Thus, a textbook can act as the syllabus as it presents the materials according to the syllabus. Last, textbook can give a support for less experienced teachers to gain confidence and demonstrate new methodologies. By using textbook, less experienced teachers will feel guided because at the time they do not understand the material well, they can use textbook and teach according to what in the textbook are. In addition, a good textbook will also promote new methodologies to help teachers in making the class become more interesting.

In addition to that, he claims that every textbook will not be totally suited to a particular teaching situation. The teacher cannot use a textbook as it is due to the different situations of a class. For example, the activity in the textbook asks the students to perform a dialogue of an expression in front of the class. In the COVID-19 pandemic situation, this activity is not possible to be done. Then, the teacher should find another activity that is possible to be done in the pandemic situation. Teacher should be able to find their own way of using and adapting a textbook. Then, rather than looking for the perfect book that meets all our requirements, it is better to find the most possible textbook to be used according to the teacher and students' need.

In Indonesia, textbooks have become a compulsory need in every school. As the result, there are various textbooks provided by publishers in order to fulfill the need of Indonesian students. The Indonesian Ministry of Education and Culture, as an authorized institution in the field of education, has published textbooks for students. The textbook is entitled *Bahasa Inggris* textbook for grade 10 students.

Cunningsworth (1995) emphasizes that no coursebook designed for a general market will be absolutely ideal for a particular group of learners. This statement means that textbook analysis is important to evaluate the quality of a published textbook. Textbooks analysis will give evaluation which is useful for teachers in choosing a textbook to be used in their classroom and for publishers in creating better editions for the further book. In line with the need for textbook analysis, one

of the Indonesian education board, named *BSNP* (*Badan Standar Nasional Pendidikan/ National Education Standard Board*) has proposed a criteria for a textbook evaluation. *BSNP*, which served as an authorized institution for regulating textbook use in Indonesian educational system, has released an evaluation rubric in *Pusbukur* (*pusat buku dan kurikulum/book and curriculum center*) in form of evaluation format to evaluate the feasibility of the content and presentation of a textbook.

Some studies have been conducted previously on analyzing textbooks. Amrina (2018) analyzed the “Bahasa Inggris” textbook for second-grade students of Senior High School published by the Ministry of Education and Culture of Indonesia. Then, Nurhikmah (2016) analyzed the English Textbook based on the 2013 Curriculum used for the first grade of senior high school students based on *BSNP* assessment rubric. Dilla (2017) analyzed the content of *Bahasa Inggris* textbook for senior high school grade X published by *Kemendikbud* in 2014.

Regarding to the same textbook, *Bahasa Inggris* Textbook for Grade 10 Students Published by The Indonesian Ministry of Education and Culture, Maharani, Syafei, and Fatimah (2018) researched evaluating the instructions in the English Textbook for grade 10 students entitled *Bahasa Inggris* published by ministry of education and culture of Indonesia. Also, Sari, Syafei, and Fatimah (2018) analyzed the activities in *Bahasa Inggris* textbook for 10th grade students published by the Indonesian Ministry of Education and Culture. Lathif (2015) has conducted a research on examining the appropriateness of textbooks used by English teachers based on the criteria synthesized from ones proposed by *Pusat Perbukuan* and some ELT experts.

In response to the studies explained, this research focuses on analyzing *Bahasa Inggris* Textbook for Grade 10 Students Published by the Indonesian Ministry of Education and Culture that is analyzed from two components promoted by *BNSP* (2014), they are, the feasibility of the content and presentation. The feasibility of the content focus on analyzing the textbook on three sub-aspects of a textbook; they are the compatibility of the material with core competencies (*KI*) and basic competencies (*KD*) as the standard of students’ objective that has been determined by the Ministry of Education and Culture of Indonesia, the accuracy of the material, and the supporting material. Second, the feasibility of presentation is a group of assessment about the presentation of the textbook. Three aspects are analyzed in this criterion. The aspects are named as the technique of presentation, learning presentation, and the completeness of the presentation.

