

A CONTENT ANALYSIS ON READING MATERIALS IN ENGLISH TEXTBOOK *PASSPORT TO THE WORLD 2* FOR JUNIOR HIGH SCHOOL

THESIS



by:

DESMIATI

NIM. 205172781

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN
JAMBI
2022**

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jambi.
2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultha Jambi

A CONTENT ANALYSIS ON READING MATERIALS IN ENGLISH TEXTBOOK *PASSPORT TO THE WORLD 2* FOR JUNIOR HIGH SCHOOL

*Submitted as Partial Fulfillment of Requirement to get
Undergraduate Degree (S.1) in English Education*



by:

**DESMIATI
NIM. 205172781**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN
JAMBI
2022**

- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
 2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



KEMENTERIAN AGAMA RI
UIN SULTHAN THAHA SAIFUDDIN JAMBI
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Jambi-Ma.Bulian Km.16 Simp.Sungai Duren Kab.Muaro Jambi 36363

Matter : **Official memo**
Attachment : -

The Dean Education and Teacher Training Faculty
State Islamic University of SulthanThahaSaifuddin
In Jambi

Assalamualaikum Wr.Wb.

After reading, giving guidance and making necessary correction, we agree that the thesis of:

Name : DESMIATI
Student's ID : 205172781
Department : English Education
Title : An Analysis on English Textbook Entitled Bahasa Inggris “When English Rings A Bell” for the Eighth Grade Student of Junior High School

Could be submitted to munaqasah exam as one of the requirements for the undergraduate degree (S1) in English Education Program Education and Teacher Training Faculty State Islamic University SulthanThahaSaifuddin Jambi. So, we submit it in order to be examined soon.

We would like to say thanks for attention.
Wassalamu'alaikum Wr.Wb.

Jambi, 15 november 2021
First Advisor

Uyun Nafiah MS., M.Pd
NIP: 198806272015032006

KEMENTERIAN AGAMA RI
UIN SULTHAN THAHA SAIFUDDIN JAMBI
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Jambi-Ma.Bulian Km.16 Simp.Sungai Duren Kab.Muaro Jambi 36363

Matter : **Official memo**
Attachment : -

The Dean Education and Teacher Training Faculty
State Islamic University of Sulthan Thaha Saifuddin
In Jambi

Assalamualaikum Wr.Wb.

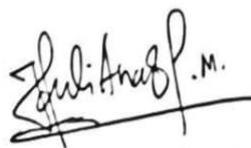
After reading, giving guidance and making necessary correction, we agree that the thesis of:

Name : DESMIATI
Student's ID : 205172781
Department : English Education
Title : A Content Analysis on Reading Materials in English Textbook
Passport to the World 2 for Junior High School

Could be submitted to munaqasah exam as one of the requirements for the undergraduate degree (S1) in English Education Program Education and Teacher Training Faculty State Islamic University SulthanThahaSaifuddin Jambi. So, we submit it in order to be examined soon.

We would like to say thanks for attention.
Wassalamu'alaikum Wr.Wb.

Jambi, 19 november 2021
Second Advisor



Juliana Mesalina, M.Pd
NIP. 197607232007102002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM
NEGERI SULTHAN THAHA SAIFUDDIN JAMBI FAKULTAS TARBİYAH
DAN KEGURUAN**

Jalan Lintas Jambi-Muaro Bulian KM. 16 Simpang Sungai Duren Kab. Muaro
Jambi 36363 Telp/Fax : (0741) 583183 - 584118 website :

www.iainiambi.ac.id

PENGESAHAN PERBAIKAN SKRIPSI
THESIS APPROVAL/ FINAL TASK

The Thesis entitled "A Content Analysis on Reading Materials in English Textbook Passport to the World 2 for Junior High School" has been thesis defense by Education and Teacher Training Faculty (FTK) UIN STS Jambi on:

Day : Thursday
Date : desember 1th 2021
Time : 10.00-11.30 WIB
Name : Desmiati
Place : Online (Aplikasi Zoom)
Student's Number : 205172781
Title : A content analysis on reading materials in english texbook pasport to the world 2 for junior high school

Has been improved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirements.

