

**A CONTENT ANALYSIS ON ENGLISH TEXTBOOK OF “*BAHASA DAN
SASTRA INGGRIS X*” USED BY STUDENTS OF MAN 1 SURAKARTA**

THESIS

Submitted as A Partial Requirements

For Undergraduate Degree in English Education Department



Arranged by:

FEBRIAN GISKA BANGKIT

123. 221. 107

**ENGLISH EDUCATION DEPARTMENT
ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

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ADVISOR SHEET

Subject : A Thesis of Febrian Giska Bangkit

SRN: 123221107

To:

The Dean of Islamic Education and

Teacher Training Faculty

IAIN Surakarta

in Surakarta

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary a devices, herewith, as the advisor, we state that the thesis of

Name : Febrian Giska Bangkit

SRN : 123221107

Title : A Content Analysis On English Textbook Of "*Bahasa dan Sastra Inggris X*" Used By Students of MAN 1 Surakarta

Has already fulfilled the requirements to be presented before the Board of Examiners (*munaqosyah*) to gain Undergraduate Degree in IAIN Surakarta.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, January 05th 2017

Advisor,



Dr. Imroatus Solikhah, M.Pd

NIP. 197703162009 122002

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled “A Content Analysis On English Textbook Of *Bahasa dan Sastra Inggris X* Used by Students of MAN 1 Surakarta” by Febrian Giska Bangkit, SRN: 123221107 has been approved by the Board of Thesis Examiners as the requirement for Undergraduate Degree in Islamic Education and Teacher Training Faculty.

Chairman : Fitriyah Nurul Hidayati, M.Pd

(^{a.p}
.....*Amni*.....)

NIP. 19820725 200912 2 006

Secretary : Hj. Suprapti, M.Pd

(.....*[Signature]*.....)

NIP. 19740807 200501 2 004

Main Examiner : Noviani Anggraini, M.Pd

(.....*Amni*.....)

NIP. 19830130 201101 2 008

Surakarta, August 2017

Approved by

The Dean of Islamic Education and Teacher Training



[Signature]
Dr. H. Giyoto, M.Hum

NIP. 1967022420003 1 001

DEDICATION

This thesis is dedicated to:

- 1. Researcher's beloved parents (Sudarmanto and Juwanti)*
- 2. Researcher's beloved siblings (Rugistha Wisnu H)*

MOTTO

"The only source of knowledge is Experience"

(Albert Einstein)

"A person who never make mistake never tried anything new"

(Albert Einstein)

CERTIFICATE OF ORIGINALITY

Name : Febrian Giska Bangkit
SRN : 123221107
Study Program : English Education Department
Faculty : Islamic Education and Teacher Training Faculty

I hereby sincerely state that the thesis titled "A Content Analysis On English Textbook Of *Bahasa dan Sastra Inggris X* Used by Students of MAN 1 Surakarta" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, January 05th2017



Febrian Giska Bangkit

SRN. 123 221 107

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The researcher relizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, January 05th 2017

The researcher

Febrian Giska Bangkit

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ABSTRACT

Febrian Giska Bangkit. 2017. *A Content Analysis On English Textbook "Bahasa dan Sastra Inggris X" Used by Students Of MAN 1 Surakarta*. Thesis. English Education Department, Islamic Education and Teacher Training Faculty.

Advisor : Dr. Imroatus Solikhah, M.Pd

Key words : Content Analysis, Bahasa dan Sastra X English Textbook.

The research is a content analysis on English textbook of "*Bahasa dan Sastra Inggris X*" used by students of MAN 1 Surakarta. The objectives of this research were to find out the quality of material English textbook for the tenth grade students of MAN 1 Surakarta. The researcher focuses on the quality of textbook suggested by checklist from Permendikbud (2016:8).

The method used in this research was descriptive qualitative research. The subject of the research was the English textbook used by students of MAN 1 Surakarta. The instrument to collect the data is English textbook entitled "*Bahasa dan Sastra Inggris X*" for Senior High School published by Mediatama. The researcher analyzed the data by using descriptive qualitative research. The trustworthiness of the research was methodological triangulation.

From the result of the research, the researcher found the answer of the research problem that the textbook of "*Bahasa dan Sastra Inggris X*" that only two things which are not on the checklist from *Permendikbud no 8. Tahun 2016*. They are the higher retail price of the textbook and the image page on "*Bahasa dan Sastra Inggris*" textbook. So, "*Bahasa dan Sastra Inggris*" textbook are categorized in good textbook and suitable for X grade students according to checklist from *Permendikbud No. 8 Tahun 2016*.

CHAPTER I

INTRODUCTION

A. The Background of Study

Education is has important role to the progress of our country, it is still in the process of quality improvement. The quality of education systematically carried out by the government. These improvements made in many sides such as teachers, school facilities, and also a learning media.

Learning media are any devices that assist an instructor to transmit to a learner facts, skills ,attitudes ,knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy ,as it intend to help both the teacher to teach more reflectively and the learner to grasp the concept more effectively. One of important learning media is textbooks.

Textbook takes an important role in the learning process, which is to determine good and bad of the learning process. If the quality of textbooks used by the school is good, it is likely that the quality of teaching and learning process will also be good enough. However, if the textbook used poorly or even worse, the learning process is occurs will be very hard to reach the expected outcomes.

Textbooks give a great contribution in the teaching learning process both to the teachers and to learners. They offer a framework of guidance and orientation. However, apart from numerous advantages a single textbook frequently does not meet diverse needs of the learners. This generates a need for textbook adaptation at the activity. Adapting provides teachers with an opportunity to make a greater use of their professional skills and for learners to be involved in the learning process. Textbook is a book that contains learning materials for the lessons that used in the school.

The role of textbook in this curriculum is very important. The use of textbook in language teaching is to use the materials and activities inside as the source of activities and interaction. It can help students not only to develop their language skill but also enable them to communicate. Hence, it is also important to analyze whether the textbook can play this role or not.

In the English language teaching, students are expected to master four skills namely listening, reading, speaking and writing. To help them master those skills, many textbooks are published to support the teaching learning process to reduce teacher role in teaching learning process.

Textbook is different from teaching materials since teaching materials have general meaning. It can include all materials in teaching learning process such as texts downloaded from internet; articles from newspaper or magazine, etc. teaching material are not aimed directly as teaching material while a textbook is intentionally aimed for education purpose only. According Setiawan (2012: 1.8) textbook is divided into three:

a. Modules

The module consists of a variety of written materials used for self-study.

b. Handout

Handouts are the kinds of printed materials that can provide information to students. This handout is usually related to the material being taught. In general, handouts consist of notes (either complete or konsep only), tables, diagrams, maps and other additional materials.

c. Student worksheet

The Student Worksheet includes product sheets, reading lists, worksheets, project sheet, seminars, and more. LKS can be utilized for a variety of learning situations

There were some similarities from the researcher topic and the previous study. Based on the previous study, it was studying about how the quality of textbook included aims and approach, design and organization, language content, skills, topic and methodology to find out how is the book's quality developed in the book based on the theory. This study tried to investigate whether the content fulfill the indicators of good textbook. From the previous study, the researcher concluded about how the quality of textbook.

MAN 1 Surakarta using some instructional materials in English language teaching and learning process. One of them is *Bahasa dan Sastra Inggris* textbooks published by Mediatama. According to Mr. Syarif, as an

English teacher in MAN 1 Surakarta, *Bahasa dan Sastra Inggris* textbook is easily applied and taught to students. Besides using the textbook, teachers also use worksheets and other teaching materials as a supplementary or learning support. The researcher wanted to analyze the quality of English textbook entitled "*Bahasa dan Sastra Inggris X*" for Senior High School published by Mediatama. It consists of 4 (four) units in second semester.

B. The Limitation of Problem

To carry out the study, the researcher needs to limit the study in order to make simpler in analyzing the content of English textbook *Bahasa dan Sastra Inggris X* published by Mediatama. The researcher focused on

1. The quality of the textbook suggested by checklist from Permendikbud (2016)
2. The researcher only focus on second semester.

C. Problem Formulation

The problem of study that will be analyzed was: How is the quality of the textbook entitled "*Bahasa dan Sastra Inggris X*" published by Mediatama?

D. The Objectives of The Study

The objective of this study was to describe the quality of material English textbook for the tenth grade students of MAN 1 Surakarta. In this research, the researcher used content analysis that focus on the quality of "*Bahasa dan Sastra Inggris X*" for Senior High School based on the checklist as purpose by Permendikbud (2016).

E. The Benefit of Study

a. Theoretical Benefits

The benefit of this research is to describe quality of the textbook "*Bahasa dan Sastra Inggris X*" used by students MAN 1 Surakarta.

b. Practical Benefits

The result of the study is expected to be useful for students to get more understanding in using and comprehending the textbook. So, they will be motivated in studying when they know more about the textbook which is used. It also can be used for teacher to be more selective in choosing a textbook.

F. Definition of Key Terms

a. Content Analysis

According to Krippendorff (2004:xiii) content analysis is potentially one of the most important research techniques in the social sciences. The content analysis views data as representation not of physical events but of texts, images and expression that are created to be seen, read, interpreted and acted on for their meanings, and must therefore be analyzed with such uses in mind. Analyzing text in the contexts of their uses distinguishes content analysis from other methods of inquiry.

b. Textbook

According to Thomson (2000:175) English textbook is a stimulus or instrument for teaching and learning. A teacher usually uses some media to make easier in explaining the teaching materials. One media which is

ordinarily uses is a textbook. The textbook is easy to buy, to carry and to study. Even though, there are many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. It is a book giving instruction in a English subject, used especially in schools.

c. Curriculum

Undang- Undang Nomor 20 Tahun 2003 stated that curriculum is a set of plans and setting about the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives.

CHAPTER II

THEORETICAL REVIEW

A. Textbook

1. The Definition of Textbook

There are some definitions of textbook stated by experts. Solikhah (2016:63-64) stated that textbook has an important role in teaching learning process. Every teacher needs material to their learning activity. Textbook is a key element in the learning and teaching materials textbook is the most widely used in schools until now. A printed material of the book is written sheets that are bound and given the cover so that its pages can be opened easily. Textbook is a book that contains learning materials for the lessons that used in school.

Cunningsworth (1995: 5) assumed that textbook is a created material designed as a material for teaching- learning process in order to increase the learners, knowledge and experience. While Setiawan (2012:1.5) assumed that textbook are materials or subject which organized systematically, used by teachers and students in teaching - learning process. If the book or audio, video and computer program contains course material purposely systematically designed for the purposes of a

learning process even if sold on the free market it can be assumed that the books and programs are teaching materials.

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being taught. In general, handouts consist of notes (either complete or konsep only), tables, diagrams, maps and other additional materials.

c. Student worksheet

The Student Worksheet includes product sheets, reading lists, worksheets, project sheet, seminars, and more. LKS can be utilized for a variety of learning situations

In the High School known several names of textbooks. E.g. textbooks in the Indonesian textbook, History, Physics, Chemistry, Mathematics, and so on. In higher level there are different types of textbooks. For example in Indonesian Department of Education, we know the course textbook Grammar (Syntax and Morphology), Listening, Reading, Literature Appreciation, and so forth. In addition, we are also familiar with terms such as single textbook, textbook-bound and other There are textbooks types, namely:

- a. Sources Books, which are commonly used as a reference book, reference, and a source for the study of science, usually contain an assessment of the complete science.
- b. Reading Book, is a book that only serves to reading material, for example stories, legends, novels, and so forth.
- c. The handbook, which is a book that can be used as a handout in teaching learning process.
- d. Textbooks, the books prepared for the learning process, and contain materials or subject matter to be taught.

(<http://pontianakbelajarbersama.blogspot.co.id/2016/10/jenis-jenis-buku-teks.html> 21 January 2017)

From the definition above described by expert, the conclusion is that a textbook is a certain textbook of the students which are appropriate with standard curriculum and arranged to measure the student's comprehension in understanding the materials that have been taught by the teacher in the classroom.

2. Function of Textbook

Generally, textbook can be used to develop and improve the learning quality. Denny (2016: 1.16) state several uses of teaching materials:

1. Students able to study anytime and anywhere they want. It means that the students are given the opportunity to determine their own when and where he wants to learn, not only in class.
2. Students able to learn according to their own rate. This means that students able to determine their own technique and rate in learning.
3. Students able to learn according to the order of their own choosing. It means that students able to determine their own learning patterns.
4. Helping potential students to become independent learners. This means that with teaching materials that can be learned alone wherever and whenever, students able to more self-directed.

According to Solikhah (2016:66) Function of the textbook includes functions for the teachers and learner. Textbook are handbooks learners and as a medium of learning. Textbook presents the concepts, examples, and training activities. Textbook contain the unit of learning material that must be followed by learners through a series of activities and training such as reading text, analyze text, discuss the content of the text and reflection.

Cunningsworth (1995:7) stated that the relationship between teacher and textbook is an important consideration and is at its best when it is a partnership which shares common goals to which each side brings its special contribution. The aims of the textbook should seek to meet the needs of the learners to the highest degree. The partnership is helped when aims and objectives are well defined and when the different but complementary roles of teacher and textbook are clearly perceived and well balance.