RESEARCH METHOD

This is an evaluative research since it aims to evaluate the quality of English textbook entitled *Bahasa Inggris* for grade 10 students. According to Gay, Mills, and Airasian (2009), an evaluative research is the process of collecting and analyzing data about the quality, effectiveness, meritor value of program, products or practices.

The data of this research will be obtained from *Bahasa Inggris* textbook for grade 10 students published by the Indonesian Ministry of Education and Culture. There was the researcher, and one English teacher who used the textbook that evaluated the textbook to get a comparison of the textbook scoring.

Then, an evaluation format for textbook analysis was used by the researcher as the guidelines to evaluate the textbook. The evaluation format was proposed by *BSNP* (2014) as one of the authorized institution in providing a standard in the national education of Indonesia. According to *BSNP* (2014), two main components need to be evaluated in a textbook; they are the feasibility of the content and presentation. To determine the validity of the instruments, the researcher validated the instruments by asking the experts to check whether the items of the instruments in term of content and objectives were valid and suitable to be used. Then, after having a revision on the description of the indicators, the researcher uses the evaluation format to collect the data. To check the reliability, the comments and suggestions from the advisor and expert were applied to the instrument.

RESULT AND DISCUSSION

Data Description, Finding, and Analysis

Data Description

The data are described following the components of evaluation format proposed by *BSNP* (2014) and organized based on the indicators on the evaluation format. The data of the research was taken from the two scorers' analysis on *Bahasa Inggris* Textbook for Grade 10 Students published by The Indonesian Ministry of Education and Culture. Scorer 1 is the researcher, and Scorer 2 is an English Teacher who uses this textbook in their classroom. Afterward, the results are presented in form of percentages. To find out the quality of each indicator in *Bahasa Inggris* Textbook for Grade 10 Students, the data are scored quantitatively using the following data interval:

Table 1. *Data Interval*

Categories	Score
Excellent	4
Good	3
Poor	2
Very Poor	1

After the data was scored, the results will be presented in form of a percentage. Then, the percentage of the quality of the textbook will be categorized according to the rubric below:

Table 2. *The Rubric to Judge the Quality of the Textbook*

Category	Indicator
Excellent	>81%
Good	61-80%
Average	41-60%
Poor	21-40%
Very Poor	<20%

Finally, the result of the analysis is presented on the table below:

Table 3. *The Result of the Analysis by Two Scorers*

No	Component	Sub-Component	Indicators	Scorer 1 (%)	Scorer 2 (%)	Average (Scorer 1-2) (%)	Total Average
1	Feasibility of the content	The suitability of Materials with core competencies (KI) and basic competencies (KD)	1. Completeness of the material.	60	55	57.50	71.5 %
			2. Depth of the material.	81.7	50	65.85	
			3. Social Function.	100	55	77.50	
			4. Generic Structure.	100	75	87.50	
			5. Linguistic Feature.	95	50	72.50	
			6. Up-to-datedness.	86.7	50	68.35	
			7. Development of Life Skills..	100	50	75.00	
			8. Development of Diversity.	60	75	67.50	
2	Feasibility of the presentation	Technique of Presentation	9. Systematic	100	50	75.00	72.3%
			10. Chapter Equilibrium	100	50	75.00	
			11. Learner Centered	100	50	75.00	
			12. Focusing on the scientific approach and learning model discovery learning, and project-based learning.	25	50	37.50	
			13. Development of initiative, creativity, and learners' critical thinking	96.7	50	73.35	
			14. The Development of Self-Reliance Students	100	50	75.00	
			15. The	100	50	75.00	