No	Name	Signature	Date
1	Dr. Hj. Dewi Hasanah, M.Ag NIP. 197007111994032003 (Chair)		March 1, 2022
2	Edi Rozal, M.Pd NIP. 198808032015031003 (Secretary)		March 10, 2022
3	Hilma suryani, S.Pd. M.Pd NIP. 198612262015032005 (Examiner I)		March 4, 2022
4	Faiqah Mahmudah NIP. 198704172015031003 (Advisor 2)		March 2, 2022
5	Uyun Nafiah MS., M.Pd NIP. 198806272015032006 (Examiner 2)		March 10, 2022
6	Juliana Mesalina, M.Pd NIP. 197607232007102002 (Advisor II)		March 14, 2022

Dean Education and Teacher Training Faculty The State of Islamic University
Sulthan Thaha Saifuddin Jambi

Dr. Hj. Fadlillah, M.Pd
NIP. 196707111992032004



ORIGINALITY THESIS STATEMENT

I who signed below stated that the thesis which is entitled “**A Content Analysis on Reading Materials in English Textbook *Passport to the World 2 for Junior High School***” is originally and truly my own work as the requirements to obtain the undergraduate Degree (S1) in English Education Program Education and Teacher Training Faculty of State Islamic University Sultan Thaha Saifuddin Jambi.

Any parts of writing of which I quoted from the work of other people have been completed with the source in clearly in accordance with the norms, rules, and ethics of academic writing.

If the letter found that some parts of the thesis are not my own work or identified any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevail. Therefore, in writing this statement, I am going in good health and mind.

Jambi, 18 November 2021
Researcher,



DESMIATI
NIM.205172781

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultan Thaha Jambi.
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultan Thaha Jambi

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَأْتِيهَا الرُّسُولُ بَلِّغْ مَا أُنزِلَ إِلَيْكَ مِنْ رَبِّكَ ۗ وَإِنْ لَمْ تَفْعَلْ فَمَا بَلَّغْتَ رِسَالَتَهُ ۗ وَاللَّهُ يَعْصِمُكَ
مِنَ النَّاسِ ۗ إِنَّ اللَّهَ لَا يَهْدِي الْقَوْمَ الْكَافِرِينَ ﴿٦٧﴾

“O Messenger! Convey to the people what has been revealed to thee from the Lord; and if you do it, you has not conveyed His Massage at all. And Allah will protect thee from men. Surely, Allah guides not the disbelieving people.” Al-Maidah (2): 67. (Departemen Agama, 2011, 285).

Hai rasul, sampaikanlah apa yang diturunkan kepadamu dari Tuhanmu. dan jika tidak kamu kerjakan (apa yang diperintahkan itu, berarti) kamu tidak menyampaikan amanat-Nya. Allah memelihara kamu dari (gangguan) manusia. Sesungguhnya Allah tidak memberi petunjuk kepada orang-orang yang kafir. (Departemen Agama, 2011, 285).

DEDICATION

In the name of Allah SWT for the blessing and the merciful, with deep thanks and proud, Shalawat to the Prophet Muhammad SAW his coming really change the word. My parents, my beloved father (Aliyantoni) and my beloved mother (Juairiah) who always gives me love, guidance, motivation and always pray for me. My soulmate when we meet in the first semester until the last semester we always together, thank for your support, motivation, and quality time to share happiness and sadness with me and understand. Although we are sometime different think but you are make me know that the meaning of true friendship. All my beloved classmate in the class of English education program 2016 thanks for your support and your participant. My beloved *almamater* English department and education and *Kampus Biru* UIN STS JAMBI thanks your support and your participant. May Allah *Subhanallahu Wata'ala* bless us. Aamiin

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sufudjambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sufudjambi

ABSTRACT

Name : DESMIATI
Study Program : English Department
Title : A Content Analysis on Reading Materials in English Textbook *Passport to the World 2* for Junior High School