According to Thomson (2000:176) textbook has many function as follows:

a. Individual instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

b. Organization of instruction

Textbook helps students to organize instruction by providing experience, suggested activities, recommended reading and question, written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build what has preceded

c. Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and solve problems.

d. Improving of Teaching

Textbook is regarded as a helpful utility which is used by teachers to improve their skills in teaching.

From the theories above, it can be concluded that one of the books which are needed by the students is a textbook. The aims of the textbook should correspond as closely as possible to the aim of the teacher and both should seek to meet the needs of the students. Textbook can support the teaching learning process in order to achieve the goal of the study.

It is generally accepted that the role of the textbook is to be at the service of teachers and learners but not to be their mater. Its role is not to exercise a tyrannical function as the arbiter course content and teaching method. However, it has to be recognized that teaching materials can exert considerable influence over what teacher teach and how they do it.

3. Textbook Evaluation

Evaluation is needed to measure the effectiveness of the developed textbook. According Setiawan (2012: 1.34) evaluation is a process to obtain various reactions to the textbook to be developed. This reaction should be viewed as an input to improve the textbook and make it more qualified.

Richard (1997: 14-15) stated that good instructional material are an important part of the process of instruction. They set out to teach through the process defining instructional objectives, setting learning tasks or activities to attain the objectives, informing learner of what tasks they have to perform, providing guidance in how to perform task, providing practice in performing tasks, providing feedback of performance and enhancing retention of the skills the learners acquired through performing the task.

Textbook evaluation is useful in teacher development and help teacher to gain good and useful insight into the nature of the material. It is valuable component and serves the dual purpose of sensitizing students teacher to some of the more feature to look for in course book and familiarizing them with a range of published materials. The major reason of evaluation is to adopt new textbook. Another reason is to identify particular strength and weakness in textbook already to use.

From the several theories, it can be concluded that a teacher does not just use the textbook. The teacher is trying to know whether the used textbook is appropriate to achieve the learning objectives that have been determined. Because of the importance of the textbook, it must be observed compliance with the materials, methods, media and others.

4. The Criteria of Good Textbook

There are several factors that should be considered when evaluating the book. According to Solchan (2014: 5.46) a good book should be in accordance with:

1. Requirements relating to textbook content, they are:
 - a. Includes at least the minimal learning materials that must be mastered by students in accordance with the level of education that followed.
 - b. Relevant to the educational purpose
 - c. Respect the agreement of religious life and inter-religious society
 - d. Not contrary to the prevailing laws and regulations
2. Requirements relating to the method of presentation :
 - a. A regular description order
 - b. The stages in the presentation, starting from the simple to the complex or from the easy to the difficult.
 - c. Attract student interest and attention.
 - d. Stimulate students to continue studying the book.
3. Terms relating to linguistic :

- a. Using correct and standard language
 - b. Using sentences that match the level of maturity and development of students
 - c. Using terms, vocabulary and symbols that make it easier to understand the contents of the book
 - d. Using standardized transliteration
4. Requirements relating to illustrations :
- a. Relevant to the book contents
 - b. Does not interfere with continuity between sentences and between paragraphs as well as the whole content of the book
 - c. An integral part of the entire contents of the book
 - d. Clear, it is good and helps the student in understanding the concept or understanding meaning which described in the book.

Cunningsworth (1995:15) lists for main guidelines to help evaluate the course book. Course book is another term for textbook. The lists of main guidelines are as to follows:

- a. Course book should correspond to learner's need. They should match the aim and objectives of language learning program.

Cunningsworth suggests that the goal of the course should be laid out first and that a course book which matches the goal of your course should come second. Another important point is that you should look to self if the content matches the student's need as well.

- b. Course book should reflect the uses (present or future) which learners will use of the language. Select course book which will help to equip students to use language effectively for their own purposes. Things to look for here include authentic materials, realistic situation, and activities that will help develop communicative skill and strategies.
- c. Course book should take student's need as learners and should facilitate their learning process without dogmatically imposing a rigid "method". Cunningsworth believes that the students can get benefit from being allowed to use their own style to learn. For example, some students are visual learners, while others are aural learners. Students also need to be challenged as it will help to motivate the students. Things to look for in the book include: quizzes, variety of topic, and activity, lively and interesting presentation of the book and self-check lists.
- d. Course books should have a clear role as support for learning. Like teachers, they mediate between the target language and learner. The activities should promote fluency and accuracy at a level that is appropriate for your learners. The course book should also support the teacher by providing a teaching methodology or an approach to learning as well as suggestions on how to use the material.

Meanwhile, According to Permendikbud (2016:8) good textbook must fulfill with criteria such as:

A. LEATHER BOOK

a. Front cover

The front elements consist of the title of the book, subtitled of the book and to whom the book is used. Component layout design, layout pattern of the book followed the contents of the book. Typeface on the cover adapted to the font used on the content of the book. The process of writing the book's title should be dominant, contrast and attractive.

1) Title of book

For textbooks, the book's title refers to the name of the subjects in the curriculum structure.

2) Subtitle

Subtitle of the book is a complete explanation of the books' title which includes the identity of a series of books (if any), and the identity of the subjects.

Especially for textbook of learning book's subtitle is placed below the title of the book, besides the size of the font and font usage is no more striking than the book title.

3) The allotment of books

Especially for the textbook, allotment of the books listed on the front of the copyright page (page of a

catalog in the publication) which is located adapted to print fields. The process of writing the book covers education's designation followed by the class identity.

4) Identity of publisher

The identity of the publisher is the publisher's name that written near with logo of publisher. The publisher identity adapted with print fields.

5) Illustration

Illustration front of the book must be possessed with a clear focus and does not contain provokative elements.

The illustration on the front of the book reflects the contents.

d. Leather back

Leather back loads some of the following:

- 1) Briefly introduction to the contents of the book or comments from the parties deemed to know the contents of the book.
- 2) A statement of an assessment of the feasibility of the book of the ministry of education and culture
- 3) ISBN (*International Standard Book Number*) by the national library
- 4) Identity of publisher in the form of the publisher's name is written with the full clear tool.

5) Special highest retail specialized textbooks. The layout of the components above follows the pattern of the contents of the books

e. Back Book

Bound with hot glue (perfect binding) and Included the publisher's identity such as the publisher's logo, author's name, book title, subtitle, and book alignment. The layout is personalized to the front and back cover.

B. THE BEGINNING

1. Title Page (recto)

Title page on textbook cover, include the publisher's logo, author's name, book title, and subtitle

2. Publishing Page (Copyright Page)

Textbook has the publishing page. Also contain several things, they are :

a. Copyright description

b. KDT (Publication Catalogue). In this page contain textbook material classification and ISBN who has created by Republic Indonesia's National Library.

c. The society input canal

3. Page Foreword (recto)

Textbook has page foreword. This page contain a statement concerning to the purpose and objectives of writing this book,

learning process integrated with textbook material, and expectation from the textbook publisher also ends with time and place mark and textbook author.

4. Table of Content Page (recto)

Table of content page start from recto, contains all sections of the textbook starting from the beginning of the book (Foreword and Table of Content), textbook content, until the last page (index, glossary, and references) that written completely.

5. Table of Picture Page

6. Table Page

7. Numbering of Page

Numbering of page showed on the beginning of the textbook using roman numeral written with small letters. Page title was not printed, but still calculated. Numbering of page written starting from publishing page continuously. On page numbering, textbook content and last part of the textbook are unity, so that the numbering was continuously

C. BOOK CONTENT

1. Material Aspect

- a. The material should be able to encourage independence and innovation.

- b. The material should be able to build unity and integrity of the nation by accommodating the diversity, mutual cooperation, and appreciate the various differences

2. Linguistic aspect

- a. Material illustration, both text and pictures accordance toward the age level development and be able to clarify the material / content.
- b. The language used communicative and informative so that the reader is able to understand the positive message, has educative characteristic, polite, ethical and aesthetic in accordance with the age development.

3. Material Presentation Aspect

- a. The textbook material is presented in an interesting (coherent, easily understood and interactive), so that the integrity of the meaning to be conveyed can be well preserved.
- b. Illustrations use to clarify that the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation elements.

4. Graphic Aspect

- a. The book size accordance with the age level and the material / content.

- b. The book cover layout are organized and integrity.
- c. Font and size of letters are adjusted to the level of age development.

To facilitate learners in understanding material, especially textbook, material descriptions are divided into sections and sub-sections in the form of lessons or chapters.

1. The Chapter

Chapter is part of the contents of the book (refer to the basic competence / KD). Besides called chapters, parts of the book are also called units or lessons. In addition, the title of the chapter is written with capital onderkast (kap ond)

2. Chapter Section Marker

The chapter section markers include sections, sub-sections, and sub-sub-sections are written with capital onderkast, except for functional words or particle words (eg acronyms). Font size (font) should be distinguished so clearly the difference. Based on the research, the chapter section marker is distinguished by using different font sizes and colors.

3. Illustration

Illustrations consist of line drawings, raster, photographs, curves, charts, floor plans, charts, graphs, schematics, and

maps. The use of illustrations taken from other media must include the source. Sources from the internet must be royalty free and include a website. The placement of illustrations is numbered according to the chapter sequence and the order of the image placement.

D. LAST PART

1. Glossary

The glossary contains specific explanations of the word, term or phrase contained in the text. Glossary writing consists of entries (keywords) and descriptions. Textbooks for elementary school are not accompanied by a glossary.

2. Bibliography

Bibliography is the books used as a reference in writing a book. The basic principle of writing a bibliography is should including the authors' name or editor arranged in alphabet, title of book, publication / city and name of the publisher.

3. Index

Index contains a list of words or terms, concepts, names, or formulas that are considered important to the reader. Index writing is accompanied by the location of words or terms, concepts, names, or formulas in the book by mentioning the page number of the book. The writing of words in the index should be the same as the word contained in the text. It should

be ensured that the word in the index is correctly listed in the page mentioned.

4. Attachment

The attachment contains the publishers' information that is publishing identity.

E. LEARNERS ACTIVITY

Activity of learners is an activity or behavior that occurs during the learning activities take place. These activities include activities that lead to learning processes such as asking questions, asking opinions, doing tasks and answering questions. These activities can be done, either individually or in groups. In conducting these activities, there is cooperation between learners, and has responsibility for a given activity.

Referring to the explanation above, it can be concluding that there are many factors determining whether a textbook is good or not good. Generally, a good textbook is a textbook that fit to curriculum, teachers and students.

B. Curriculum

1. Definition of Curriculum

Every course or school need curriculum to make their school be equal with others. Curriculum made by the government. *Undang- Undang Nomor 20 Tahun 2003* stated that curriculum is a set of plans and setting about the objectives, content and learning materials as well as the means

used to guide the implementation of learning activities to achieve specific educational objectives.

2. Curriculum Objectives

The objective of education as it is formulated on the *Undang- Undang Nomor 20 Tahun 2003* is to enhance students competence in order to be a high quality human who is faithful to The One God, having good attitude, healthy, smart, skillful, creative, and independents citizen who is democratic and responsible. In simply, it hopes that education is able to produce students who are competent in their field. Then the competence is in line with the education objectives. It should cover the aspects of attitude, knowledge, and skill.

2013 curriculum has been established as the way to prepare Indonesian to be able to have life competences as a citizen who is faith, productive, creative, innovative, and affective, along with the contribution in the social life, citizen, and the world civilization. Curriculum is an instrument to produce Indonesian who has attitude, knowledge, and skill competence.

2013 Curriculum aims to prepare Indonesian people that have the ability to live as individuals and citizen who faithful, productive, creative, innovative and affective and able to contribute to society, nation, state and world civilization (Regulation of Minister of Education & Culture Number 69, 2013)

C. Previous Related Study

Related to the present study, the researcher needed to review previous studies of similar topic in order to find out the similarities and differences between the previous studies and this study. There were several researchers who conducted the similar research. This research was conducted by Ade Silviana Devi. With the title “*A Content Analysis of Look Ahead*” an English Textbook for Senior High School in Academic Year of 2012/ 2013. Sebelas Maret University, 2015. The problem statement of this thesis was how is the quality of textbook suggested by Alan Cunningsworth’s checklist included aims and approach, design and organization, language content, skills, topic and methodology to find out how the book’s quality developed in the book based on the theory of Alan Cunningsworth. This study tried to describe that the research is to investigate whether the content of “*Look Ahead*” fulfill the indicators of good textbook suggested by Alan Cunningsworth. The finding of the research showed that the English textbook *Look Ahead* developing criteria of a good textbook suggested by Alan Cunningsworth.

The second research was conducted by Nadiatul Azizah with the title *A Content Analysis on the English Textbook “Pathway To English” used by the Tenth Year of Senior High School and Its Implication in Teaching English*. Sebelas Maret University. 2014. The problem statement of this thesis were 1) Are the materials in “*Pathway to English for Grade X Senior High School able to help students in grade X*” textbook compatible with Basic Competence of 2013 Curriculum?; 2) Is the English textbook able to help the

first year students of Senior High School suggested by the Communicative Language Teaching?; 3) is “*Pathway to English for Grade X Senior High School able to help students in grade X*” to master language skills?; 4) Are the exercise in “*Pathway to English for Grade X Senior High School able to help students in grade X*” textbook communicative based on the theories by experts in the Communicative Language Teaching? This study tried to investigate whether or not the materials in “*Pathway to English for Grade X Senior High School*” textbook are compatible with basic competence in the materials of the 2013 curriculum, and to investigate whether or not exercise in “*Pathway to English for Grade X Senior High School*” textbook are communicate. The result showed that this textbook is incompatible (bad) in developing materials in the 2013 Curriculum, the exercise developed in this textbook was communicative.

