

## **AN ANALYSIS ON ENGLISH TEXTBOOK ENTITLED "LET'S LEARN ENGLISH" FOR THE TENTH GRADER OF SENIOR HIGH SCHOOL BASED ON THE BASIC COMPETENCE OF THE 2013 CURRICULUM**

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### **Abstrak**

Ada begitu banyak buku teks yang diterbitkan untuk mendukung pengajaran dan pembelajaran bahasa Inggris. Guru menggunakan buku teks sebagai panduan untuk mengajar bahasa Inggris di kelas. Setiap buku teks pasti memiliki karakteristik dan kualitas yang berbeda, sehingga memengaruhi proses pembelajaran untuk setiap siswa. Karena kondisi itu, tidak semua buku teks cocok untuk memenuhi kebutuhan siswa, dan sesuai dengan kurikulum 2013 di negara ini. Dengan demikian, buku teks sangat perlu dianalisis dan dievaluasi untuk meningkatkan kualitas dan nilainya. Penelitian ini menganalisis buku teks bahasa Inggris yang berjudul "*Let's Learn English*" untuk siswa kelas sepuluh berdasarkan Kurikulum 2013. Penilaian yang digunakan adalah rubrik dari BSNP yang sejalan dengan kompetensi inti dan dasar. Tujuan dari penelitian ini adalah untuk menganalisis kesesuaian buku teks dengan kompetensi inti dan dasar kurikulum 2013. Penelitian ini menggunakan pendekatan kualitatif deskriptif yang terdiri dari lebih banyak penjelasan secara terperinci. Sumber data penelitian ini adalah buku teks bahasa Inggris yang berjudul "*Let's Learn English*". Peneliti menyesuaikan bahan-bahan buku teks dengan Inti dan Kompetensi Dasar Kurikulum 2013 menggunakan formulir penilaian rubrik BSNP. Peneliti menggunakan analisis dokumen sebagai metode pengumpulan data. Akhirnya, peneliti menyimpulkan bahwa tidak semua bab pada buku teks berjudul "*Let's Learn English*" sesuai dan memenuhi kompatibilitas dengan kompetensi inti dan dasar dari kurikulum 2013. Peneliti menemukan bahwa hanya 62,5% dari materi yang memenuhi kompetensi inti dan dasar kurikulum 2013 dan sesuai dengan kriteria rubrik BSNP.

**Kata kunci:** buku teks bahasa Inggris, kompetensi inti dan dasar, kurikulum 2013, penilaian rubrik

### **Abstract**

There are so many textbooks published to support the teaching and learning English. The teacher uses textbook as a guide to teach English in the classroom. Every textbook must have different characteristic and quality, so that affect the learning process for each student. Due to that condition, not all textbooks are suitable to fulfill the students' needs and appropriate with the 2013 curriculum in this country. Thus, the textbook really needs to be analyzed and evaluated to improve its quality and values. This research analyzes an English textbook entitled "*Let's Learn English*" for the tenth grader based on the 2013 Curriculum. The assessment used is the rubric from BSNP which in line with the core and basic competence. The purpose of this study is to analyze the conformity of the textbook with the core and basic competence of the 2013 curriculum. This research uses a descriptive qualitative approach which consists of more explanation in detail. The data source of this research is an English textbook entitled "*Let's Learn English*". The researcher conforms the materials of textbook to the Core and Basic Competence of the 2013 Curriculum using the rubric assessment form BSNP. The researcher uses document analysis as the method of collecting data. Finally, the researcher concludes that not all the chapters of textbook entitled "*Let's Learn English*" are appropriate and fulfill the compatibility with the core and basic competence of 2013 Curriculum. The researcher found that only 62,5% of the materials which fulfilled the core and basic competence of the 2013 curriculum and compatible with the rubric criteria of BSNP.