The aim of this study was to investigate the content of reading materials in the English textbook entitled *Passport to the World 2* match in the terms of content, presentation and language. This a qualitative research with content analysis, the research employing checklists to collect data such as checklists to evaluate the content aspect, language aspect and presentation aspect and data analysis in this research was descriptive analysis with Classifying, Collecting, Identifying the differences and similarities between the materials in the textbook with those are suggested by BSNP and Evaluating. The result of the study showed that all reading materials have matched with basic competences of the 2013 curriculum because makes the students understand the text. The students also are asked to have self-emotion in their study and care with their friends. The students will practice English with language principle and communication context. The students will easy to learn English because they will practice in their daily activities, greeting, care, and work together and help each other. Moreover the students are asked to know the various cultural values, local, national in Indonesia. The material in the English textbooks entitled Bahasa Inggris *Passport to the World 2* conform to the basic competences of the 2013 Curriculum was categorized “good” by achieving average score of (93%) of the three proposed criteria, the three criteria could be classified “good” because. Content aspect such as appropriateness of materials with standard of competence and basic competence (83%), the material accuracy (100%) and supporting learning materials (100%), language aspect with language appropriateness (100%) and presentation aspect such as presentation technique (100%) and teaching and learning technique was 100% and Presentation Coverage was (79%).

Keywords: English Textbook book, reading , materials content, language and presentation

ABSTRAK

Nama : DESMIATI
Jurusan : Bahasa Inggris
Judul : A Content Analysis on Reading Materials in English
Textbook *Passport to the World 2* for Junior High School

Tujuan dari penelitian ini adalah untuk mengetahui isi bahan bacaan dalam buku teks bahasa Inggris yang berjudul *Passport to the World 2* match dari segi isi, penyajian dan bahasa. Ini adalah penelitian kualitatif dengan analisis isi, penelitian ini menggunakan daftar periksa untuk mengumpulkan data seperti daftar periksa untuk mengevaluasi aspek isi, aspek bahasa dan aspek penyajian dan analisis data dalam penelitian ini adalah analisis deskriptif dengan Mengklasifikasikan, Mengumpulkan, Mengidentifikasi perbedaan dan persamaan antara materi dalam buku teks dengan yang disarankan oleh BSNP dan Mengevaluasi. Hasil penelitian menunjukkan bahwa semua bahan bacaan telah sesuai dengan kompetensi dasar kurikulum 2013 karena membuat siswa memahami teks. Siswa juga diminta untuk memiliki emosi diri dalam belajar dan peduli dengan teman-temannya. Para siswa akan berlatih bahasa Inggris dengan prinsip bahasa dan konteks komunikasi. Siswa akan mudah belajar bahasa Inggris karena mereka akan berlatih dalam kegiatan sehari-hari, menyapa, peduli, dan bekerja sama dan saling membantu. Selain itu siswa diajak untuk mengetahui berbagai nilai budaya, lokal, nasional yang ada di Indonesia. Materi dalam buku teks bahasa Inggris yang berjudul Bahasa Inggris *Passport to the World 2* sesuai dengan kompetensi dasar Kurikulum 2013 dikategorikan “baik” dengan mencapai skor rata-rata (93%) dari tiga kriteria yang diajukan, ketiga kriteria tersebut dapat diklasifikasikan “ baik” karena. Aspek isi seperti kesesuaian materi dengan standar kompetensi dan kompetensi dasar (83%), ketepatan materi (100%) dan materi penunjang pembelajaran (100%), aspek kebahasaan dengan kesesuaian bahasa (100%) dan aspek penyajian seperti penyajian. teknik (100%) dan teknik belajar mengajar 100% dan Coverage Presentasi (79%).