The third is International Journal from Khosravany Fard, titled *An analytical evaluation of Aviation English textbook*. Vol 4, No 1 (2015). The evaluation of this textbook was performed on two phases of impressionistic overview and in-depth evaluation. For this purpose, a series of checklists from Alan Cunningsworth (1995) in his book, *choosing your course-book*, were used. The results suggested that Aviation English follows a topical and functional syllabus aiming at improving aviators' speaking and listening skills. Moreover, this ESP book integrates interactive activities in all parts of its units.

The fourth is International Journal from Sami Hussein A Ahmed. With titled *An analysis of textbooks series based on English as international language*. Vol 5, No 1 (2016). This study was aimed to analyze a textbook series in terms of its depiction of English as an International Language (EIL). To achieve the set objective, the following criteria were employed: Reference to Inner Circle countries, reference to Outer and Expanding Circle countries, and conversation in non-English speaking countries. Six English instructors were interviewed. The study revealed that the textbook is mainly attached to Inner English speaking culture.

From the four previous studies it can be conclude that there were some similarities and the differences of the previous study with the researcher topic. First, it discussed the same topic with the researcher topic that was analysis of textbook. Second, the same method of research. It was descriptive method and the collecting data was document as data source. The difference of this study with the previous research was on the objectives and object of the research. In this study, the researcher combines between textbook, syllabus and basic competence of 2013 Curriculum.

CHAPTER III

RESEARCH METHOD

A. Research Method

In this research, the researcher used descriptive qualitative research. As stated by Lexy (1991: 6) descriptive qualitative as a type of research which result the descriptive data in the form of written or oral words from observed object.

Meanwhile, Suryabrata (1983:19) define descriptive method as a method intended to make description about situations or event. The condition of the object of the research should be natural, so that the researcher could get representative result. The representative result would be the source of the conclusion of the research.

In addition, this study was meant to describe the quality of textbook that used by students of MAN 1 Surakarta at the tenth grade students of academic 2015/2016. The researcher collected the data and then analyzed quality of the textbook “*Bahasa dan Sastra Inggris X*” suggest by checklist from Permendikbud (2016:8). Based on the data and types of information needed of this research, the researcher used qualitative research.

B. Content Analysis

According to Krippendorff (2004:xiii) content analysis is potentially one of the most important research techniques in the social sciences. The content analysis views data as representation not of physical events but of texts, images and expression that are created to be seen, read, interpreted and acted on for their meanings, and must therefore be analyzed with such uses in mind. Analyzing text in the contexts of their uses distinguishes content analysis from other methods of inquiry.

Content analysis focuses on analyzing and interpreting record material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents. For example, what was the employment situation like for married woman teachers in the early 20th century? Content analysis sometimes qualitative, such as when one investigates middle school science textbooks determine that extent of coverage given to achievements of minority scientists. (Ary, Jacobs, 2010:29)

Krippendorff (2004:xiii) stated that content analysis is not the only research method that takes meaning seriously, but it is a method that is both powerful and unobtrusive. It makes sense of what is mediated between people – textual matter, symbol, messages, information, mass-

media content, and technology supported social interactions without perturbing or affecting those who handle that textual matter.

From the theories above, it can be concluded that the researcher used content analysis as research method. Researcher used content analysis to analyze data in the form document as a source data of the research. The research begins with question that the researcher believes can be answering by studying document. .

C. Setting of The Research

The place of this study was at MAN 1 Surakarta. This is located at Jl Sumpah Pemuda 25 Kadipiro Banjarsari Surakarta. This research began by asking for the English textbook to the English teacher. This study began on January, 2016. The researcher analyzed “*Bahasa dan Sastra Inggris for Senior High School X*” published by Mediatama. It consist of 4(four) units on second semester.

D. The Data and The Source Data

The data and source data is this research was the materials of the English textbook in tenth grade students of MAN 1 Surakarta. In this research, the researcher chose MAN 1 Surakarta because actually this school has national standard, it is expected the school has a good condition in teaching learning. It makes the teachers and the students must have good ability. So, there should be good materials from good textbook also.

The type of the data in this research was qualitative data. The data of this research was document. Document is a written of printed paper furnishing information or evidence. The documents as the source of data in this research was English textbook entitled “*Bahasa dan Sastra Inggris X*” for Senior High School published by Mediatama. It consist of 4 (four) units on second semester.

E. Key Instrument

The research instrument used by the researcher in collecting the data was the researcher. The researcher did the research by analyzing the document. The documents as the source of data in this research was English textbook entitled “*Bahasa dan Sastra Inggris X*” for Senior High School published by Mediatama. It consist of 4 (four) units on second semester.

F. Technique of Collecting Data

The technique of collecting the data applied in this research is documentation technique of collecting data. The document is *Bahasa dan Sastra Inggris X* published by Mediatama. According to Sotopo (2002:69) written documents are source of research, which are often having important role in qualitative research. further, he explain that document is used in research because of some reasons: documents is source of research, which is stable, rich, and supported; it is as evidence

to a testing and it has natural characteristic so it is appropriate to qualitative research.

The researcher collected the data from the English textbook of tenth grade students of MAN 1 Surakarta in academic year 2015/ 2016. The data was English textbook entitled "*Bahasa dan Sastra Inggris X*" for Senior High School published by Mediatama.

G. Technique of Analyzing Data

The data in this research was analyzed by using descriptive qualitative method. The researcher used an interactive model of analysis involving collecting the data, reducing the data, and presenting the data and also drawing conclusion (Sutopo, 2002:95). The researcher collected the data, reduced and presented. In reducing data, the researcher rejected meaningless data. It means that the researcher presented the data systematically and logically, so the meaning of every event was clear. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation.

1. Reducing the Data

Not all of the result of research was important. It means that the important information must be taken and unimportant information must be ignored. In this process, the researcher must select, focus, simplify and data in the field note. The data reduction was done during the research activities. In this case, the researcher reduced the

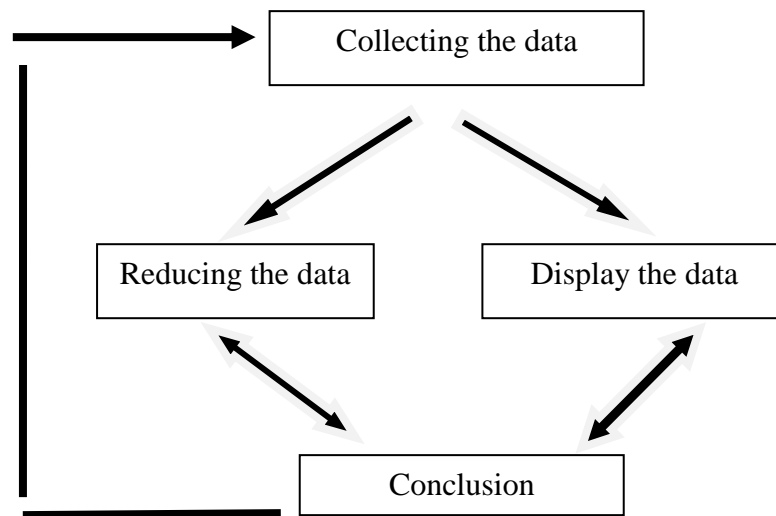
information during research activities if the data are unimportant or they are not support the data the researcher needed.

2. Data Display

A display is organized, compressed assembly of information that permits conclusion drawing and action. In this step, the process of showing data simply in the form of word and sentence. In this research, the data display is description of materials (check the quality of textbook suggested by checklist from Permendikbud (2016:127)

3. Drawing Conclusion

The third activity was drawing conclusion. In this study, conclusions were drawn continuously throughout the course of the study. The writer tended to accumulate and formulate his interpretation as she gone along. The data analysis in qualitative research used an interactive model of analysis involving collecting the data, reducing the data, presenting the data and also drawing conclusion (Miles and Huberman, 1994: 10).



The researcher collected, reduced and presented the data. In reducing data, the researcher rejected meaningless data. It means that the researcher presented about the data systematically and logically, so the meaning of every event was clear. From reducing the data, researcher must select, focus, simplify and data in the field note. Not all of the result of research was important. It means that the important information must be taken and unimportant information must be ignored. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation.

H. Trustworthiness

In analyzing the data, the researcher also needed to analysis the validity of the data sources to get the valid data. To prove the trustworthiness of the data, the researcher used the triangulation technique. According to Sugiyono (2006:372), “Triangulation is

qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures”. Paton in Sutopo (2006:92) stated there are four techniques of triangulation:

1. Data Triangulation

Data triangulation directed researcher to collect the data by using several of data sources. It means that the same data will be more valid if obtained from several different data sources.

2. Investigator Triangulation

The result of the research was in form of data or conclusion about a specific part of research that can be tested its validity from other researcher.

3. Methodological Triangulation

Methodological triangulation was used to collect the same data but using the different techniques or methods to obtain the same data. There are several types of methods, such as observation, questionnaires, interviews, and documents.

4. Theoretical triangulation conducted by researcher using more than one theoretical perspective in discussing the issues studied.

In this research, the researcher used methodological triangulation. Methodological triangulation used to collect the same data but using the different techniques or methods to obtain the same data.

Methodological triangulation used by the researcher was the data taken from document.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter the researcher presented the finding in the analysis of all chapters taken from the content of the textbook entitled “Bahasa dan Sastra Inggris” for Senior High School students grade X. it’s written by Erfina Maulidah Khabib, Tsasa Yusac Ershanaz and was published by Mediatama in 2016. In this research, the researcher wants to analyze the the quality of Bahasa dan Sastra Inggris X by the checklist from Permendikbud (2016: 8)

1. LEATHER BOOK

a. Cover



The elements of book cover according to *Permendikbud No. 8 Th 2016*, They are title, subtitle, designation of the book, publishers’ identity, and illustration.

b. Title

Textbook of *Bahasa dan Sastra Inggris* has an interesting cover. The title of the textbook is unsuitable because using Indonesian. It would be better if the title of the textbook also written in English.

c. Subtitle

Inside of its cover also presented subtitle of the textbook which is placed under the title of the textbook. “Peminatan Ilmu Bahasa dan Budaya”, besides that, text type and size of the letters also its color is not stand out than the title of the book.

d. Designation of the Book

Based on the analysis, the researcher found the designation of book in the cover. Designation of the book placed in right of the cover. On the cover identities is written a grade for the X grade learners of senior high school/ MA. Grade symbol is using roman number, type and size of letters also its color is quite clear. However, semester indication symbol are not included, so the reader can not directly determine when it is used for.

e. Publishers' Identity

Based on the analysis, the researcher found the publishers' identity. *Bahasa dan Sastra Inggris* textbook was published by Mediatama. The publisher identity is written with a logo and is located on the bottom of the cover. The type and size of the font also using

appropriate color to make the readers knowing the identity of the publisher of the book easily

f. Illustration

Based on the analysis, the researcher found two Britain women picture having dialogue. Illustration images on its cover quite clear and attractive. The illustration was focus, clear, did not contain provocative element with Indonesian aspects. Furthermore, the illustration of book cover reflects the content.

g. Back Cover



Back cover of the textbook contain several elements, they are

- a. Introduction of the textbook content (blurb) briefly or comments from parties who regard as the contents of the textbook. It was showed on pages ii.

- b. Statement of research results on book worthiness from Minister of Education and Culture. It was showed on pages ii.
- c. ISBN (International Standard Book Number) Issued by the National Library. It was showed on pages ii.
- d. The publisher identity is the full name of the publisher with the clear address. It was showed on pages ii.
- e. The higher retail price (HET) especially textbook.

The researcher have no found the higher retail price (HET) of *Bahasa dan Sastra Inggris X* textbook.

h. Back Book

Based on the analysis, “*Bahasa dan Sastra Inggris*” textbook was bound with hot glue (perfect binding) and Included the publisher's identity such as the publisher's logo, author's name, book title, subtitle, and book alignment. The layout is personalized to the front and back cover.