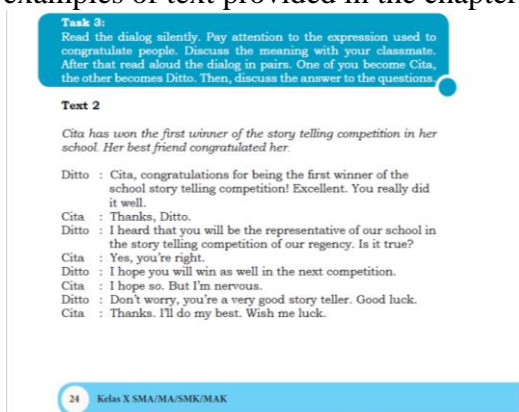
		Development of Learners Ability to Evaluate Themselves.			
Completeness of presentation	16. Introduction Part	100	75	87.50	
	17. Content Part	75	50	62.50	
	18. Closing Part	100	75	87.50	

The explanation of each indicator is given below taking the name of the indicator as the headings.

Completeness of the material

The first indicator that is used to analyze the textbook is the completeness of the material. The completeness of the material requires textbooks to contain and require students to explore at least texts commonly used in English communication to provide opportunities for students to understand and produce expressions in carrying out interpersonal communication functions, orally and in writing, to interact with the environment according to the context of the communication. Thus, according to this indicator, the textbook should be able to provide and ask the students to explore many texts that are used in English communication.

Two chapters, which are chapters two and four, have fulfilled the indicator. Those two chapters provide three kinds of text to be explored by the students. The examples of text provided in the chapters are:



(Page 24, chapter 2)

Two chapters, which are chapters one and six, got the score 3 or were categorized as good quality. The chapters provide two texts to be explored by the students. The chapters can be categorized as good quality because they have provided two texts in it. The chapters can provide more text to allow the students to learn more.

Then, 11 of the 15 chapters in the textbook still have a very limited text to be explored by the students. The chapters are chapter 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, and 15. There is only one text found in those 11 chapters. The chapters would be better if the writer add more related texts so that the students can explore more texts and have a better understanding on the lesson.

Depth of the material

In this criterion, textbooks are expected to expose students with as many kinds of text that are relevant with students' daily life in order to help them get used to any kinds of texts as possible. There are four aspects from this sub-criterion; there are exposure, retention, production, and extension. The two scorers analyze the chapters in the textbook by relating the content to the four aspects above. Then, both scorers show a significant difference on the score of the textbook. The researcher (scorer 1) found that there are four chapters (Chapter 1, 2, 4, and 6) that fulfill all the aspects of this criterion and get the score 4 or categorized as excellent; while the rest of the chapters have not fulfilled the criteria but still get the score 3 or categorized as good. The chapters cannot fulfill the criteria because they do not fulfill one criterion; which is exposure. On the criteria of exposure, textbooks must contain and require students to explore quite a number of texts that are relevant to students' daily lives intending to get used to the type of text concerned, especially in terms of message content, social attitudes and relevant spiritual attitudes.

Social Function

From 15 chapters in the textbook, the researcher found out that all chapters in the textbook have fulfilled the criteria of social function; the criteria that expect textbooks to have values in social function in its relation with students' daily life either in interpersonal or interactional. To illustrate, chapter 4 discusses about descriptive text, which aims to give information about a particular recreation place or historical building. In the chapter, the writer tells about Tanjung Puting National Park and Taj Mahal. The social functions of the texts are to describe and give detail information about recreation place and historical building. Another example is taken from chapter 9, which discusses about Recount Text. The chapter takes the story about the Battle of Surabaya as the text to be discussed. The aim/social function of it is to retell historical events in the past.

Generic Structure

From 15 chapters in the textbook, the researcher found out that all chapters in the textbook have fulfilled the criteria of generic structure. It requires textbooks to give the students insight and ideas to think systematically in doing exercise or producing it in daily life.

Both chapters in the example above show stimulation for the students to think about the generic structure of the text. In the first example, the writer asks the students to find out the structure of an announcement text by providing a chart to help them. In the second example, the writer does the same things by providing a chart that needs to be filled by the students with the generic structure of Recount Text.