Kata kunci: Kata kunci: Buku teks bahasa Inggris, Bahan bacaan isi, bahasa dan presentasi

ACKNOWLEDGEMENTS



By saying Alhamdulillahrabbi'alamin all veneration to Allah SWT. The beneficence and merciful, who has given us the mercy, and blessing and guidance to complete writing this thesis. Mat peace and solution always be given to our prophet Muhammad SAW who has given his life moral improvement and to be mercy to universe. The goal of this thesis is a partial requirements for the undergraduate degree (S1) in English Education Study Program at State Islamic University of Sultan Thaha Sifuddin Jambi which is entitled **“A Content Analysis on Reading Materials in English Textbook *Passport to the World 2* for Junior High School**

The researcher would like to express my sincere gratitide to Uyun Nafiah MS., M.Pd the first advisor and Uyun Nafiah MS., M.Pd as the second advisor who give me support, guidance for accomplishing this thesis. Then researcher also would like to express many thanks to the following people who provideed me helps in finishing this thesis, namely :

1. Prof. Dr. Su'aidi, M. A., Ph. D as the rector of State Islamic University of Sultan Thaha Saifuddin Jambi.
2. Dr. Rofiqoh Ferawati, SE., M. EI as the first of Rector Academic, Dr. H. As'ad, M. Pd as the second Rector of of Finances and Dr. Bahrul Ulum, MA, as the third of Rector of students' Affairs and Cooperative State Islamic University of Sulthan Thaha Saifuddin Jambi.
3. Dr. Hj. Fadillah, M. Pd, as the dean Education and Teacher Training Faculty of State Islamic University of Sultan Thaha Saifuddin Jambi.
4. Dr. Risnita, M. Pd as the vice dean of Academic fair Education and Teacher Training Faculty of State Islamic University of Sultan Thaha Saifuddin Jambi. Dr. Najmul Hayat, S.Ag., M. Pd. I, as the vice dean of

Finance and administration Education and Teacher Training Faculty of State Islamic University of Sultan Thaha Saifuddin Jambi. Yusria, S. Ag., M. Pd as the vice dean of students' Affairs and Cooperative Education and Teacher Training Faculty of State Islamic University of Sultan Thaha Saifuddin Jambi.

5. Wahyuni fitria, M. Pd as chief of English Education Study Program of Education and Teacher Training Faculty of State Islamic University of Sultan Thaha Saifuddin Jambi.
6. Uyun Nafiah MS., M. Pd the first advisor and Juliana Mesalina, M. Pdd as the second advisor who give me support, guidance for accomplishing this thesis in English Education Study Program of Education and Teacher Training Faculty of State Islamic University of Sultan Thaha Saifuddin Jambi.
7. All lecturers at Education and Teacher Training Faculty in State Islamic University of Sultan Thaha Saifuddin Jambi who gives knowledge to writer.
8. The administration staff at State Islamic University of Sultan Thaha Saifuddin Jambi.
9. All classmates who give me support and suggestion to finish this thesis. The researcher hopes that this thesis will give contribution to the world of teaching English.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

TABLE OF CONTENTS

PAGE OF TITLE	i
OFFICIAL NOTE	ii
ORIGINAL THESIS STATEMENT	v
MOTTO	v
DEDICATION	vi
ABSTRAK	vii
ABSTRACT	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT	xi
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Research Problem	3
C. Limitation of the Study	3
D. Objective of the Study	3
E. Significance of the Study	4
CHAPTER II RIVIEW OF LITERATURE	
A. Theoretical Review.....	5
1. Definition of Textbook.....	5
2. The Role of textbook.....	6
3. Criteria of Good Textbooks.....	6
4. Textbook Evaluation	7
5. Previous Studies	13

CHAPTER III METHOD OF RESEARCH

A. Design of the Research	16
B. Source of Data	16
C. Instrument of the Research	17
D. Data Collection Technique	17
E. Technique of Data Analysis.....	18

CHAPTER IV FINDINGS AND DISCUSSION

A. Research Finding.....	21
1. Description on <i>Kurikulum 2013</i>	21
2. The Content of Reading Materials in the English textbook entitled <i>Passport to the World 2 Match</i> in the Terms of Content, Presentation and Language.....	23
B. Discussion	40

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion.....	43
B. Suggestion	44

REFERENCES

REFERENCES

Hak Cipta Dilindungi Undang-Undang:
 1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultha Jambi
 2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultha Jambi

CHAPTER I

INTRODUCTION

A. Background of the Study

English as a foreign language must be known and understood by students from kindergarten to university. Kinasih (2018) said that the students need a textbook to support their learning English textbooks support the teachers to provide materials, because teachers are demanded to provide various material creatively. They also help the students to understand the lessons more clearly not only the teacher`s instruction but also the students` own desire. Sulistyani (2017) says that in Indonesia, English as a foreign language is not only used as a means of communication and maintaining relationship with other nations but also as a subject learned at school.