**Keywords:** English textbook, core and basic competence, 2013 curriculum, rubric assessment

### **1. INTRODUCTION**

Textbook is a form of published printed material most generally used in schools or any educational institution as

teaching and learning media (Mansyurah, 2016). Bacon (1935) stated that textbooks are books designed to be used in a class compiled and prepared precisely by experts or experts in the field and compiled with an appropriate

teaching tool. Flak Pingel (2009) also claimed in the UNESCO Guidebook that one of the most significant educational sources is the textbook. Textbook is indeed a useful tool for teachers and students in teaching and learning activity. By using textbook as a media in learning, students can easily gain more knowledge and information they need inside and outside the classroom. It does help the teacher provide a fresh and more creative material to the students so they do not become bored in learning English. It also helps the teacher to provide the latest and clear information related to the basic knowledge of the 2013 curriculum. To sum up, it is indeed true that textbooks are very useful for the teaching and learning process in the classroom.

According to Tarigan (1986:13) “textbooks are books of the lesson in certain fields of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easily understood by the user in schools and colleges to receive teaching program”. On the other hand, Mudzakir concludes that textbooks can be considered as a school book, course book, workbook, or subject book used in school or educational institution, supplemented as the students’ reference book with exercise materials. Permendiknas No. 11 Tahun 2005 states that the textbook of the lesson is a compulsory guide book for use in schools comprising instructional materials in order to develop faith and spirituality, character and personality, capacity to learn science and technology, responsiveness and aesthetic abilities, physical and health potential compiled in compliance with the national norm of education.

Richard explained that in certain cases, textbook is a form of teacher training because it offers guidance for ideas and plans that can be used for teaching. As for the student, as a reference in studying, textbook will allow them to study themselves outside the school session (Mansyurah, 2016). Through textbooks, teacher can also develop the teaching material more systematic and efficient. On top of that, a textbook is very crucial for teaching and learning activity. It is generally accepted that the function of the book of course is to be at the service of teachers and learners, but not to be their master. That is why teachers need to select the appropriate one. The textbook that suits and conform to the current curriculum. Therefore, it can be concluded that textbook is quite important for teaching and learning process to support the teacher providing materials. Besides, textbooks enable students to understand the discussed materials and review them again. The better the textbook, the better the learning process. Thus, the teacher must choose the appropriate textbook based on the learners’ needs, in line with the core and basic competence of the 2013 curriculum.

The 2013 curriculum is established by the Indonesian Ministry of Education and Culture. The 2013 curriculum contains competencies unified attitude, knowledge, and skills. Besides, Prof. Dr. Nana Syaodih (2009) stating that curriculum is part of the educational system as a lesson or teaching plan, and a framework (curriculum framework). Therefore, the design of the curriculum is also developed to student-centered, after using teacher-centered as the design before. The 2013 Curriculum adopts a scientific approach. The learning process will generate productive, creative, and innovative students through the development of the 2013 curriculum through the strengthening of attitudes, skills, and integrated knowledge (Madjid, 2019).

Mendikbud stated that the content of textbooks must follow the core and basic competence of the 2013 curriculum. Core competence is the quality that students must have in the class, while the basic competence is the thing that must be learned by the students. The basic competence usually used by the teacher to write a syllabus for the teaching and learning activity.

Students need to improve their knowledge by using a textbook. From the textbook, teacher can develop more creative material and provide an interesting topic for the students, especially in teaching and learning English. There are so many publishers recently, so it causes the different style and setting for each textbook. Not all of them are appropriate with the basic knowledge of the 2013 curriculum, so it does affect the students’ learning outcome.

Due to the different style and setting of the textbooks, it makes sense that not all of the English textbook is suitable for the students. Moreover, some of the textbook in the market is not compatible yet with the basic competence of the 2013 curriculum. Teachers still need to select which textbook is the most appropriate to use. By analyzing the guidelines for teaching foreign languages, we may see that there is a difference between what is called ideal and what textbooks currently contain (Aldrovandi, 2014). There are so many analysis checklist or assessment criteria to analyze the textbook. Sarem (2013) reflect the textbook analysis to the proverb of “do not judge a book by its cover”. It simply shows that besides the value of the book’s cover, there are many practical criteria for detailed analysis while selecting a course-book for students. In addition, Ahmadi (2016) stated that newly published textbook need to be analyzed so that the minister can revise the existing book and develop it into a better version.

Therefore, analyzing textbook is very important to find out which material in the textbook that suitable and not suitable for students, and which textbook that implement the basic knowledge of 2013 curriculum and not fully

implement it. Thus, the conformity of the textbook needs to be analyzed.