Linguistic Features

14 of 15 chapters in the textbook have fulfilled the criteria of providing Linguistic Features. On the linguistic feature criteria, textbooks are expected to be understandable and fulfill the norm and characteristic values of good communication in a student's daily life. Thus, the communicative ability of the students needs to be

taught in the textbook by providing linguistic features on each chapter of the textbook.

However, one chapter, which is chapter 2, has not fulfilled the criteria. The researcher has analyzed the chapter and finds out that there is no linguistic feature found in the chapter. For the improvement of the textbook, the writer should include the criteria of linguistic features on every chapter of the textbook.

Up-to-datedness

The criteria of up-to-datedness suggest that every item in supporting the materials and exercise provided within the textbook (tables, pictures, texts, and references) should be taken from relevance and the newest sources available. Then, the components of relevance and newest source should be fulfilled in every chapter in the textbook. From 15 chapters in the textbook, the researcher found out that eight chapters have fulfilled the criteria of up-to-datedness (chapter 1, 2, 5, 6, 7, 9, 10, and 15); six chapters are good but need some improvement to be a better textbook in terms of up-to-datedness (chapter 3, 4, 8, 11, 13, and 14), and one chapter (chapter 12) still get a score 2, which is categorized as a poor quality.

Chapter 3, 4, 8, 11, 13, and 14 needs more improvement because they still provide an irrelevant supporting material or the old sources. Then, chapter 12, is categorized as a poor quality, or get the score only 2. It is because the text found in the chapter is taken from an old source and the picture is taken from an irrelevant source.

Development of Life Skills

From 15 chapters in the textbook, the researcher found out that all chapters in the textbook have fulfilled the criteria of development of life skills; the criteria that expect texts, communicative exercises and tasks available within textbook should motivate students toward a good personality that concern about personal, social, academic and vocational life. The chapters mainly focus on developing the social life skills, such as team work, and tolerance. Also, some chapters include the academic skill, such as solving problem. The example of development of life skills found in the textbook is:

Task 3:

What do you need to consider before visiting a place? Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.

(Page 42, Chapter 3)

Development of Diversity

The last aspect to be analyzed in the feasibility of the content is the development of diversity. Every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity. The result of the researcher's analysis shows that only seven chapters in the textbook that promote the development of diversity.

However, the rest of the chapters, which are 8 chapters are categorized as very poor because they do not provide text and exercises that develop diversity on students. The textbook will be better if the writer add some activities that will develop the diversity on the students.

Systematic

In terms of the feasibility of the presentation, the first sub-component to be analyzed is the technique of presentation. The first indicator to see the technique of the presentation is the systematic of the presentation in the textbook. On this criterion, textbooks are expected to be systematic in delivering a chapter, starting with introduction, body and after that closing in order for students to be encouraged in learning from the book.

According to the researcher's analysis, *Bahasa Inggris* Textbook for grade 10 students published by The Indonesian Ministry of Education and Culture has been written systematically. Each chapter on the textbook provides the introduction, body, and closing to help students learn systematically. The introduction part of each chapter is a warmer activity, usually in form of a short game, or discussing pictures to guide the students to the topic. Then, the activity continues with a vocabulary builder activity, where the students are introduced with the vocabulary that will be used in the chapter. On the body of each chapter, the textbook provides many kinds of activity related to the topic of the chapter. To illustrate, the chapter that discusses about text usually provide reading activity, text structure, grammar review, speaking, and writing on the body of the chapter. On the other hand, the chapter that talks about expressions mainly discuss about dialogue related to the topic.

Last, the closing part of each chapter provides the students with reflection activity that allows the students to evaluate themselves at the end of each chapter. Also, some chapters provide further activities, such as chapter 3, 4, 7, 8, 9, 10, 13, 14, and 15. This activity allows the students who have finished the lesson to do extended activity in order to deepen their understanding about the topic.