In learning a language, it is important to make sure that the reading material is readable for the students. The readable material is quite important to be considered by the teachers as long as to improve students` ability in understanding the materials (Rohmatillah, 2013, 83). The English textbook used in learning process can help them in understanding the material better and easily. These challenge many teachers to determine the right textbook for their students. There are many kinds of English textbooks which are offered by publishers to various levels of students in the schools. A good English textbook is readable, understandable and comprehensible for students. The text is easy to be read and understood by the students so that it will encourage them to learn English. If they have difficulty to understand the textbook, they usually get bored and it will make them frustrated in learning English.

Unfortunately, not all content of textbook is appropriate with the level of the students` ability. Consequently, a teacher has to select a textbook which is appropriate to the whole students in the class according to their competence level and the different background of knowledge. Besides, the teacher has to consider whether or not the materials in the textbook are appropriate with the

syllabus and curriculum. One technique to evaluate the appropriateness of the textbook is by analyzing the readability level of the reading texts in that book (Maryansyah, 2016, 4). The readability itself refers to the difficulty level of the reading texts according to the level of the students' educational background. The analyzing of the readability level of the reading texts can help the teacher to predict whether the text is difficult, plain, or easy for the students.

Although many textbooks are published, teachers still must select which one is the most suitable textbook to be used. Kusti (2014) stated that no course book designed for a general market will be absolutely ideal for particular group of students. Therefore, analyzing textbook is needed to get a textbook which is appropriate with the students' need. The best textbook for students and teachers is a textbook which is suitable with the curriculum implemented in Indonesia, the 2013 Curriculum to support the teaching and learning.

There are many modern media that are invented to support teachers and students in teaching-learning process, such as tape recorder, overhead and LCD projector, video, and e-book, many schools still buy and use printed textbook and references. Fatima (2015) the probably reason why schools still buy and use textbook is that the textbook is cheaper. Besides, school which is isolated will be difficult to reach the modern media.

Therefore, it can be concluded that textbooks are important media of teaching-learning designed by experts of field to support teacher in providing material. Besides, textbooks help students to understand and study over again the materials explained. Using good textbooks will support a good teaching and learning process (Arbaiti, 2015). Thus, textbooks are media in teaching learning activity in the classroom and teachers must choose a good textbook based on the learners' need.

In reality, it is quite difficult to get English textbook has good materials and suitable with the curriculum. Although the government has released the list of appropriate textbook evaluation is seen as an important thing to be conducted. Mamduh (2016) said that good English textbooks are usually not only visually appealing and attractively presented, but also met the criteria of

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunthra Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunthra Jambi



good English textbooks Education National Standardization Board (*Badan Standar Nasional Pendidikan/BSNP*) one of the tasks of which is to analyse textbooks and to evaluate the quality of textbooks used. BSNP has some criteria to grade the appropriateness of textbook that is used in learning process. The textbook must have all of appropriateness elements, those are: content appropriateness, presentation appropriateness, language appropriateness.

The reason above make the researcher wants to conduct a textbook evaluation for the eight grade students of junior high school. The English textbooks entitled *Passport to the World 2*. Although this book is published by PT Serangkai Pustaka Mandiri no one can guarantee that the materials in this book are relevant with the standards and criteria determined by BSNP in particular and 2013 Curriculum in general. Thus, the researcher decided to conduct an evaluation on them. The aim of this study is to discover how far the English textbooks have met the criteria of good textbooks.

From the explanation above, the researcher wants to analyze a textbook whether it is relevant or not to the 2013 curriculum especially a textbook for the eighth year students of junior high school entitled “**A Content Analysis on Reading Materials in English Textbook *Passport to the World 2* for Junior High School**”.