The conformity with core and basic competence itself consist of two categories. The first category is completeness which include three different text in the textbook. The first one is interpersonal text. In this element, the textbook has to include and enable students to explore short and simple interpersonal texts related to the students' daily life. It gives them the opportunities to understand and express themselves in order to fulfill their interpersonal and communication purposes while interact with the circles of other students. The other one is transactional text. In this element, the textbook has to include and enable students to explore short and clear transactional texts. It gives them the opportunities to ask and give questions/favor, information, and point of view related to their daily lives, both spoken and written. The last aspect in the completeness category is the functional text. In this aspect, the textbook has to include and enable students to explore at least briefly and clearly, functional texts and monologue. It gives them the opportunities to improve their ability in reading, speaking, and writing related to their daily lives.

The second category of the conformity of materials with the core and basic competence is in-depth. This category provides three different kind of aspects, such as exposure, text formation rules retention, and production. In the first aspect, exposure, The textbook has to include and enable students to explore several texts relevant to their daily lives to become accustomed to the texts. In the second aspect, text formation rules retention, the textbook has to include a guideline for each text in the lesson. Thus, students are able to get explicit understanding about the social function, general structure, and linguistic feature of the text.

In the accuracy of materials element, it consists of 3 different categories. The first one is social function. In this category, to achieve the social function that related to the students' daily activity, the students need guidance to the text given in the textbooks. For example, interpersonal communication which can build the connection through interpersonal text, transactional communication which includes an act of asking and giving information related to the students' daily activity, and functional communication which has a role of a specific function. The second category is general structure. In this category, to develop the students' skill in thinking coherently, the students need guidance to the text given in the textbooks. The textbook has to fulfill the social function of each different texts given. The last category of the materials' accuracy is linguistic feature. In this category, the text given in the textbook should be guided to established the correct and

appropriate language element of communication skill to achieve intended social function.

In the supporting materials element, it consists of three different category that has to be fulfilled in the textbook. The first category is relevance. It is consist of two aspects. There sre material relevance and reference source, and up to datedness of material and sources of reference. The second category is life skill development. This category include several skill that has to be fulfilled by the students, such as personal skill, social skill, academic skil, and vocational skill. The last category is diversity insight. In this category, the texts given in the textbook and communicative acts should motivate the students to do certain things to develop sense of diversity as follows; (1) appreciation towards multicultural and plurality in community, (2) aware of the region potential and natural resources to promote local and national potential and natural resources, (3) appreciation of democratic values that appropriate with the local social culture context, (4) appreciation of democratic values that appropriate with the local social culture context

The textbook can also be analyzed using the guidelines and instruments from BSNP. There are three components that can be analyzed, they are (1) Feasibility Content consisting of the content's compatibility with the core and basic competence, the materials' accuracy the learning supporting materials; (2) Feasibility Presentation including the presentation's technique, learning presentation, supporting technique presentation; (3) Feasibility of Language containing the conformity with the learners' progression level, communicative, definition cohesiveness and unity.

The content feasibility elements include three sub-components; consistency of the materials with the core and basic competence, material accuracy, and supporting materials.

There were some studies related to textbook analysis. The result of the study conducted by Arif Prasajo (2014) showed that the textbook entitled "Pathway to English" has fulfilled the criteria of BSNP as a good textbook with the percentage shown 91.30% for its feasibility of content. The same study conducted by Rizky Akbar (2016) has shown the same result that the textbook he analyzed is appropriate with the BSNP rubric assessment. Both previous studies are similar to this present study in terms of the rubric used for analyzing the data which uses rubric assessment from BSNP. In contrast, this present study only focuses on the feasibility of content in the textbook as the component of BSNP, while those previous studies using several criteria served in rubric assessment of BSNP) which is not only focusing on one criterion of assessment.

Accordingly, this study aims to focus on analyzing the conformity of English textbook entitled "Let's Learn English" in order to know the conformity of the textbook towards the core and basic competence of 2013 curriculum. The English textbook used in the classroom is mostly using the textbook given by Mendikbud. Many researchers have done an evaluation of the same textbook which commonly used by the students. Thus, the researcher wants to evaluate the different products of the textbook which is published by Bumi Aksara that used in one of the popular senior high schools in Surabaya. The researcher only used the feasibility content of the guidelines to analyze the textbook because it does encompass the analysis of compatibility between the materials of the textbooks and the core and basic competence of the 2013 curriculum.