Chapter Equilibrium

The aspect of chapter equilibrium focuses on the presentation of the content of a chapter as equal as possible started from the number of pages, exercise generated within every chapter and also an illustration that equal within every chapter. Then, the researcher found out that the textbook has each chapter of the textbook has the similar number of page, raging around 11-19 pages. In terms of the exercises in every chapter, each chapter mostly has the similar number of tasks depending on the topic of the chapter. For instance, chapter 4, which discusses about descriptive text, has 12 activities that carry 22 tasks in it. This chapter has many tasks because they provide two descriptive texts and some tasks that test the student's understanding about both texts.

Next, the illustration in each chapter is also equal. Each chapter has provided sufficient illustration that helps the students to understand the material. On the fourth chapter, the textbook provided the picture of *Tanjung Puting* National Park to help the students to illustrate how *Tanjung Puting* National Park is. Then, chapter 10 also provides a picture of B.J Habibie while the chapter talks about the biography of B.J

Habibie. The illustration on each chapter helps the students to illustrate and understand the topic.

Learner Centered

In this criterion, textbook are expected to create interaction in English among students, students-teacher, and students-environment. Thus, the key point is to create student's interaction through the task provided in the textbook. The textbook has to stimulate students to interact actively in the class. Then, the researcher analyzes the whole task on the textbook to see whether the task has been learner-centered.

Based on the researcher's analysis, most of the tasks found in the textbook have facilitated the students to have an interaction among students, students-teacher, and students-environment. Mostly, the tasks assign the students to work together with their friends. This kind of interaction will stimulate the interaction among students. An example of the task is:

Task 1: Guessing Games - Who Am I?

You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.

(Page 16, Chapter 1)

Focusing on the Scientific Approach and Learning Model Discovery Learning, and Project-Based Learning

The criteria proposed by BSNP (2014) expect textbook to focus on the Scientific Approach and Learning Model Discovery Learning, and Project-Based Learning. This criterion demand textbook to encourage students to solve a problem by having systematic steps, they are, observing, formulating, collecting, analyzing, and communicating. On the other hand, the writer of the textbook has claimed that *Bahasa Inggris* Textbook for Grade 10 Students is arranged using the genre/text based approach. Then, the approach expected by BSNP is not facilitated in this textbook. Also, the researcher checked each chapter on the textbook and found out that the criterion of scientific approach does not match to the content in the textbook. Thus, the researcher scores the textbook 1 in the criteria or is categorized very poor.

Development of Initiative, Creativity, and Learners' Critical Thinking

According to the researcher's analysis, it is found out that most of the task provided within the chapter in the textbook has facilitated students to develop initiative, creative, and critical thinking. 13 of 15 chapters in the textbook have presented at least 2 tasks that promote initiative, creative, and critical thinking. Thus, the researcher give the score 4 or excellent category. The two other chapters, however, still show a very lack of tasks that develop initiative, creative, and critical thinking. The chapters are chapter 7 and 14. Both chapters only present one task that promotes students to develop initiative, creative, and critical thinking. Then, the researcher decided to score 3 or only categorized good. Initiative, creative, and

critical thinking are important aspects to be developed in learning process. Students who have developed those three aspects since they are in schools will perform better in their real life and also in the working field later. The writer of the textbook should develop more tasks that promote initiative, creative, and critical thinking in order to develop those three skills on students.

The Development of Self-Reliance on Students

The criteria of developing self-reliance on students believe that textbook should be able to encourage students to be responsible for their own learning process. The researcher give the score 4 on this aspect or excellent category in this criterion. The analysis of the researcher showed that each chapter on the textbooks has facilitated the students to be responsible for their own learning process. The example can be taken from the tasks. The tasks presented in the textbook indirectly promote the students to do the task independently by referring to the previous explanation in the chapter. In doing the task, students will be encouraged to do the best in doing the task. Thus, besides having the group work tasks with their friends that will develop the interaction among students, the textbook also provides the independent task, which is very helpful in developing the student's self reliance.