2. THE BEGINNING

a. Title Page (recto)



Based on the analysis, the researcher found the title page on “*Bahasa dan Sastra Inggris*” textbook cover, include the publisher's logo, author's name, book title, and subtitle

b. Publishing Page (Copyright Page)

Based on the analysis, “*Bahasa dan Sastra Inggris*” textbook has the publishing page. It was showed on pages ii. Also contain several things, they are :

- a. Copyright description that showed on page ii.
- b. KDT (Publication Catalogue) that showed on page ii. In this page contain textbook material classification and ISBN who has created by Republic Indonesia’s National Library.
- c. The society input canal on page iv which is “untuk itu sudilah sekiranya para pembaca buku ini memberikan kritik dan saran kepada kami.”
- d. Page Foreword (recto)



Based on the analysis, “*Bahasa dan Sastra Inggris*” textbook has page foreword that showed on page iii. This page contain a statement concerning to the purpose and objectives of writing this book, learning process integrated with textbook material, and expectation from the textbook publisher also ends with time and place mark and textbook author.

c. Table of Content Page (recto)

The image shows a page titled "Table of Contents" from a textbook. The page lists various sections and their corresponding page numbers. The sections include:

- Foreword: iii
- Table of Contents: v
- Unit I: The Family (Pages 1-10)
 - 1.1. Talking About the Family (Pages 1-4)
 - 1.2. Understanding the Family (Pages 5-8)
 - 1.3. What You Can Do (Pages 9-10)
- Unit II: My World (Pages 11-20)
 - 2.1. Understanding the World and Countries of the World (Pages 11-14)
 - 2.2. Understanding the World and Countries of the World (Pages 15-18)
 - 2.3. Understanding the World and Countries of the World (Pages 19-20)
- Unit III: I Love My Reading and Writing (Pages 21-30)
 - 3.1. Understanding the Reading and Writing (Pages 21-24)
 - 3.2. Understanding the Reading and Writing (Pages 25-28)
 - 3.3. Understanding the Reading and Writing (Pages 29-30)

Based on the analysis, the researcher found table of content on page v. Table of content page start from recto, contains all sections of the textbook starting from the beginning of the book (Foreword and Table of Content), textbook content, until the last page (index, glossary, and references) that written completely.

d. Table of Picture Page

Based on the analysis, the researcher found table of picture that showed on page viii.

Table of Picture	
Picture 1.1	1
Picture 1.2	2
Picture 1.3	3
Picture 1.4	4
Picture 1.5	5
Picture 1.6	6
Picture 1.7	7
Picture 1.8	8
Picture 1.9	9
Picture 1.10	10
Picture 1.11	11
Picture 1.12	12
Picture 1.13	13
Picture 1.14	14
Picture 1.15	15
Picture 1.16	16
Picture 1.17	17
Picture 1.18	18
Picture 1.19	19
Picture 1.20	20
Picture 1.21	21
Picture 1.22	22
Picture 1.23	23
Picture 1.24	24
Picture 1.25	25
Picture 1.26	26
Picture 1.27	27
Picture 1.28	28
Picture 1.29	29
Picture 1.30	30
Picture 1.31	31
Picture 1.32	32
Picture 1.33	33
Picture 1.34	34
Picture 1.35	35
Picture 1.36	36
Picture 1.37	37
Picture 1.38	38
Picture 1.39	39
Picture 1.40	40
Picture 1.41	41
Picture 1.42	42
Picture 1.43	43
Picture 1.44	44
Picture 1.45	45
Picture 1.46	46
Picture 1.47	47
Picture 1.48	48
Picture 1.49	49
Picture 1.50	50

Based on the analysis, the researcher have no found the image page on “*Bahasa dan Sastra Inggris*” textbook.

f. Numbering of Page

Based on the analysis, numbering of page showed on the beginning of the textbook using roman numeral written with small letters. Page title was not printed, but still calculated. Numbering of page written starting from publishing page continuously. On page numbering, textbook content and last part of the textbook are unity, so that the numbering was continuously.



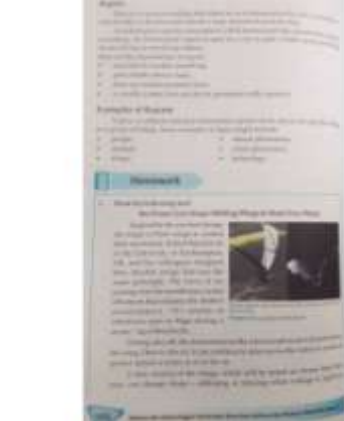
3. BOOK CONTENT


Text book content is a subject material description that matches toward the title of the book. The material descriptions should be able to develop learners’ knowledge, skills, and positive attitude. So, there are four aspects to be considered, they are material, language, presentation and graphics aspects.

Material Aspect

- a. The material should be able to encourage independence and innovation.

Indikator	Yes	No	Display
The material able to encourage independence and innovation	√		<p>U4/BDSI/P97</p>  <p>U5/BDSI/P113</p>  <p>U5/BDSI/P116</p>

			 <p>The image shows a page from a textbook with two main sections. The first section is titled 'Kategori' (Category) and lists several items. The second section is titled 'Kemampuan' (Ability) and includes a sub-section 'Materi Pokok dan Contoh Soal' (Main Material and Example Question). Below the text is a small photograph of a group of people in a classroom setting.</p>
			<p>U6/BDSI/P134</p>
			 <p>The image shows a page from a textbook with a section titled 'Materi Pokok' (Main Material) containing a list of items. Below this is a section titled 'Kemampuan' (Ability) with a sub-section 'Materi Pokok dan Contoh Soal' (Main Material and Example Question). A small photograph of a person is visible in the lower right corner of the page.</p>
			<p>U7/BDSI/P152</p>
			 <p>The image shows a page from a textbook with a section titled 'Kemampuan' (Ability) containing a list of items. Below this is a section titled 'Materi Pokok' (Main Material) with a sub-section 'Materi Pokok dan Contoh Soal' (Main Material and Example Question). A small photograph of a person is visible in the lower right corner of the page.</p>

			<p>U8/BDSI/P177</p> 
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Based on the analysis on “*Bahasa dan Sastra Inggris*” textbook, the researcher found a homework and portfolio in each unit that aims to encourage students' independence and innovation.

U4 / BDSI / P97

Based on the analysis, the researcher found homework in unit 4. In here, the learners are order to find the meaning of each word that has been determined. The leaners can search by using a dictionary then make a few sentences with a predefined word. It aims to encourage the independence and innovation of the learners both in school or society. It showed on page 97.

U5 / BDSI / P113

Based on the analysis, the researcher found homework in unit 5. In here, the learners are order to search some articles using the word 'too' as

many as three articles. The learners order to compare the articles then summarized in a note. After the learners complete the task then they are asked to submit the results to the teacher. It aims to encourage the independence and innovation of the learners both in classroom or society.

It showed on page 113.

U5 / BDSI / P116

Based on the analysis, the researcher found a portofolio in unit 6. In here, the learners are order to find three articles then compare the article based on word 'enough'. The learners are also order to summarize the article. After that, the learners are order to submit the results to the teacher. It aims to encourage the independence and innovation of the learners both in classroom or society. It showed on page 116.


U7 / BDSI / P152



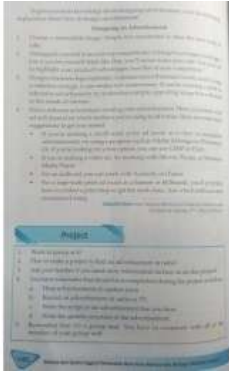
Based on the analysis, the researcher found a homework in unit 7. In here, there is reading material about Bat- Drone Uses Shape- Shifting Wings to Skim Over Water. The leaner are order to read the material then analyze what tenses are used in the text bellow. After that, the learners are order to submit the results to the teacher. It aims to encourage the independence and innovation of the learners both in classroom or society. It showed on page 152.

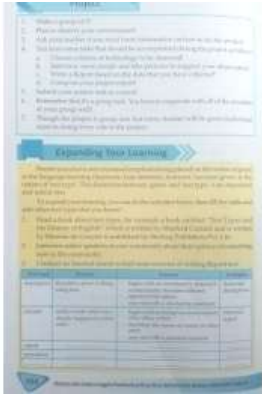
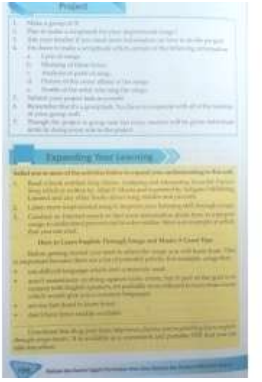
U8 / BDSI / P177

Based on the analysis, the researcher found a homework in unit 8. In here, the learners are order to ask their parents about proverb which is used in the neighborhood, at least five proverb and it can be in English or Indonesian. If the proverb is in Indonesian, then the student should translate into English then written in the book and searched for the intens nmeaning of the proverb. After that, the learners are order to submit the results to the teacher. It aims to encourage the independence and innovation of the learners both in classroom or society. It showed on page 177.

- b. The material should able to build unity and integrity of the nation by accommodating the diversity, mutual cooperation, and appreciate the various differences**

Indikator	Yes	No	Display
The material should able to build unity and integrity of the nation by accommodating the diversity, mutual cooperation, and appreciate the various	√		U4/BDSI/P100 

<p>differences</p>		<p>U4/BDSI/P100</p>  <p>U5/BDSI/P120</p>  <p>U6/BDSI/P1</p> 
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			<p>U7/BDSI/P164</p>  <p>U8/BDSI/P196</p> 
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Based on the analysis on “*Bahasa dan Sastra Inggris*” textbook, the researcher found a Student Project on each unit. These activities enable the learners to work in group to complete a common goal. Student Project aims that learner able to build unity and integrity of the nation by accommodating the diversity, mutual cooperation, and appreciate the various differences

U4 / BDSI / P100

Based on the analysis, the researcher found Student Project in unit 4. The learners order to create group consists of two or three person, then find a biographical recount of a prominent figure on Indonesia in technology or arts in any sources (book or internet). Each group should discuss and translate the text into English with their group. If there are difficulties, they can ask to the teacher. After that, each group can submit the results to the teacher. With the student project, they are expected to have the personality of mutual cooperation and appreciate the differences between other persons. It showed on page 100.

U5 / BDSI / P120

Based on the analysis, the researcher found Student Project in unit 5. The learners order to create group consists of five persons and find native speakers. Each group is order to create a list of questions to ask the native speaker. Besides that, each group should take a picture, take videos and write the results of their projects. If there are difficulties, they can ask to the teacher. After that, each group can submit the results to the teacher. With the student project, they are expected to have the personality of mutual cooperation and appreciate the differences between other persons. It showed on page 120.

U6/BDSI/P140

Based on the analysis, the researcher found Student Project in unit 6. The learners order to create group consists of four persons to find and record advertisement on the radio or TV, then the advertisement is rewritten along with the generic structure contained in the advertisement. If there are difficulties, they can ask to the teacher. After that, each group can submit the results to the teacher. With the student project, they are expected to have the personality of mutual cooperation and appreciate the differences between other persons. It showed on page 140.

U7/BDSI/P164

Based on the analysis, the researcher found Student Project in unit 7. The learners order to create group consists of five persons to observe the environment and choose the theme of technology to be observed. By interviewing people and taking pictures to support the task, then write and assemble of results from those observations. If there are difficulties, they can ask to the teacher. After that, each group can submit the results to the teacher. With the student project, they are expected to have the personality of mutual cooperation and appreciate the differences between other persons. It showed on page 164.


U8/BDSI/P196

Based on the analysis, the researcher found Student Project in unit 8. The learners order to create group consists of three persons to create a

scrapbook for an inspiring song. Scrapbook consists of lyrics of the song, the intense of the song, the analysis of each part of the song, the album cover, and the profile of the artist or singer who sings the song. If there are difficulties, they can ask to the teacher. After that, each group can submit the results to the teacher. With the student project, they are expected to have the personality of mutual cooperation and appreciate the differences between other persons. It showed on page 196.

Linguistic aspect

a. Material illustration, both text and pictures accordance toward the age level development and be able to clarify the material / content.

Indikator	Yes	No	Display
Material illustration, both text and pictures accordance toward the age level development and be able to clarify the material / content.	√		U4/BDSI/P90 


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U4/BDSI/P93

Student's Performance

Read the following sentences carefully! Develop the sentences into a good paragraph! Type your paragraph in MS Word fully and as creative as possible. You can include a picture on it!

1. When Luciano Fioravanti was a boy, his father introduced him to the world of songs.
2. His mother took very hard to develop his voice.
3. Luciano also enrolled in a teachers college.
4. On graduating, he was doubtful whether he would be a teacher or a singer.
5. His father advised him "If you try to sit on two chairs, you will fall between them. So life, you must choose one chair."
6. Then Angelo Pido, a professional singer took him as a student.



*Portrait of Luciano Fioravanti on November 09, 2012 at 08:08 AM
Portrait by Luciano Fioravanti*

Generic Structure and The Social Function of Biographical Account

After reading some activities in the previous chapter, you have had knowledge about biographical account. You also have known some of the prominent figures in the world and Indonesia. Now you are going to learn about the generic structure and the social function of biographical account text.

Every text has its own generic structure and social function to be analyzed and to differentiate between a text with the other.

So, to enlarge your knowledge by doing the following activity:

U4/BDSI/P94

Biographical account text

1. Read the following biographical text about H. H. Habibi correctly.
2. Answer the questions after you read the text!

H. H. Habibi

The 10th President of the Republic of Indonesia, H. H. Habibi was born on 1930 in Pangoan, Kalimantan. He was the youngest son of the late Sultan of Kalimantan. He was a politician, diplomat, and a general in the Indonesian Army. He was also a member of the Indonesian National Revolution and the Indonesian National Awakening.