## METHOD

In this study, the researcher uses a descriptive qualitative study. The researcher uses document analysis as a method to analyze the textbook entitled "Let's Learn English" for the tenth grader of senior high school. The characteristic and material is according to the list of content expected by BSNP as the rubric assessment in assessing the textbook. The instrument used is the writer herself. The researcher decides what to observe and what to write down in reflecting her own assumptions and belief to determine the impact of data interpretation. The researcher using the several procedures, they are:

1. Read and comprehend the data using the data form BSNP and 2013 curriculum of tenth grader as the guideline.
2. Observe through the content of textbook "Let's Learn English"
3. Categorized and arranged the obtained data of the textbook in detailed. Then analyze the data based on the rubric assessment in BSNP

After follow the step above, the researcher decides to use several techniques to analyze the data, they are:

1. Comparing the characteristic and the material of textbook to the rubric assessment in BSNP (analyze the compatibility)
2. Evaluating the textbook "Let's Learn English" by giving score in line with the category listed in the rubric.
3. Interpret the data gained from evaluation.
4. Concluding the compatibility percentage of the textbook content by using following formula:

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

P: Percentage

F: Frequency

N: Sum of frequency

## FINDING AND DISCUSSION

In this section, the researcher presented the data collected from a textbook that has been analyzed before. The research finding will be presented using score table of the feasibility of content from BSNP for each chapter in the textbook. 8 chapters are taken for the samples.

There are 8 categories and characteristics for each chapter. The total score finding for 8 chapters will be presented as a percentage in the end. The percentage will present the compatibility of the English textbook "Let's Learn English" with the requirement from BSNP.

Table 1.1 Feasibility of content in chapter 1  
"You Can Call Me Liz"

Sub-Component	Item	Score			
		1	2	3	4
The Compatibility of Materials with Core Competence and Basic Competence	Completeness			√	
	In-Depth				√
The Accuracy of the materials	Social Function				√
	General Structure				√
	Linguistic Features				√
Supporting Materials	Relevance			√	
	Development of life skills				√
	Development of diversity insight	√			
Total		1		1	6

### The Compatibility of Materials with Core Competence and Basic Competence

#### a. Completeness

The materials conform to the basic competence of the 2013 curriculum. It includes the materials that are included in the basic and core competence and it is added with relevant material such as supplementary reading. But, there is still inappropriate material that appears in chapter 1 "You Can Call Me Liz". There is one section on pages 12 to 16 that explain about announcement text which considered in the different basic competence and it is definitely unappropriated for the basic and core competence of the 2013 curriculum.

#### b. In-depth Materials

This chapter discuss, identify, and gives example on material as well as provides to another context as supporting materials. It gives such a clear illustration to the students about how to introduce themselves just like in task 9 and 11. It does also give instruction to the students to identify the conversation between two people just like in task 10 and 12.

## The Accuracy of Materials

### a. Social Function

This chapter reached two social function criteria; interpersonal and transactional communication.

### b. General Structure

The general structure of the text in this chapter is already appropriate with its social function. The element and structure of meaning are implemented in a systematic way. Start with the simple greeting conversation to the complicated one. Students are expected to increase their ability from task to task.

### c. Linguistic Feature

The linguistic feature is already appropriate with the students need. It provides a vocabulary that suits its social function. According to Cunningsworth (1995), textbook should correspond to learner's needs, and match the aims and objectives of the language learning program. It provides the table of language function in page 8. It is expected to help the students to figure out the greeting form in English.

## Supporting Materials

### a. Relevance

The illustration is taken from the right sources. It provides a conversation between two people from different countries and between a relationship in the workplace and school context. But, in this chapter, it does not provide any talk about family relations just like written in basic competence.

### b. Development of Life Skill

In this chapter, students are expected to improve their ability in social surroundings. They are expected to be more confident by talking to new people. Most of the tasks in this chapter trains the students to appreciate the equality of ethnicity. It does also help students to improve their ability in solving a problem by taking the game of task (page 11, task 19).

### c. Development of Diversity Insight

There is no cultural element to the texts and activities in this chapter.