The Development of Learners' Ability to Evaluate Themselves

From 15 chapters in the textbook, the researcher found out that all chapters in the textbook have fulfilled the criteria of development of learners' ability to evaluate themselves; the criteria that expect textbook to encourage students to evaluate themselves, to see how far they have learned from a chapter, and to review the lesson learned from the chapter. Every closing of the chapter has provided an activity named "Reflection". This activity has several questions related to how far the students have understood the material and many other self-reflection questions.

Introduction Part

According to the criteria proposed by *BSNP (2014)*, the introduction part of the textbook should develop sufficient introduction part of a textbook, including the preface and table of content to help the students in finding the materials. *Bahasa Inggris* Textbook for grade 10 Students published by The Ministry of Education and Culture has fulfilled all the aspects of the introduction part. At the beginning of the textbook, the writer has made a preface that explain the aim of the textbook, the content of the textbook in general and guideline on how to use the textbook.

Then, the second main part of the introduction that needs to be fulfilled is the table of content. The existence of table of content in a textbook helps the students to find the page of the topic they want to learn. Also, a table of content can show the reader about what the topics in the textbook are. The textbook analyzed by the researcher has fulfilled the criteria of having a table of content in the introductory part of the textbook.

Content Part

In terms of the content part, textbook are expected to develop sufficient content part which consist of introduction, exercises, references, and the last is

summary along with self-reflection. After analyzing the textbook, the researcher found out that the textbook has the introduction part, which named preface in the textbook. The introduction part contains the information about the purpose of the textbook, the approach used, and many other important things for the students and teacher.

The exercises are also provided in the content part of the textbook. The exercises in the textbook are integrated into the four language skills (reading, writing, listening, and speaking) with some exercises taken from the grammar and text structure as well. Each material such as texts, images, tables, is also accompanied by a reference containing the title of the material, figure/table number and the reference. The reference helps the students who want to explore the material to find the more information about the material by referring to its source.

However, the textbook has not provided a summary at the end of all chapters. The summary is the key concept of the chapter in question which is stated in concise and clear sentences. The function of a summary is to make it easier for students to understand the entire contents of the chapter and the learning experiences they have gone through. The inexistence of the summary makes the textbook get the score 3 or categorized Good. For the improvement of a better textbook in the future, the writer should include the summary at the end of each chapter to help the students understand the whole content of the textbook.

Closing Part

According to the criteria of closing part, textbooks are expected to develop a sufficient closing part which consists of glossary, references and indexes. The glossary contains important terms in the text with explanations of their meanings and is written in alphabetical order. Then, the reference of the textbook provides list of books used as reference material in the writing of the textbook begins with the author's name (which is arranged alphabetically), the year of publication, the title of the book, the place, and the name of the publisher. Last, the indexes is a list of important words followed by the page number of occurrences, the author index is a list of authors whose work is used in the material followed by the page number of occurrences.

In accordance with the criteria above, the researcher has analyzed the textbook and found out that the textbook has all the components of the closing part; which are glossary, references, and indexes. Thus, this textbook got the score 4 or categorized excellent in terms of the closing part.

Discussion

One of the Indonesian education board, named *BSNP (Badan Standar Nasional Pendidikan/ National Education Standard Board)* has proposed a criteria for a textbook evaluation. *BSNP*, served as an authorized institution for regulating textbook use in Indonesian educational system, has released an evaluation rubric in *Pusbukur (pusat buku dan kurikulum/book and curriculum center)* in form of evaluation format to evaluate the feasibility of the content and presentation in a textbook. There are 18 indicators that are used for both components. 8 indicators are

used to analyze the feasibility of the content and 10 indicators for analyzing the feasibility of the presentation.