After graduating high school in England in 1950, he returned to Indonesia to study at the National Political School. He was then promoted to Major General in 1960 and then Major General. He was also a member of the Indonesian National Revolution and the Indonesian National Awakening.

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U4/BDSI/P98

Activity 4.3

Title: Identifying Language Features of Biographical Account Text

Type of Activity: Group Work


Purpose:

1. To raise students' ability in identifying language features of biographical account text.
2. To raise students' ability in reading biographical account text.

1. Read the following biographical text about Pramono Anwar Sutowo.
2. Identify the events that happened on the text!
3. Describe the events which happened on the Sutowo's life, write it in a biographical text!

RI Rujat Sutowo

His real name is Radjasa May Sutowo and he was born on 10th Dec, 1908 in Yogyakarta. His father was called Pangeran Suryaningrat, from Paksiwan Dalem, Yogyakarta. As a result of an aristocratic family, he used to go to the boarding school education. He had studied at European School (Sekolah Europe) in Batavia, Indonesia. He also studied at the National School (Sekolah Nasional) in Batavia, Indonesia. He also studied at the National School (Sekolah Nasional) in Batavia, Indonesia. He also studied at the National School (Sekolah Nasional) in Batavia, Indonesia.



*Portrait of Pramono Anwar Sutowo on November 09, 2012 at 08:08 AM
Portrait by Pramono Anwar Sutowo*

U5/BDSI/P110

Activity 5.1

Title Using “be” in the Dialogue
Group Task

Purpose

- 1) To make the students able to explain the word function and the sentence structure of “be”.
- 2) To make the students able to communicate in English using “be”.

1. Read the following dialogue!

Situation Have some letter from a department store, the placed in the box below.

Rina: I have shopping.

Yani: How the most for economical?

Rina: No, that wasn't it.

Rina: How things for expensive?

Rina: No, they were very cheap.

Rina: Then, what was the problem?

Rina: There were some money under my shoes.

Rina: You better sleep or consider about next time.

Rina: Can you show me where you go?


Rina: It's not too far from our house actually.

Rina: Really? Where is it?

Rina: The government's Lady's Collections. It's not too far from our house.

Rina: Oh, I'll be late.

2. Ask your teacher how to pronounce each word on the dialog as appropriate!
3. Practice the dialogue with your seat mate!



U5/BDSI/P113

3 **Sufficiency to Do or Not to Do Something Using “Enough”**

Read the following text carefully!

What Happens When You're Not Eating Enough?

When most people think about eating, they think about calories and what they should eat to maintain or lose weight. They don't think about how much they eat. In fact, you can eat too much or too little. And if you eat too little, you may not get enough nutrients to keep your body healthy.

Not eating enough can cause many health problems. Your body is a complex machine and needs a lot of energy to keep going. Not eating enough can cause your body to use up its energy stores and make you feel tired and weak. You may also have trouble sleeping and your body may start to lose weight. In some cases, it can even lead to serious health problems.

Adapted from: [http://www.healthline.com/health/when-youre-not-eating-enough](#)

As the previous discussion, you have been asked to read, understand and give your own opinion about the text. You can do this by answering the questions below about making statements and questions about sufficiency to do or not to do something using “enough”.

After reading the article above, you can find the statement and question using “enough”. The article above describe the impacts of not eating enough nutrients.



U5/BDSI/P116

Expressing Ability

What Indonesia Can Learn from Finland

Finland's Education Minister, Riina Kuitto, talked to journalists about what Indonesia could learn from Finland's experience during her visit to Jakarta last week. The following is an excerpt from her interview with The Jakarta Post's Sudya Natakuldhara.



U5/BDSI/P118



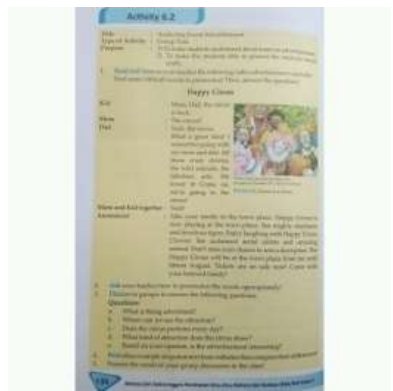
U6/BDSI/P129



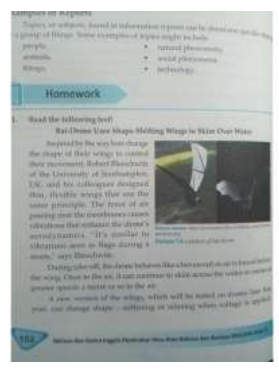
U6/BDSI/P135



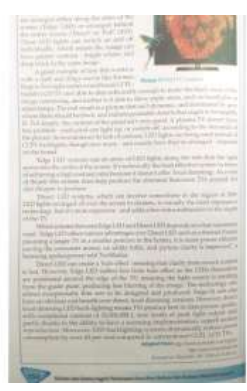
U5/BDSI/P136



U7/BDSI/P152



U7/BDSI/P153



U8/BDSI/P177

• repetition, parallelism - Look before you leap.
 • parallel phrases - Carriage to carriage.
 • rhetorical question - Why buy a cow when milk is so cheap?
 • exclamatory sentence - Busted a better look together.

Everything About Riddle

1. Where do you usually find riddles?
 2. What riddle have you ever read?
 3. What is your understanding about riddle and the best before riddle?

In Harry Potter and the Letter of the Law, the officers asked Harry one riddle during the hunt and trial task of the Triwizard Tournament, which was as follows:
 "First think of the person who lives at Hogwarts. Who thinks in words and sets thought to facts. Next, tell me what's above the last thing to record. The riddle of riddles called the word! And finally give me the word that's hidden!"

Using the search for a hard-to-find word. Now, bring them together, and answer the riddle. Which creature would you be searching for?

Adapted from: *Harry Potter and the Letter of the Law*
 Copyright © J.K. Rowling, 1997. All rights reserved.



U8/BDSI/P182

Search light for the one who's gone
 Chase more light to find to know
 And there's more to the hidden adventure
 Than you may believe.

Midwestern, make the way, come they to all around you
 While you will always imagine the fair
 Chase your dreams, and remember me, never leaving
 "Come others of knowledge will take you up to high
 And take to the way you take to the way"

On the heels of one and a number
 There's a mystery world up there
 You can't believe about the dream's
 But you can't be anywhere.

People heard of your death
 They gather round to know what
 So take a breath of spirit, and remember
 And don't look back.

There's a world above the town
 Where the best are finally found
 Search your hearts in the house
 And leave the ground.

Have you ever learned to be strong, alone? The song above is a part of the song "I'm a Survivor" by the band Survivor. It is the soundtrack of a movie called "Survivor: The Game". What can you learn from the song?



U8/BDSI/P183

Activity 8.3

Read the riddle and identify the creature.
 1. The creature is a large, scaly, green dragon.
 2. The creature is a large, scaly, green dragon.
 3. The creature is a large, scaly, green dragon.

Make a copy of the riddle on a separate sheet of paper.
 Read the riddle to your class. Discuss the riddle.

Everybody Needs a Good Friend

Everybody needs a good friend
 To help you when you're in a bind
 To help you when you're in a bind
 To help you when you're in a bind.

Everybody needs a good friend
 To help you when you're in a bind
 To help you when you're in a bind
 To help you when you're in a bind.

Everybody needs a good friend
 To help you when you're in a bind
 To help you when you're in a bind
 To help you when you're in a bind.

Everybody needs a good friend
 To help you when you're in a bind
 To help you when you're in a bind
 To help you when you're in a bind.



Based on the analysis on "*Bahasa dan Sastra Inggris*", the researcher found the illustration that shown in every material. On unit IV the researcher found seven supporting illustrations in every material, on unit V also has seven illustrations, on unit VI has thirteen illustrations, on unit VII has twelve illustrations, and on unit VIII has eleven illustrations. The use of illustrations aims to clarify the content of the material.

U4/BDSI/P81

Based on the research, the researcher found the illustration on page 81 which is about The Battle of Surabaya which tells about the struggle of heroes in Surabaya in the past. The material is supported by illustration of battle images of Surabaya, with the aim to clarify and facilitate learners in understanding the material.

U4/BDSI/P90

Based on the research, the researcher found the illustration on page 90 of the material about Prince Diponegoro which tells about the journey of life and the struggle of Prince Diponegara in the battle against the colonialist. The material is supported by illustration of the picture of Prince Diponegoro, with the aim to facilitate and clarify the learners in knowing who Prince Diponegoro.

U4/BDSI/P93

Based on the research, researcher found the learners worksheets illustration. Learnerss are asked to develop several sentences into a paragraph of the story about Luciano Pavaroti. The material is supported by an image illustration of Luciano Pavarotti, with aim to make it easier for learnerss to know and tell about Luciano Pavaroti. It showed on page 93

U4/BDSI/P94

Based on the research, researcher found a material illustration of B.J. Habibie, who tells of B.J Habibies' journey of life. The material is supported by an image illustration of B.J Habibie, with aim to facilitate and clarify the learnerss in knowing who B.J Habibie is. It showed on page 94.

U4/BDSI/P98

Based on the research, the researcher found materil illustration of Ki Hajar Dewantara that tells about the journey of life and struggle during the Japanese colonial period. The material is supported by illustration of Ki Hajar Dewantara image, with aim to make things easier and clarify the learnerss in knowing Ki Hajar Dewantara. It showed on page 94.

U5/BDSI/109

Based on the research, researcher found the material illustration which is about How Eating Too Many Sweets Could Make You FORGETFUL: Having High Blood Sugar Level Can Cause Memory Problems material that tells about the dangers of eating foods that contain lots of sugar. The material is supported by a picture illustration of a boy eating chocolate, with the aim to facilitate and clarify the learners in understanding the material. It showed on page 109.

U5/BDSI/110

Based on the research, the researcher found the material illustration which is about "Using too" in the dialogue which tells about two women who are talking about shopping. The material is supported by an image illustration of two women who are shopping, with the aim to facilitate and clarify the learners in understanding the material. It showed on page 110

U5/BDSI/113

Based on the research, researchers found the material illustration which is about What Happens When You're Not Eating Enough Calories that tells about the cause and effect of the lack of calories. The material is supported by image illustration of the girls

who are eating Indonesian food, with the aim to facilitate and clarify the learners in understanding the material. It showed on page 113.

U5/BDSI/116

Based on the research, researcher found the material illustration which is about What Indonesia Can Learn from Finland that tells about what Indonesia could learn from Finland's experience. The material is supported by teaching and learning activities illustration, with the aim to facilitate and clarify the learners in understanding the material. It showed on page 116.

U5/BDSI/118

Based on the research, the researcher found material illustration which is about understanding the expression of ability and disability. The material was supported by an image illustration that two girls who were having a conversation about a birthday party, with aim to facilitate and clarify the learners in understanding the material. It showed on page 118.

U6 / BDSI / 129

Based on the research, the researcher found the material illustration which is about advertising. The material is supported by advertisements and event ads image illustrations, with aim to facilitate and to clarify the learners in understanding the material. It showed on page 129.

U6 / BDSI / 130

Based on the research, the researcher found the material illustration about the analysis of the advertisement of the event. The material is supported by several illustrations of event advertising images in the media, with the aim of more and more clarifying the learners in understanding the material about the advertising event. It showed on page 130.

U6 / BDSI / 135

Based on the research, the researcher found material illustrations about comparing advertising events that tell about advertising from radio. The material is supported by an illustration of a private telemarket, with aim to facilitate to clarify the learners in understanding the material. It showed on page 135.

U6 / BDSI / 136

Based on the research, researcher found material illustration about Happy Circus which is containing a conversation of a father, mother and their son. The material is supported by the image illustration of clowns in a circus, with the aim to facilitate and clarify the learners in understanding the material. It showed on page 136.

U7 / BDSI / 150

Based on the research, the researcher found the image illustration about Beyond Chess: Computer Beat Human in Ancient

Chinese Game. The material is supported by an image illustration of ancient Chinese games, with the aim to facilitate and clarify the learners in understanding the material. It showed on page 150.

U7 / BDSI / 152

Based on the research, the researcher found the material illustration which is about Bat-Drone Using Shape-Shifting Wings to Skim Over Water. The material is supported by an image illustration of bat drawing, with the aim to facilitate and clarify the learners in understanding the material. It showed on page 152.

U7 / BDSI / 153

Based on the research, the researcher found LED TV material illustration that tells about the advantages and disadvantages of LED TV. The material is supported by LED TV image illustration, with the aim to simplify and clarify the learners in understanding the material. It showed on page 153.

U7 / BDSI / 156

Based on the research, the researcher found the material illustration about Vintage Glam 'Offers 1950s Jewelry Trend. The material is supported by an illustration of some 150 new jewelry pieces divided into three styles are displayed as part of Elizabeth Wahyu's Vintage Glam collection and an artful construction of car, with the aim

to simplify and clarify the learners in comprehending the comparing texts material. It showed on page 156.

U7 / BDSI / 160

Based on the research, the researcher found the material illustration that about Writing Factual Text. The material is supported by an image illustration of a learners who writing a report, with the aim to facilitate and clarify the learners in understanding the material. It showed on page 160.