The Accuracy of the materials	Social Function	√			
	General Structure				√
	Linguistic Features		√		
Supporting Materials	Relevance	√			
	Development of life skills				√
	Development of diversity insight		√		
<b>Total</b>		3	2		2

## The Compatibility of Materials with Core Competence and Basic Competence

### a. Completeness

This chapter is not in line with the basic competence of the 2013 curriculum for the tenth grader of senior high school. Instead of providing a congratulating materials as transactional text, this chapter provides a material about the functional text which is an announcement with "attention!" as the theme.

### b. In-depth

This chapter has insufficient illustration that related to the daily life of the students. The illustration seems too complicated for the tenth grader. On task 13 and 14 (pages 40-43), this chapter provides the illustration that is not relevant so that the students will face a struggle to implement it in real life.

## The Accuracy of Materials

### a. Social Function

This chapter is not in line with the basic competence of the 2013 curriculum. This chapter actually using KD 3.5 (basic competence) but not in the right sequence. Based on KD 3.5, the functional text which is announcement text should be related to the school activity. In this chapter, it is definitely not related.

### b. General Structure

Even though the chapter is not in line with the basic competence, this chapter still provides clear materials. It covers the general characteristic to support the functional text. For example, it provides advertisements about automotive, food, and drink (task 13, page 40-41). It explains the advertisement in detail, so that the students can gain a lot of information to keep engaged with the learning activity.

### c. Linguistic feature

Even though this chapter is not in line with the basic competence (KD 3.2), the linguistic features are

Table 1.2 Feasibility of content in chapter 2 "Attention!"

Sub-Component	Item	Score			
		1	2	3	4
The Compatibility of Materials with Core Competence and Basic Competence	Completeness	√			
	In-Depth	√			

appropriate with the intended social function in giving announcements or advertisements (based on KD 3.5) of things, food, event, and public places. Yet, still, the examples of text are too complicated and inappropriate with the student daily context in describing items. It must be related to the school context, not advertisement.

### The Supporting Materials

#### a. Relevance

The illustration used is not appropriate with the students daily life. It is totally different from the social function, so that the illustration must have school context, instead of advertisements about business and food.

#### b. Development of Life Skill

This chapter provides a little life skill for students. It helps the students to be more cooperative by learning in a group. This chapter provides team and pair work which can improve the students' social skills. This chapter lets the students improve their ability in gaining information outside the textbook by surfing on the internet.

#### c. Development of Diversity Insight

There is a little cultural element in this chapter. On task 3 (page 33), this chapter provides a material that related to cultural things through the announcement text.

Table 1.3 Feasibility of content in chapter 3  
“I’ll Pick You Up”

Sub-Component	Item	Score			
		1	2	3	4
The Compatibility of Materials with Core Competence and Basic Competence	Completeness				√
	In-Depth		√		
The Accuracy of the materials	Social Function			√	
	General Structure		√		
	Linguistic Features				√
Supporting Materials	Relevance			√	
	Development of life skills				√
	Development of diversity insight				√
<b>Total</b>			2	2	4

### The Compatibility of Materials with Core Competence and Basic Competence

#### a. Completeness

This chapter already conforms to the core and basic competence of the 2013 curriculum for the tenth grader of senior high school. It serves the same competencies which include giving and asking for information related to the intention to do something actions/activities, according to the context used.

#### b. In-depth

This chapter is not giving a clear illustration. On task 7 (page 58), it provides a conversation using past tense instead of using future tense that includes in the language feature of this chapter. This must be confusing for the students to comprehend the material.

### Accuracy of Materials

#### a. Social Function

This chapter has fulfilled the requirement of social function in the basic competence of the 2013 curriculum. It is already suitable for the students in terms of their interpersonal communication in their daily activities. It is mostly served with the conversation between two people who are going to do something (implement the language feature).

#### b. General Structure

The element and structure of meaning are not implemented systematically. This chapter starts with the conversation between two people using past tense instead of future tense (based on KD 3.3). This chapter still lacks of students exercise to fulfill its social function.

#### c. Linguistic Feature

There are sufficient texts which support the communicative skill for the students in this chapter. The linguistic feature is also appropriate for the students.

### Supporting Materials

#### a. Relevance

The illustration given is not appropriate enough for the students. There is still a task that cannot conform to the social function of the basic competence applied.