On the first indicator of the feasibility of the content, the result of the research showed that the textbook got 57.5% or still categorized Average. This is because the textbook do not explore many texts to be explored by the students. According to the first indicator proposed by BSNP (2014), textbooks should contain and require students to explore at least texts commonly used in English communication to provide opportunities for students to understand and produce expressions in carrying out interpersonal communication functions, orally and in writing, to interact with the environment according to the context of the communication.

Then, the second indicator is the depth of the material. BSNP (2014) stated that textbooks are expected to expose students with as many kinds of text that relevant with students' daily life in order to help them get used to any kinds of texts as possible. There are four aspects from this sub criterion; there are exposure, retention, production, and extension. Referring to those four aspects, the result of the analysis showed that one aspect, related to the first indicator, is not fulfilled yet. Then, each chapter should provide the social function of the text. On this criterion, textbooks should have values in social function in its relation with students' daily life either in interpersonal or interactional. According to the findings of the research, every text provided in the textbook has written or inferred the social function of the text.

BSNP (2014) stated that the fourth indicator is the generic structure. On this indicator, the textbooks are expected to give the students insight and ideas to think systematically in doing exercise or producing it in daily life. According to the result of the analysis, the textbook has provided generic structure on each chapter. Fifth, BSNP (2014) stated that textbooks are expected to be understandable and fulfill the norm and characteristic values of a good communication in student's daily life, or in general called the linguistic features. The result of the analysis showed that the textbook has provided the linguistic features on almost every chapter. There is only one chapter that did not contain linguistic features.

The sixth indicator, which is up-to-datedness, demands textbooks' writer to take the supporting materials (tables, pictures, texts, and references) from relevance and newest sources available (BSNP, 2014). Based on the result of the analysis, the textbook has included this indicator, but some chapters are still lacking. The next indicator is Development of Life Skills. According to BSNP (2014), every text, communicative exercise and task available within textbook should motivate students toward a good personalities that concern about personal, social, academic and vocational life.

The last indicator on the aspect of the feasibility of the content is Development of diversity. In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate multicultural diversity. The results showed that the textbook only fulfill the indicator 67.5%. The existence of the exercise and task that develop diversity on students need to be added.

The second aspect to be analyzed is the feasibility of the presentation. 10 indicators are underlying this aspect. The first indicator is systematic. BSNP (2014)

stated that textbooks are expected to be systematic in delivering a chapter, starting with introduction, body and after that closing in order for students to be encouraged in learning from the book. The textbook, according to the analysis, has been arranged systematically using the introduction, body, and closing on each chapter of the textbook. Then, BSNP (2017) focuses on the Chapter Equilibrium of a textbook. A qualified textbook should present the content of a chapter as equal as possible started from the number of pages, exercise generated within every chapter and also illustration that equal within every chapter. This indicator has been fulfilled well by the textbook. The textbook has the number of pages, exercises and illustration as well that are equal in every chapter.

The next indicator is Learner Centered. A textbook are expected to create interaction in English among students, students-teacher, and students-environment. Referring to the indicator, the result showed that the exercises on every chapter have promoted students to have an interaction to others, teacher, or their environment. In addition, a textbook should also focus on the scientific approach and learning model discovery learning, and project-based learning. In this criterion, textbook should encourage students to solve a problem by having systematic steps, they are, observing, formulating, collecting, analyzing, and communicating. A contradictive result was found on the textbook. The researcher did not find the approach and learning model in the textbook. This is because the textbook proposed a different approach, which is genre-based approach.

The next indicator suggests a textbook to develop initiative, creativity, and learners' critical thinking. BSNP (2014) described that textbook are expected to encourage students to be motivated and creative in many kinds of spoken and written activities on their own initiative. The result of the researchers' analysis showed that the textbook has almost fulfilled the indicator. There is only a little part of the textbook that are lack on this indicator. Also, Textbook should develop self-reliance on students. This thing can be done by encouraging students to be responsible for their own learning process (BSNP, 2014). Following the result of the research, this textbook has promoted the self-reliance on students. In addition, a good textbook should not only develop the self-reliance on students; but also develop the learners' ability to evaluate themselves. BSNP (2014) demands textbooks to encourage students to evaluate themselves, to see how far they have learned from a chapter, and to review the lesson learned from chapter. On the researchers' analysis, each chapter of the textbook has provided the activity entitled "Reflection". This activity asked the student to see again what they have learned and what they have understood from the chapter.