U8 / BDSI / 173

Based on the research, the researcher found the material illustration about Some Things That Glitter is a song popularized by Queen. The material is supported by the image lyrics illustration of the song, with the aim to simplify and clarify the learners in understanding the material. It showed on page 173.

U8 / BDSI / 177

Based on the research, the researcher found the material illustration about Riddle that tells about Harry Potter and the Goblet of Fire. The material is supported by the image illustrations of Harry Potter and the Goblet of Fire, with the aim to simplify and clarify the learners in understanding the material. It showed on page 177.

U8 / BDSI / 182

Based on the research, the researcher found the material illustration about To the Sky songs' popularized by Owl City. The material is supported by an image illustration from Owl City, with the aim to simplify and clarify the learners in understanding and knowing the material. It showed on page 182.

U8 / BDSI / 183


Based on the research, the researcher found the material illustration on about Everybody Needs a Best Friend songs' popularized by Norah Jones. The material is supported by an image illustration of the Norah Jones album cover, with the aim to simplify and clarify the learners in understanding the material. It showed on page 183.



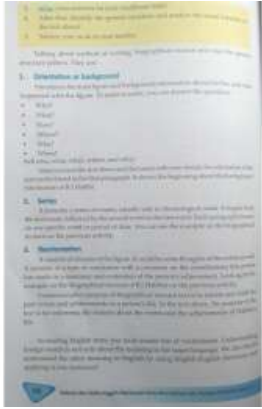
U8/BDSI/191

Based on the research, the researchers found the material illustration about Fix You songs' popularized by Coldplay. The material is supported by an illustration of Coldplay images, with the aim to facilitate and clarify the learners in understanding the material. It showed on page 191.

- b. The language used communicative and informative so that the reader is able to understand the positive message, has educative**

characteristic, polite, ethical and aesthetic in accordance with the age development.

Indikator	Yes	No	Display
<p>The language used communicative and informative so that the reader is able to understand the positive message, has educative characteristic, polite, ethical and aesthetic in accordance with the age development.</p>	√		<p>U4/BDSI/P90</p> 

			<p>U4/BDSI/P94</p>   
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U5/BDSI/P109



U5/BDSI/P113



PROVERBS

1. Write the idiom in each sentence. Remember to use the correct tense.
2. Use a dictionary to check the meaning of the idiom.
3. Write a sentence about it using the idiom.

to get through

Idiom for Use or Not for the Something Using "through"

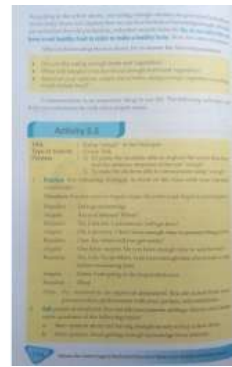
Read the following text carefully.

When I began to read this story, I was very confused. I had never heard of this idiom before. I had to use a dictionary to find out what it meant. It said that it means to pass through a difficult time or situation.

In the passage this phrase was used to describe a difficult time in the person's life. It was used to show that the person was able to overcome the difficulty.

Write the idiom in each sentence.

Write the idiom in each sentence.
1. He was very nervous, but he managed to get through his exam.
2. She was very tired, but she managed to get through the night.



PROVERBS

1. Write the idiom in each sentence. Remember to use the correct tense.
2. Use a dictionary to check the meaning of the idiom.
3. Write a sentence about it using the idiom.

to get through

Idiom for Use or Not for the Something Using "through"

Read the following text carefully.

When I began to read this story, I was very confused. I had never heard of this idiom before. I had to use a dictionary to find out what it meant. It said that it means to pass through a difficult time or situation.

In the passage this phrase was used to describe a difficult time in the person's life. It was used to show that the person was able to overcome the difficulty.

Write the idiom in each sentence.

Write the idiom in each sentence.
1. He was very nervous, but he managed to get through his exam.
2. She was very tired, but she managed to get through the night.



PROVERBS

1. Write the idiom in each sentence. Remember to use the correct tense.
2. Use a dictionary to check the meaning of the idiom.
3. Write a sentence about it using the idiom.

to get through

Idiom for Use or Not for the Something Using "through"




Read the following text carefully.


When I began to read this story, I was very confused. I had never heard of this idiom before. I had to use a dictionary to find out what it meant. It said that it means to pass through a difficult time or situation.

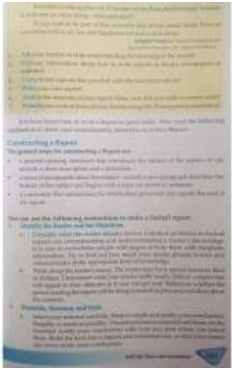
In the passage this phrase was used to describe a difficult time in the person's life. It was used to show that the person was able to overcome the difficulty.

Write the idiom in each sentence.

Write the idiom in each sentence.
1. He was very nervous, but he managed to get through his exam.
2. She was very tired, but she managed to get through the night.

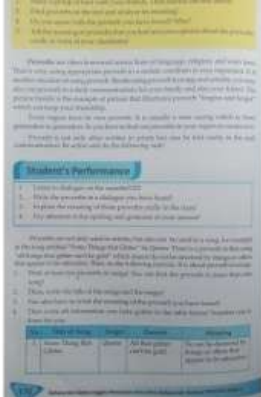

		<p>U6/BDSI/P130</p>  <p>U6/BDSI/P135</p>  <p>U7/BDSI/P150</p> 
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			  <p>U7/BDSI/P160</p> 
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		 <p>...to be able to write clearly, and to be able to... ...to be able to write clearly, and to be able to... ...to be able to write clearly, and to be able to...</p> <p>Constructing a Report</p> <p>The general steps for constructing a Report are:</p> <ul style="list-style-type: none">1. a general opening, introducing the subject of the report, if you wish to draw attention to a particular point.2. a series of paragraphs that describe - usually in some degree of chronological order - the facts and figures that support the general statement.3. a conclusion that summarizes the information presented and repeats the main point of the report. <p>How to make following instructions in writing a Report report.</p> <p>Writing the Introduction for the Report</p> <ol style="list-style-type: none">1. Consider what the reader should know. Consider whether the reader requires any background or introductory information. It is best not to start with a long and unnecessary introduction. It is best to start with a short and concise introduction that states the purpose of the report.2. State what the report covers. The reader must have a clear idea of what the report is about. It is best to state the purpose of the report and the scope of the report. <p>Methods, Materials, and Data</p> <ol style="list-style-type: none">1. Describe the methods used. The reader must know how the data were collected. It is best to describe the methods used in a clear and concise way.2. Describe the materials used. The reader must know what materials were used. It is best to describe the materials used in a clear and concise way.3. Describe the data. The reader must know what data were collected. It is best to describe the data in a clear and concise way. <table border="1"><thead><tr><th>Method</th><th>Material</th></tr></thead><tbody><tr><td>Method 1: ...</td><td>Material 1: ...</td></tr><tr><td>Method 2: ...</td><td>Material 2: ...</td></tr><tr><td>Method 3: ...</td><td>Material 3: ...</td></tr></tbody></table> <p>Activity 3.1</p> <p>Task</p> <ol style="list-style-type: none">1. ...2. ...3. ...	Method	Material	Method 1: ...	Material 1: ...	Method 2: ...	Material 2: ...	Method 3: ...	Material 3: ...
Method	Material									
Method 1: ...	Material 1: ...									
Method 2: ...	Material 2: ...									
Method 3: ...	Material 3: ...									

U7/BDSI/P174



		 <p>Student's Performance</p> <table border="1"><thead><tr><th>Item</th><th>Score</th><th>Grade</th><th>Comments</th></tr></thead><tbody><tr><td>1. Write the challenge on the separate sheet.</td><td></td><td></td><td></td></tr><tr><td>2. Write the purpose in a challenge you have faced?</td><td></td><td></td><td></td></tr><tr><td>3. To give the meaning of those you have studied in the text.</td><td></td><td></td><td></td></tr><tr><td>4. For reference in the writing and general in class answer.</td><td></td><td></td><td></td></tr></tbody></table> <p>U8/BDSI/P177</p>  <p>Homework</p> <p>U8/BDSI/P182</p> 	Item	Score	Grade	Comments	1. Write the challenge on the separate sheet.				2. Write the purpose in a challenge you have faced?				3. To give the meaning of those you have studied in the text.				4. For reference in the writing and general in class answer.			
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4. For reference in the writing and general in class answer.																						

Based on the research, the language used communicative and informative so that the reader is able to understand the positive message, has educative characteristic, polite, ethical and aesthetic in accordance with the age development.

U4/BDSI/P90

Based on the research, the researcher found a Biographical Recount about Prince Diponegoro biography. The text uses a communicative, informative language and suitable to the learners' age. Biography presented in coherently, especially biography of a nationalist character who tells the struggle and story of his life, students can know and understand the meaning and purpose of a biography text, especially the figure of a Prince Diponegoro. Therefore, learners' knowledge can be developed through the biography. It showed on page 90.

U4/BDSI/P94

Based on the research, the researcher found a material about Generic Structure and The Social Function of Biographical Recount about B.J Habibie reading text. The text uses communicative, informative language and suitable to the learners' age. Through the biography presented in coherently, especially the biography of a nationalist character who tells the struggle and story of his life, students can know and understand the meaning and purpose of a

biography text, especially the figure of a B.J Habibie. In addition, there is a generic structure of Recount as supporting reading material that can develop learners' knowledge about the biography text. It showed on page 94

U4/BDSI/P98

Based on the research, the researcher found a material about Language Features of Biographical Text about Ki Hajar Dewantara. The text uses communicative, informative language and suitable to the learners' age. Through the biography presented in coherently, especially the biography of a nationalist character who tells the struggle and story of his life, students can know and understand the meaning and purpose of a biography text, especially the figure of a B.J Habibie. In addition, there is a language feature of Recount as supporting reading material that can develop learners' knowledge about the biography text. It showed on page 98

U5/BDSI/P109

Based on the research, the researcher found a material about How Eating Too Many Sweets Could Make You FORGETFUL: Having High Blood Sugar Levels Can Cause Memory Problems that uses communicative, informative language and suitable to the learners' age. Because in the material is shown to students about the dangers of eating excessive sweet foods. There are persuasive sentence that aim

to attract learners' interest so that learner can understand messages contained in the text. It showed on page 109.

U5/BDSI/P113

Based on the research, the researcher found a material about Sufficiency to Do or Not to Do Something Using "Enough". By correlating the material with the existing text, the learner becomes interested in learning the material because it is supported by communicative and informative language that suitable to their age, so that the learner can understand the meaning when they do not eat foods that contain enough calories. It showed on page 113.

U6/BDSI/P130

Based on the research, the researcher found a material about Comparing Event Advertisements in the Media. It is about analyzing event advertisement that uses communicative, informative language and suitable to the learners' age, that aim to attract learners' interest so that learner can understand messages about event advertisement. There is a generic structure of event advertisement as supporting reading material that can develop learners' knowledge when create event advertisement. Through the material presented coherently, the learners are expected to find out about the example and how to create the even advertisement. It showed on page 130.

U6/BDSI/P135

Based on the research, the researcher found a material about Composing Event Advertisement that uses communicative, informative language and suitable to the learners' age that aim to give explanation about how to promote something through the event advertisement. These materials can develop learners' knowledge in understanding the process and benefits of event advertisement. It showed on page 135.

U7/BDSI/P150

Based on the research, the researcher found a material about Reading Report Text. It is about Beyond Chess: Computer Beats Human in Ancient Chinese Game. This teks uses communicative, informative language and suitable to the learners' age that aim to give explanation about reading report text. There is a definition and examples of report text as supporting reading material that can develop learners' knowledge in understanding and concluding text report. Through the material presented in coherently, the learners are expected be able to understand more about the report text. It showed on page 150.

U7/BDSI/P160

Based on the research, the researcher found a material about Writing a Report. It is about A Bad Example. This teks uses

communicative, informative language and suitable to the learners' age that aim to give explanation about writing report text. There are general steps for constructing a Report as a supporting material that can develop learners' knowledge in constructing a report text. Through the material presented in coherently, the learners are expected be able to understand more about how construct a report text. It showed on page 160.

U8/BDSI/P174

Based on the research, the researcher found a material about The Meaning of Proverb. It is about 'Better late than never': Veteran soldier finally receives postcard sent to him by his mother 58 years ago. This teks uses communicative, informative language and suitable to the learners' age that aim to give explanation about meaning of proverb. There is a definition and examples of proverb as supporting reading material that can develop learners' knowledge in understanding proverb. Through the material presented in coherently, the learners are expected be able to understand more and able to analyze the meaning of proverb. It showed on page 174.

U8/BDSI/P177

Based on the research, the researcher found a material about Everything About Riddle. It is about Harry Potter. This teks uses communicative, informative language and suitable to the learners' age

that aim to give explanation about riddle. There is a definition and examples of riddle as supporting reading material that can develop learners' knowledge in understanding riddle. Through the material presented in coherently, the learners are expected be able to understand more and able to analyze a riddle. It showed on page 177.