#### b. Development of Life Skill

This chapter allowed the students to train themselves to be more social by getting in a pair of teamwork of discussion..

#### c. Development of Diversity Insight

This chapter provides a cultural elements on task 17 and 18 (page 65 and 66). It serves the students with a topic related to cultural things from another country which can make the students gain a lot of information needed.

Table 1.4 Feasibility of content in chapter 4  
"Farming"

Sub-Component	Item	Score			
		1	2	3	4
The Compatibility of Materials with Core Competence and Basic Competence	Completeness				√
	In-Depth				√
The Accuracy of the materials	Social Function				√
	General Structure				√
	Linguistic Features				√
Supporting Materials	Relevance				√
	Development of life skills			√	
	Development of diversity insight		√		
Total			1	1	6

### The Compatibility of Materials with Core Competence and Basic Competence

#### a. Completeness

This chapter already conforms to the core and basic competence of the 2013 curriculum for the tenth grader of senior high school. It serves the same competencies which include giving and asking for information related to tourist destinations and famous historic buildings, short and simple, appropriate with the context used.

#### b. In-depth

This chapter is already giving a clear illustration to the students. From the task 1, students can easily know what to do on the next task.

### Accuracy of Materials

#### a. Social Function

This chapter has fulfilled the requirement of social function in the basic competence of the 2013 curriculum. It is already suitable for the students in terms of their interpersonal communication in their daily activities. It is mostly served with the

conversation and communicative task to support the students learning.

#### b. General Structure

The element and structure of meaning are implemented in a very systematic way. The textbook begins with an easier task then continue with the harder one. It does help the students to learn better and comprehend the material easily.

#### c. Linguistic Feature

There are sufficient texts which support the communicative skill for the students in this chapter. The linguistic feature is also appropriate for the students.

### Supporting Materials

#### a. Relevance

The illustration given is appropriate enough for the students. On task 3, it serves with the monologue about the descriptive text which helps the students understand the material given..

#### b. Development of Life Skill

This chapter allowed the students to train themselves being more social by getting in a pair of team work of discussion.

#### c. Development of Diversity Insight

There is no cultural element to the texts and activities in this chapter.

Table 1.5 Feasibility of content in chapter 5  
"A Trip to Thailand"

Sub-Component	Item	Score			
		1	2	3	4
The Compatibility of Materials with Core Competence and Basic Competence	Completeness	√			
	In-Depth			√	
The Accuracy of the materials	Social Function		√		
	General Structure				√
	Linguistic Features				√
Supporting Materials	Relevance			√	
	Development of life skills				√
	Development of diversity insight				√
Total		1		3	4

### The Compatibility of Materials with Core Competence and Basic Competence

#### a. Completeness

This chapter is totally not in line with the basic competence of the 2013 curriculum for the tenth grader

of senior high school. Instead of providing an announcement material, this chapter provides a material about recount text with “A Trip to Thailand!” as the theme. All the tasks in this chapter are totally different from the basic competence given from the 2013 curriculum.

#### b. In-depth

Beside the irrelevant materials in this chapter, it has sufficient illustration that related to the context. The illustration seems simple and easy for the tenth grader. Most of the text given in this chapter is useful to support the students’ learning activity.

### The Accuracy of Materials

#### a. Social Function

This chapter is totally not in line with the basic competence of the 2013 curriculum. This chapter is actually using different basic competence and not in the right sequence. Based on KD 3.5, the functional text which is announcement text should be related to the school activity. In this chapter, it is definitely not related at all.

#### b. Element and Structure of Meaning

Even though the chapter is not in line with the basic competence, this chapter still provides clear materials. It covers the general characteristic to support the recount text. For example, it provides a recount text on several chapters which includes name of things, objects, and places. It explains the materials in detail, so that the students can gain a lot of information to keep engaged with the learning activity.

#### c. Linguistic feature

Even though this chapter is not in line with the basic competence (KD 3.5), the linguistic features are appropriate with the intended social function in related material. The examples of text are standard and appropriate with the student daily context in retell a story.

### Supporting Materials

#### a. Relevance

The illustration used is not appropriate with the basic competence. It is totally different from the social function..

#### b. Development of Life Skill

This chapter provides a little life skill for students. It helps the students to be more cooperative by learning in a group. This chapter provides team and pair work which can improve the student's social skills. This chapter lets the students to improve their ability in

gaining information outside the textbook by surfing on the internet.