To end up the analysis of the textbook, a set of indicator regarding to the Completeness of the Presentation was taken. The first indicator analyzed the introduction part. In this criterion, BSNP (2014) suggested textbook to develop sufficient introduction part of a textbook, including the preface and table of content to help the students in finding the materials. Then, the textbook has provided those components on it. After that, the content part should also be analyzed. In this criterion, textbook are expected to develop sufficient content part which consist of introduction, exercise, references, and the last is summary along with self-reflection. The result of the research found out that the textbook was still lack on providing

sufficient summary at the end of each chapter. The last indicator is closing part. This indicator focused on the development of sufficient closing part which consists of glossary, references and indexes. And, all aspects of the closing part were fulfilled by the textbook.

In relation to the previous research on the same field, Lathif (2015) showed a good result of the comparison analysis of two textbooks used in the Second Year of Junior High School. Lathif (2015) used the criteria proposed by BSNP (2014) and some ELT experts. The result showed that the majority of the component that was evaluated was fulfilled by both textbooks. Among 7 aspects that were analyzed, 3 aspects namely the content, language, and presentation need to be improved by the textbook writer.

In addition, Amrina (2018) conducted a research on analyzing the English Textbook used by the Second Year Students of Senior High School. The researcher used the evaluation format proposed by BSNP (2014) and relating it to the 2013 Curriculum. The result showed that the indicators of the feasibility of the content has successfully fulfilled by the textbook. The improvement need to be done on the aspect of compatibility with the students' need.

The findings of the research have shown the good quality of the textbook. In accordance with the criteria proposed by BSNP (2014) on the feasibility of the content and presentation of a textbook, the textbook got 71.5% score or categorized Good, while the textbook was categorized Good or got 72.3% on the aspect of feasibility of the presentation. As the result, the findings of this research showed that this textbook is still appropriate to be used in schools in Indonesia. Although the textbook still have some weaknesses in some aspects, the majority of the criteria have been fulfilled by the textbook. The findings of the previous researches that used the similar evaluation format showed a similar result as well with this research.

CONCLUSION

Conclusion

Based on the findings and analysis of *Bahasa Inggris* Textbook for Grade 10 Students, which have been explained, several conclusions can be taken. On the aspect of feasibility of the content, the textbook has fulfilled almost all of the criteria. On the contrary, two criteria, the completeness of the material and development of diversity, still need major improvement to improve the quality of the textbook. The finding indicated that this textbook still have weaknesses in those two out of eight criteria in terms of the feasibility of the content. Next, there were 10 indicators in the aspect of feasibility of the material that should be fulfilled by the textbook. The findings showed that the textbook were not able to fulfill one of the criteria. For the rest of the criteria, mostly the textbook has fulfilled the criteria or need only a minor improvement. By these findings, it can be concluded that the textbook is still worth to be used in the teaching and learning process although it still need an improvement on one criterion.

Suggestion

Referring to the research findings, the researcher want to express some suggestions related to the result of the textbook analysis. First, The Indonesian Ministry of Education and Culture and the stakeholders in the field of education need

to review the content and presentation in this textbook and make some improvement on the criteria that have not fulfilled yet. Then, the teacher should use the textbook in the learning process as the textbook is provided freely at schools in Indonesia. For the aspects that are still unfulfilled, teachers need to be creative in guiding the lesson and prepare supplementary resources for completing the weaknesses of this textbook. For the further researchers, it is suggested to analyze the textbook by using the other criteria to see whether there is a significant difference on the results of the analysis of this textbook.

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