U8/BDSI/P182




Based on the research, the researcher found a material about Everything About Song. It is about Song lyrics. This teks uses communicative, informative language and suitable to the learners' age that aim to give explanation about everything about song. There is a definition and examples of music genre supporting reading material that can develop learners' knowledge in understanding songs around them and also understanding Part of Song. It showed on page 182





Material Presentation Aspect


- a. The textbook material is presented in an interesting (coherent, easily understood and interactive), so that the integrity of the meaning to be conveyed can be well preserved.**

Indikator	Yes	No	Display
The textbook material is presented in an interesting	√		U4/BDSI/P94

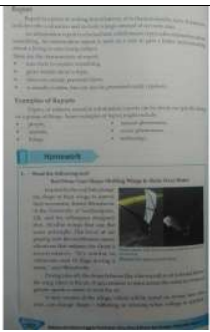



<p>(coherent, easily understood and interactive), so that the integrity of the meaning to be conveyed can be well preserved.</p>			   <p>U4/BDSI/P98</p> 
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			 <p>U5/BDSI/P110</p>  <p>U5/BDSI/P113</p> 
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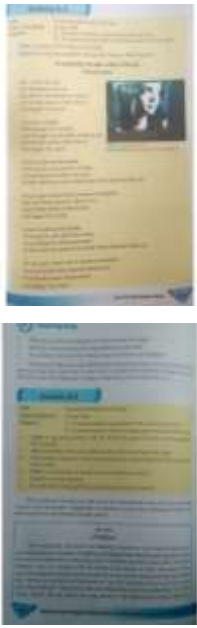
			  U6/BDSI/P118  U6/BDSI/P129  U7/BDSI/P136
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U7/BDSI/P150

		 <p>U7/BDSI/P153</p>   <p>U7/BDSI/P175</p> 
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			 <p>U8/BDSI/P177</p> 
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			<p>U8/BDSI/P183</p> 
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U4/BDSI/P94

Based on the research, the researcher found the material of "Bahasa dan Sastra Inggris" textbook presented in an interesting way (coherent, straightforward, easy to understand and interactive), so that the intention of meaning to be conveyed can be maintained well. For example on page 94 that studies about identifying the generic structure and social function of a biographical recount. It tells about the journey of B.J Habibie's life. There is an image illustration for supporting the story, the material presented coherently, can be proven by the inclusion of generic structure such as orientation or background, series and reorientation as an explanation of the writing of the material being studied. At the end of the

material, there are exercises for learners with aim those learners able to understand the material.

U4/ BDSI /98

Based on the research, researchers found the material on page 98 that studied about identifying the generic structure and social function of a biographical recount. It tells about the journey of Ki Hajar Dewantaras' life. There is an illustration of Ki Hajar Dewantara's image for supporting the story, the material presented coherently, can be proved by the inclusion of language features as an explanation of the writing of the material being studied. At the end of the material, there are exercises for learners with aim that learners able to understand the material.

U5/ BDSI/P110

Based on the research, the researcher found the material on page 110 about Analyzing Statement and Question about Sufficiency to Do or Not to Do Something using "too". As an example of Using "too" in the dialogue which tells about two women who are comparing something while shopping. There is an image illustration of two women are shopping to supporting the material. The material presented coherently, can be proven by the inclusion of word "too" on adjectives, nouns, adverbs, and verbs. At

the end of the material there is an exercise for learners with aim that learners able to understand the material.tentang

U5/ BDSI /P113

Based on the research, researchers found the material on page 113 about Analyzing Statement and Question about Sufficiency to Do or Not to Do Something using “enough” as an example in What Happens material When You're Not Eating Enough Calories that tells about the cause of the lack of calories in the human body. There is an image illustration of a girl eating Indonesian food for supporting the material. The material is presented coherently, can be proved by the inclusion of the form of word "enough" on adjectives, nouns, verbs, making interrogative sentence and the answer. At the end of the material there is an exercise for learners with aim that learners able to understand the material.

U5/ BDSI /P118

Based on the research, the researcher found the material on page 116 about Expression Ability. As an example, there is a dialogue that tells a woman who apologized to her friend because can not coming to her birthday party. There is an image illustration of two women who were talking as a supporting material. Material presented coherently, can be proved by including the example of expression ability. At the end of the

material there is an exercise for learners with aim that learners able to understand the material.

U6/ BDSI /95

Based on the research, the researcher found the material on page 95 about Comparing Event Advertisement. As an example, Event Advertisement, there is an image illustration about event advertisement as a support the story. Material presented coherently, can be proven by including generic structure such as purpose, name of product and user as explanation of the writing of the material being studied. At the end of the material, there are exercises for learners with aim that the learners able understand the material.

U6/ BDSI /P136

Based on the research, the researcher found the material on page 136 about Analyzing Event Advertisement as an example, Happy Circus material that tells about an announcer's conversation with a family in order to promote Happy Circus. There is an image illustration of the Happy Circus as a supporting material. Material also presented coherently. It can be proven by including of steps to write advertisement. At the end of the material there is an exercise for learners with aim that learners able understand the material.

U7/ BDSI/P150

Based on the research, the researcher found the material on page 150 about Report Text. As an example Beyond Chess: Computer Beats Human in Ancient Chinese Game. There is an illustration of an ancient Chinese game as a supporting material. The material also presented coherently. It can be proved by including characteristics and examples of the Report Text. At the end of the material there is an exercise for learners with the aim learners able to understand the material.

U7/ BDSI /P152

Based on the research, the researcher found the material on page 152 about Bat- Drone Uses Shape- Shifting Wings to Skim Over Water. There is an image illustration of the drone as a supporting the story. The material is presented coherently. It can be proven by including the generic structure such as opening statement, paragraph and conclusion as explanatory writing of the material being studied. At the end of the material there is an exercise for learners with aim that learners able to understand the material.

U7/ BDSI /P153

Based on the research, the researcher found the material on page 153 about LED TV that tells about the advantages and disadvantages of LED

TV itself. There is a LED TV image illustration as a supporting material. The material is presented coherently. It can be proved by including the example of the types of Present Tense. At the end of the material there is an exercise for learners with aim that learners able to understand the material.

U8 / BDSI / 177

Based on the results of the study, researchers found the material on page 177 about Everything about Riddle as an example material of Harry Potter and the Goblet Fire. There is a picture illustration of a woman eating healthy food as a supporter of the material. The material is presented in a coherently, it can be proved by the inclusion of a form from the example of the use of the word "enough" on adjectives, nouns, adverbs, and verbs. At the end of the material there is an exercise for learners with the aim that learners can better understand the material.

U8 / BDSI / P175

Based on the results of the study, researchers found the material on page 175 of The Meaning of Proverb as an example Better late than never: Veteran soldier finally receives postcard sent to him by his mother 58 years ago. The material is presented in a coherent manner, it can be proved by the inclusion of the meaning of the proverb and the example of the use of

proverb as the explanatory writing of the material being studied. At the end of the material there is an exercise for learners with the aim that learners can better understand the material.





U8 / BDSI / P183

Based on the results of the research, researchers found the material on page 183 about Everything About Song as an example Everybody Needs a Best Friend is one of the songs popularized by Norah Jones. There is an illustration of Norah Jones's image as a supporter of the material. The material is presented in a coherent manner, can be evidenced by the inclusion of understanding of the song and types of songs as explanatory writing of the material being studied. At the end of the material there is an exercise for learners with the aim that learners can better understand the material.



- b. Illustrations use to clarify that the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation elements.





Indikator	Yes	No	Display
Illustrations use to clarify that the material does not contain pornography, extremism, radicalism, violence, gender issue, and	√		U4/BDSI/P89

<p>does not contain another deviation elements.</p>		 <p>U4/BDSI/P91</p>  <p>U4/BDSI/P94</p>  <p>U4/BDSI/P98</p>  <p>U5/BDSI/P109</p>
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		 <p>U5/BDSI/P110</p>  <p>U5/BDSI/P113</p>  <p>U5/BDSI/P116</p> 
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		<p>U5/BDSI/P118</p>  <p>Photo: © iStockphoto.com/Andreas</p> <p>Photo 5.6: Two people looking at a laptop screen.</p> <p>U6/BDSI/P130</p>  <p>Photo: © iStockphoto.com/Andreas</p> <p>Photo 6.1: A document with text.</p> <p>U6/BDSI/P135</p>  <p>Photo: © iStockphoto.com/Andreas</p> <p>Photo 6.7: A man smiling at a laptop screen.</p> <p>U6/BDSI/P136</p>  <p>Photo: © iStockphoto.com/Andreas</p> <p>Photo 6.8: A group of people smiling.</p>
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		<p>U7/BDSI/P150</p>  <p>U7/BDSI/P152</p>  <p>U7/BDSI/P153</p>  <p>U7/BDSI/P156</p> 
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		<p>U7/BDSI/P160</p>  <p>U8/BDSI/P177</p>  <p>U8/BDSI/P183</p>  <p>U8/BDSI/P191</p> 
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Based on the research of *“Bahasa dan Sastra Inggris”* Textbook, the researcher found the illustrations contained in each

material. In unit IV the researcher found seven illustrations as a supporting material, in unit V there are also seven illustrations, in unit VI there are thirteen illustrations, in unit VII there are twelve illustrations, and in unit VIII there are eleven illustrations. Illustrations use to clarify that the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation elements.

U4/BDSI/P89

Based on the research, the researchers found material illustrations about Prince Diponegoro. The material also supported by image illustrations of Prince Diponegoro. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 89

U4/BDSI/P91

Based on the research, the researchers found a material illustration about Biographical Recount: Mark Zuckerbeg. The material also supported an image illustration of Mark Zuckerbeg. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 91.

U4/BDSI/P94

Based on the research, the researchers found a material illustration about B.J Habibie. The material also supported an image illustration of B.J Habibie. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 94.

U4/BDSI/P98

Based on the research, the researchers found a material illustration about Ki Hajar Dewantara. The material also supported an image illustration of Ki Hajar Dewantara. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 98

U5/BDSI/P109

Based on the research, the researchers found a material illustration about How Eating Too Many Sweets Could Make You FORGETFUL: Having High Blood Sugar Levels Can Cause Memory Problems. The material is supported by a picture illustration of a boy eating chocolate. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 109.

U5/BDSI/P110

Based on the research, the researchers found a material illustration about Using “too” in the Dialogue. The material is supported by an image illustration of two women who are shopping. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 110.

U5/BDSI/P113

Based on the research, the researchers found a material illustration about What Happen When You’re Not Eating Enough Calories?. The material is supported by image illustration of the girls who are eating Indonesian food. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 113.

U5/BDSI/P116

Based on the research, the researchers found a material illustration about What Indonesia Can Learn from Finland. The material is supported by teaching and learning activities illustration. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 116.

U5/BDSI/P118

Based on the research, the researchers found a material illustration about Understanding the Expression Ability and Disability. The material was supported by an image illustration that two girls who were having a conversation about a birthday party. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 118.

U6/BDSI/P130

Based on the research, the researchers found a material illustration about Comparing Advertisement in the Media. The material is supported by advertisements and event ads image illustrations. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 130.

U6/BDSI/P135

Based on the research, the researchers found a material illustration about Composing Event Advertisement. The material is supported by an image illustration of a private telemarket.. The illustration of the material does not contain pornography, extremism,

radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 135.

U6/BDSI/P136

Based on the research, the researchers found a material illustration about Happy Circus. The material is supported by the image illustration of clowns in a circus. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 136.

U7/BDSI/P150

Based on the research, the researchers found a material illustration about Beyond Chess: Computer Beats Human in Ancient Chinese Game. The material is supported by an image illustration of ancient Chinese games. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 150.

U7/BDSI/P152

Based on the research, the researchers found a material illustration about Bat- drone Uses Shape- Shifting Wings to Skim Over Water. The material is supported by an image illustration of bat-drone. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 152.

U7/BDSI/P154

Based on the research, the researchers found a material illustration about LED TV. The material is supported by LED TV image illustration. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 154.

U7/BDSI/P156

Based on the research, the researchers found a material illustration about Vintage Glam Offers 1950s Jewelry rend. The material is supported by an illustration of some 150 new jewelry pices divided into three styles are displayed as part of Elizabeth Wahyu's Vintage Glam collection and an artful construction of car. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 156.

U7/BDSI/P160

Based on the research, the researchers found a material illustration about Writing Factual Text. The material is supported by an image illustration of a learners who writing a report. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 160.

U8/BDSI/P177

Based on the research, the researchers found a material illustration about Everything about Riddle. The material is supported by the image illustrations of Harry Potter and the Goblet of Fire. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 177.

U8/BDSI/P183

Based on the research, the researchers found a material illustration about (Everything about Song (Everybody Needs a Best Friend)). The material is supported by an image illustration of the Norah Jones album cover. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 183.

U8/BDSI/P191

Based on the research, the researchers found a material illustration about Inspiring Song (Fix You). The material is supported by an illustration of Coldplay images. The illustration of the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation element. It showed on page 191

Graphic Aspect

- a. The book size accordance with the age level and the material / content.



“*Bahasa dan Sastra Inggris Inggris*” textbook has a size that suitable for the level of age development and the material of the textbook, because it is neither too big nor too small size 25 x 17.6 cm. So, the learners can easily to carry it. Therefore, learners are expected to learning without have to study in their classroom.

- b. The book cover layout are organized and integrity.