#### c. Development of Diversity Insight

There is a little cultural element in this chapter. On tasks 21, 27, and 29, this chapter provides a material that related to cultural things through the recount texts.

Table 1.6 Feasibility of content in chapter 6  
“Creation of Mount Bromo”

Sub-Component	Item	Score			
		1	2	3	4
The Compatibility of Materials with Core Competence and Basic Competence	Completeness				√
	In-Depth				√
The Accuracy of the materials	Social Function				√
	General Structure				√
	Linguistic Features				√
Supporting Materials	Relevance				√
	Development of life skills				√
	Development of diversity insight			√	
Total				1	7

### The Compatibility of Materials with Core Competence and Basic Competence

#### a. Completeness

This chapter already conforms to the core and basic competence of the 2013 curriculum for the tenth grader of senior high school. It serves the same competencies which include giving and asking for information related to circumstances/actions/activities/events that are done/happened in the past.

#### b. In-depth

This chapter is already giving a clear illustration to the students. From the task 1, students can easily know what to do on the next task.

### Accuracy of Materials

#### a. Social Function

This chapter has fulfilled the requirement of social function in the basic competence of the 2013 curriculum. It is already suitable for the students in terms of their interpersonal communication in their daily activities. It is mostly served with the text and communicative task or instructions to support the students learning.

#### b. General Structure

The element and structure of meaning are implemented in a very systematic way. The textbook



begins with an easier task then continue with the harder one. It does help the students to learn better and comprehend the material easily.

**c. Linguistic Feature**

There are sufficient texts which support the communicative skill for the students in this chapter. The linguistic feature is also appropriate for the students.

**Supporting Materials**

**a. Relevance**

The illustration given is appropriate enough for the students. On task 3, it serves with the dialogue about the descriptive text which helps the students understand the material given.

**b. Development of Life Skill**

This chapter allowed the students to train themselves to be more social by getting in a pair of teamwork of discussion.

**c. Development of Diversity Insight**

There is a lot of cultural elements in the texts and activities in this chapter. Most of the tasks include the story about cultural elements (from task 17 to task 29).

circumstances/actions/activities/events that are done/happened in the past.

**b. In-depth**

This chapter is already giving a clear illustration to the students. From the task 1, students can easily know what to do on the next task.

**Accuracy of Materials**

**a. Social Function**

This chapter has fulfilled the requirement of social function in the basic competence of the 2013 curriculum. It is already suitable for the students in terms of learning about recount text. It is mostly served with the text and communicative task or instructions to support the students learning.

**b. General Structure**

There are sufficient texts which support the communicative skill for the students in this chapter. The linguistic feature is also appropriate for the students. When the students understand about the use of linguistic feature in a text, it does help the students to improve their ability in learning several types of texts in terms of its language use.

**c. Linguistic Feature**

There are sufficient texts which support the communicative skill for the students in this chapter. The linguistic feature is also appropriate for the students.

Table 1.7 Feasibility of content in chapter 7  
"The Legend of Surabaya"

Sub-Component	Item	Score			
		1	2	3	4
The Compatibility of Materials with Core Competence and Basic Competence	Completeness				√
	In-Depth				√
The Accuracy of the materials	Social Function				√
	General Structure				√
	Linguistic Features				√
Supporting Materials	Relevance				√
	Development of life skills				√
	Development of diversity insight			√	
<b>Total</b>				1	7

**The Compatibility of Materials with Core Competence and Basic Competence**

**a. Completeness**

This chapter already conforms to the core and basic competence of the 2013 curriculum for the tenth grader of senior high school. It serves the same competencies which include giving and asking for information related to

**Supporting Materials**

**a. Relevance**

The illustration given is not appropriate enough for the students. On task 3, it serves with the dialogue about the text which helps the students understand the material given..

**b. Development of Life Skill**

This chapter allowed the students to train themselves to be more social by getting in a pair of team work of discussion. In accordance with the statement of Permendikbud 2013 which explains that the textbooks should encourage learners to ask, to discover something for themselves through their brainstorming, to build and to create a learning environment.

**c. Development of Diversity Insight**

There is a lot of cultural elements in the texts and activities in this chapter. Most of the tasks includes the story about cultural elements (on task 14 and 19)

Table 1.8 Feasibility of content in chapter 8  
"Sing with Me"

Sub-Component	Item	Score			
		1	2	3	4
The Compatibility of Materials with Core Competence and Basic Competence	Completeness				√
	In-Depth			√	
The Accuracy of the materials	Social Function				√
	General Structure				√
	Linguistic Features				√
Supporting Materials	Relevance			√	
	Development of life skills		√		
	Development of diversity insight				√
<b>Total</b>			1	1	6

### The Compatibility of Materials with Core Competence and Basic Competence

#### a. Completeness

This chapter already conforms to the core and basic competence of the 2013 curriculum for the tenth grader of senior high school. It serves the same competencies which include a song lyric that has to be interpreted.

#### b. In-depth

This chapter is already giving a clear illustration to the students. From the task 1, students can easily know what to do on the next task. It serves about the singer related to the illustration lyrics..

### Accuracy of Materials

#### a. Social Function

This chapter has fulfilled the requirement of social function in the basic competence of the 2013 curriculum. It is already suitable for the students in terms of learning about interpreting song lyrics. It is mostly served with the text and communicative task or instructions to support the students learning.

#### b. General Structure

The element and structure of meaning are implemented in a very systematic way. The textbook begins with an easier task then continue with the harder one. It does help the students to learn better and comprehend the material easily.

#### c. Linguistic Feature

There are sufficient texts which support the communicative skill for the students in this chapter. The linguistic feature is also appropriate for the students.

### Supporting Materials

#### a. Relevance

The illustration given is not appropriate enough for the students. On the first task, it begins with the unfamiliar topic in which the singer is not recognizable by the students. It forces the students to learn something unfamiliar to them. It does affect their interest in learning a subject. According to Greene and Petty (1971) in Tarigan (1993), they explained about the general characteristics of a good criteria of textbook, the essential one is the textbooks must be interesting and attractive towards the students. But, on the next task, especially on task 16, it does help students to recognize the song because it is very familiar to the students rather than the previous one.

#### b. Development of Life Skill

This chapter allowed the students to train themselves to be more social by getting in a pair of teamwork of discussion.

#### c. Development of Diversity Insight

There is no cultural elements to the texts and activities in this chapter.

Table 1.9  
Feasibility of Content Frequency Table

Sub-Component	Item	Score			
		1	2	3	4
The Compatibility of Materials with Core Competence and Basic Competence	Completeness	2		1	5
	In-Depth	1	1	2	4
The Accuracy of the materials	Social Function	1	1	1	5
	General Structure		1		7
	Linguistic Features		1		7
Supporting Materials	Relevance	1		4	3
	Development of life skills		1	1	6
	Development of diversity insight	1	2	2	3
<b>Total</b>		6	7	11	40

Based on the frequency table above, from the total 64 categories that have been analyzed in 8 chapters, there are 40 categories of feasibility content obtain 4 scores and reached the requirement of rubric assessment of BSNP. There are also 6 categories obtained 1 score, 7 categories obtained 2 score, and 11 categories obtained 3 score.

$$P = \frac{40}{64} \times 100\%$$

$$P = 62,5\%$$

From the final percentage above, it can be concluded that only 62,5% of materials in the textbook entitled "Let's Learn English" conform and fulfilled the rubric assessment of BSNP.

## CONCLUSION AND SUGGESTIONS

The results of this paper comply with Madjid 's statement in his research that English textbooks must have undergone various considerations as a security procedure before teachers and students use it (Madjid, 2019). Based on the data analysis, it can be concluded that the textbook entitled "Let's Learn English" is quite appropriate for the teaching and learning media. Even though it does not reach 100%, at least it has about 62,5% of materials which compatible with the basic competence of the 2013 curriculum.

Since it is only focus on the conformity of the textbook, the researcher concludes that not all the chapters of the textbook entitled "Let's Learn English" compatible with the core and basic competence of 2013 curriculum. Since the textbook entitled "Let's Learn English" does not reach the percentage of 100% of the compatibility, teachers should be able to find other sources to develop the teaching material. Do not just depend on one source of textbooks because not all the materials conform to the basic competence of the 2013 curriculum.

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