“*Bahasa dan Sastra Inggris*” has an attractive cover because simple and not excessive. It was designed suitable toward textbook layout that

following the layout pattern of textbook content. The font type on its cover was adjusted to the font type used in its content. The textbook title refers to the title of the subject material, while the subtitle is a further explanation from title of the textbook, which is placed under the textbook title. Besides the type, size of letters and font color are adjusted among the qualifications which no more striking than textbook main title. There is a textbook allotment that covering the identity and education level written using roman numerals. The publisher's identity written next to the publisher's logo and there is also an illustration that describes the textbook content that aims to attract the readers.

c. Font and size of letters are adjusted to the level of age development.

“Bahasa dan Sastra Inggris” textbook is using Palatino Linotype font and size 10 which are suitable toward learners' age and textbook content. From the explanation bellow, the learner expected to be able reads or understand the textbook materials easily, effectively and avoid from sore eye.

To facilitate learners in understanding material, especially textbook, material descriptions are divided into sections and sub-sections in the form of lessons or chapters.

1. The Chapter

Chapter is part of the contents of the book (refer to the basic competence / KD). Besides called chapters, parts of the book are also called units or lessons. In addition, the title of the chapter is written with capital onderkast (kap ond)



In this textbook there are 4 (four) Chapters, especially in the second semester. The chapter in this textbook is labeled a unit, and each unit begins with a textbook title written with capital onderkast. In each unit

there are image illustrations with aim purpose is to attract learners' interest and make it easier for learners to know what to learn next.

U4/P87



In unit 4 (four) learners will learn about "Meaningful Stories", the title is written with capital letters underkast. There is an image illustration Mozarts' biography cover. The illustration aims to attract learners' interest in reading and learning the next material that is about history. Supported by appropriate illustrations, learners are expected to get an idea of what they will learn. In addition, there are Keywords written with capital letters underkast. It aims to facilitate learners

U5/P107



In unit 5 (five) learners will learn about "Too Bright to See, Too Loud to Hear", the title is written with capital underkast. There is an illustration depicting the sun rises in the east every morning. The illustration aims to attract learners' interest in reading and studying the next material. With the illustration, learners are expected to get an idea of what material they will learn next. In addition, there are Keywords written with capital letters underkast. This keyword aims to make it easier for learners to know what material they will learn in unit 5 (five).

U6/P127



In unit 6 (six) learners will learn about "Finding Interesting Event", the title is written with capital underkast. There is an image illustration of a car show event flyer. The illustration aims to attract learners' interest in reading and studying the next material. With the illustration, learners are expected to get an idea of what material they will learn next. In addition there are Keywords are written with capital letters underkast. This

keywords aim to make learners can easily know what material they will learn on the unit 6 (six).

U7/P147



In unit 7 (seven) learners will learn about "That's the Innovation", the title is written with capital underkast. There are image illustrations of Humanoid robot images for automotive assembly task in collaboration with people. The illustration aims to attract learners' interest in reading and studying the next material. With the illustration, learners are expected to get an idea of what material they will learn next. In addition, there are Keywords written with capital letters underkast. This keyword is intended so that learners can know what material they will learn on unit 7 (seven).

U8/P171



In unit 8 (eight) learners will learn about "Meaningfull Words", the title is written with capital onderkast. There is an image illustration of a riddle about four Men and the Bridge. The illustration aims to attract learners' interest in reading and studying the next material. With the illustration in, learners are expected to get an idea of what material they will learn next. In addition, there are Keywords written with capital letters onderkast. It aims to make the learners can find out what material they will learn on the unit 8 (eight).

2. Chapter Section Marker

The chapter section markers include sections, sub-sections, and sub-sub-sections are written with capital onderkast, except for functional words or particle words (eg acronyms). Font size (font) should be distinguished so clearly the difference. Based on the research, the chapter section marker is distinguished by using different font sizes and colors.

Unit IV. Meaningful Stories	A. Biographical Recount B. Generic Structure and The Social Function of Biographical Recount C. Language Features of Biographical Text
Unit V. Too Bright to See, Too Loud to Hear	A. Sufficiency to Do or Not to Do Something Using "Too" B. Sufficiency to Do or Not to Do Something

	Using “Enough” C. Expressing Ability
Unit VI. Finding Interesting Events	A. Comparing Event Advertisement in the Media B. Composing Event Advertisement
Unit VII. That’s The Inovation	A. Report Text B. Writing Report Text
Unit VIII. Meaningful Words	A. The meaning of Proverb B. Everyting about Riddle C. Everything aout Song D. Inspiring Song

3. Illustration

Illustrations consist of line drawings, raster, photographs, curves, charts, floor plans, charts, graphs, schematics, and maps. The use of illustrations taken from other media must include the source. Sources from the internet must be royalty free and include a website. The placement of illustrations is numbered according to the chapter sequence and the order of the image placement.

In “*Bahasa dan Sastra Inggris*” textbook there are some materials that use illustrations. The illustrations must be correlated with the learning

materials. It aims to clarify the material that will be studied by learners. Each illustration is the source of the media in which the illustration is taken.



4. LAST PART

a. Glossary

Based on the research, the researcher found the glossary of the textbook, it showed on page 203. The glossary contains specific explanations of the word, term or phrase contained in the text. Glossary writing consists of

entries (keywords) and descriptions. Textbooks for elementary school are not accompanied by a glossary.

b. Bibliography

Based on the research, the researcher found the bibliography of the textbook. It sowed on pages 210 to 212. Bibliography is the books used as a reference in writing a book. The basic principle of writing a bibliography is should including the authors' name or editor arranged in alphabet, title of book, publication / city and name of the publisher.

c. Index

Based on the research, the researcher found the index of the textbook. It showed on pages 213 to 214. Index contains a list of words or terms, concepts, names, or formulas that are considered important to the reader. Index writing is accompanied by the location of words or terms, concepts, names, or formulas in the book by mentioning the page number of the book. The writing of words in the index should be the same as the word contained in the text. It should be ensured that the word in the index is correctly listed in the page mentioned.

d. Attachment

Based on the research, the researcher found attachments on pages 215 to 222. In "*Bahasa dan Sastra Inggris*" textbook, the attachment contains the publishers' information that is publishing identity.

5. LEARNERS ACTIVITY

Activity of learners is an activity or behavior that occurs during the learning activities take place. These activities include activities that lead to learning processes such as asking questions, asking opinions, doing tasks and answering questions. These activities can be done, either individually or in groups. In conducting these activities, there is cooperation between learners, and has responsibility for a given activity.

Through the activities, the learners are expected to create a learning process that emphasizes learners' physical, intellectual, and emotional activity in order to obtain learning outcomes in the form of attitude, knowledge and skills (Cognitive, affective, psychomotor).



Student activity is an integral part usually placed at the end of each chapter. Giving activity to the learners should be based on the characteristics of the subjects. Not only contains the questions but also contains the activity to be completed by the learners in order to create an active learning situation. The completion of this student activity is made in a separated sheet from the subject matter. Activity sheets for learners at the end of the Chapter at most 3 (three) pages.

B.Discussion

After analyze the textbook, the researcher make some discussion from research finding. According to checklist from *Permendikbud No. 8 Tahun 2016* there are 5 (five) elements have been analyzed, they are : Leather book, the beginning of the textbook, textbook content, the last part of the textbook, and learners activity.

The first is leather book. In this element consist of several parts that fulfilling criteria from permenikbud ; a). Cover. On the cover contain title, subtitle, designation of the book, publishers' identity, and illustration. b). Back Cover consist of introduction of the textbook content (blurb) briefly or comments from parties who regard as the contents of the textbook, statement of research results on book worthiness from Minister of Education and Culture, ISBN (International Standard Book Number) Issued by the National Library, and the publisher identity is the full name of the publisher with the clear address. But, the researcher have no found the higher retail price of the textbook. c). Back book. Textbook was bound with hot glue (perfect binding) and Included the publisher's identity such as the publisher's logo, author's name, book title, subtitle, and book alignment.

The second is the beginning of the book consist of ; a). Title page (recto). The researcher found the title page on “*Bahasa dan Sastra Inggris*” textbook cover, include the publisher's logo, author's name, book title, and subtitle. b). Publishing page. “*Bahasa dan Sastra Inggris*” textbook has the publishing page that contain copyright description, KDT (Publication Catalogue), and the society input canal. c). Page foreword (recto) contain a statement concerning to the purpose and objectives of writing this book, learning process integrated with textbook material, and expectation from the textbook publisher also ends with time and place mark and textbook author. d). Table of content Page (recto) from recto, contains all sections of the textbook starting from the beginning of the book (Foreword and Table of Content), textbook content, until the last page (index, glossary, and references). e). Table of picture page that showed on this beginning of the textbook. f). Numbering of page showed on the beginning of the textbook using roman numeral written with small letters and written continuously. But, the researcher have no found the image page on “*Bahasa dan Sastra Inggris*” textbook.

The third is textbook content. There are four aspects to be considered, they are material, language, presentation and graphics aspects ; a). Material is able to encourage learners' independence and innovations and able to build unity and integrity of the nation by accommodating the diversity, mutual

cooperation, and appreciate the various differences. On all units, especially on second semester (unit IV until unit VIII), all the materials aims to encourage learners' independence and innovation and also aims to build unity and integrity of the nation by accommodating the diversity, mutual cooperation, and appreciate the various differences. b). Material illustration, on all units especially on second semester (unit IV until unit VIII), both text and pictures accordance toward the age level development and be able to clarify the material / content. It aims to clarify and facilitate learners' in understanding the material.

c). Material presentation aspect are presented in an interesting (coherent, easily understood and interactive) and illustrations use to clarify that the material does not contain pornography, extremism, radicalism, violence, gender issue, and does not contain another deviation elements with the aim that learners' can better understand the material on all unit, especially on second semester (Unit IV until Unit 8). d). Graphic aspect. The textbook sizes accordance with the age level and the material / content with aim the learners' are expected to learning without have to study in their classroom. The book cover layout are organized and integrity, It was designed suitable toward textbook layout that following the layout pattern of textbook content. That aims to attract the readers.

The fourth is the last part of the book consist of : a). Glossary. The glossary contains specific explanations of the word, term or phrase contained in the text, and showed in the textbook. b). Bibliography. Bibliography is the books used as a reference in writing a book and showed in the textbook. c). Index. Index contains a list of words or terms, concepts, names, or formulas that are considered important to the reader, and showed in the textbook. d). Attachment, contains the publishers' information that is publishing identity, and showed in the textbook.

The last element is learners' activity. In this textbook contain the learners' activity in the last of each unit. Through this activity, learners are expected to create a learning process that emphasizes learners' physical, intellectual, and emotional activity in order to obtain learning outcomes in the form of attitude, knowledge and skills (Cognitive, affective, psychomotor). In other word, it is the evaluation part that aim to measure students' understanding after studying one of the units in the textbook.

From the discussion, the researcher conclude that only two things which are not on the checklist from *Permendikbud no 8. Tahun 2016*. They are the higher retail price of the textbook and the image page on "*Bahasa dan Sastra Inggris*" textbook. So, "*Bahasa dan Sastra Inggris*" textbook are categorized in good textbook and suitable for X grade students according to checklist from *Permendikbud No. 8 Tahun 2016*.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher draws in the conclusion and gives suggestion for the reader, the teacher and the students.

A. Conclusion

Based on the analysis of the previous chapter, the researcher concluded that the analysis of four chapters taken from the content of the textbook entitled “*Bahasa dan Sastra Inggris*” as an English textbook for Senior High School students grade X. The research is a content analysis on English textbook of “*Bahasa dan Sastra Inggris X*” used by students of MAN 1 Surakarta. The researcher analyzed the data by using descriptive qualitative research. The objectives of this research were to find out the quality of material English textbook for the tenth grade students of MAN 1 Surakarta. The researcher focuses on the quality of textbook suggested by checklist from Permendikbud (2016:8).

According to checklist from *Permendikbud No. 8 Tahun 2016* there are 5 (five) elements have been analyzed, they are : Leather book, the beginning of the textbook, textbook content, the last part of the textbook, and learners activity. From the result of the research, the researcher conclude that only two things which are not on the checklist from *Permendikbud no 8*.

Tahun 2016. They are the higher retail price of the textbook and the image page on “*Bahasa dan Sastra Inggris*” textbook. So, “*Bahasa dan Sastra Inggris*” textbook are categorized in good textbook and suitable for X grade students according to checklist from *Permendikbud No. 8 Tahun 2016*.

B. Suggestion

After concluding the research, the researcher would like to give some suggestions to:

1. Teacher

Although the textbook of “*Bahasa dan Sastra Inggris X*” included in the category of good textbooks suggested by checklist from Permendikbud (2016:8), it is better if the teacher elaborate the use of “*Bahasa dan Sastra Inggris X*” with additional material or other supported material as supplementary material.

2. Student

The textbook of “*Bahasa dan Sastra Inggris X*” is a good textbook. As a student, is expected to study harder. Learn about each of the materials on the textbook. So that students can know what will be taught by the teacher in the classroom. After understanding the meaning in the previous activity, practice every exercise in the textbook in order to be more understand what has been taught by the teacher.

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