B. Research Problem

Based on the background of the study, the researcher formulate the problem as follow; Does the content of reading materials in the English textbook entitled *Passport to the World 2* match in the terms of content, presentation and language.

C. Limitation of the Study

In this research, the researcher limits the research on analyzing the terms of content, presentation and language by using *Badan Standar Nasional Pendidikan* (BSNP) as the standard of criteria a good book. This book is published by PT Serangkai Pustaka Mandiri in 2019 which is self-publishing

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunthra Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunthra Jambi



and this book does not from government. The researcher will take six reading materials in *Passport to the World 2* categories descriptive and narrative texts.

D. Objective of the Study

Based on the problem statement above, the researcher states the objective of this research is to identify reading materials in the English textbook entitled *Passport to the World 2* match with the terms of content, presentation and language.

E. Significance of the Study

The researcher hopes the result of this research can contribute to evaluate English textbook that might give suggestions to the publisher in compiling an English textbook. Besides, the result of this research can help the teacher to consider the suitable textbook which is appropriate with the students` need. The researcher expects this research can help other researcher in conducting research dealing with analyzing English textbook based on the 2013 curriculum. In addition, the knowledge of this research can be useful for readers who wants to analyze textbook based on the basic competences of 2013 Curriculum.

This study is expected to give additional information and knowledge to the readers especially to the students and lectures in English Department who want to read this paper. The researcher hopes this can be developed the writing ability and this study will be done by the researcher as one of requirement on getting S1 Degree in English Education, Education Faculty and Teacher Training, State Islamic University. And the last, the researcher hopes this study will be useful as guidance of reference to the next researcher and it can give contribution to the society.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Review

1. Definition of Textbook

Textbook means an instructional material of English as a subject matter taught at schools and which is designed for specific groups of students in a defined context, such as in a specified educational context within a certain country. A textbook is usually seen an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students to achieve the goal of learning. It is used if it can do a better job than any of the other available materials of instruction. Teachers find significant advantages in the textbook which are important to be learned. It usually summarizes a great quantity of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is commonly in the possession of each student.

While textbook refers to materials used in teaching English as a subject matter in a specific educational context, according to Nunan (2003) course books are not written for a specific group of people, but written for a generalized target group for use in English or non-English speaking countries. The textbooks have significant role as they are considered as primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class and for assessing what students do and do not learn. A majority of teachers consider textbooks as the only teaching resource (Maffia, Dias, Brauna & Cruz, 2003). So, Textbooks do not only influence what and how students learn, but also what and how teachers teach.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultaha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultaha Jambi

2. The Role of textbook

A textbook has many functions. According to Thomson (2004), the textbook has many functions as follows:

a. Individualization of 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

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

c. Tutorial Contribution

Better, to study, to weigh evidence, and to solve problems.

d. Improvement of Teaching

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

3. Criteria of Good Textbooks

To evaluate textbooks, some criteria of good textbooks need to be understood. These criteria help the evaluator to make textbook evaluation instrument which will be used to assess the aspects being evaluated. Some criteria of good textbook are:

- a. It has base, principal, and certain viewpoint which base on the concepts that used in textbook clearly.
- b. It should be relevant with curriculum.
- c. It is interesting and increasing reader enthusiasm.
- d. It can give motivation to the reader.
- e. It can stimulate students' activity.
- f. It has interesting illustration for reader.
- g. The understanding should be preceded by correct communications.
- h. The content of the book supports the other subject.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

- i. It appreciates individual diversity.
- j. It tries to reinforce the value that is applied in society.
- k. It has clear viewpoint.

4. Textbook Evaluation

In general, textbook evaluation refers to the process of making judgments of its appropriateness based on certain criteria. Tomlison and Masuhara (2004) outline three types of textbook evaluation which cover pre-use evaluation, whilst-use evaluation, and pos-use evaluation. Pre-use evaluation examines the future potential or performance of a textbook. It is normally impressionistic, subjective, and unreliable, but can be reduced by using criterion-referenced items. Whilst- use evaluation examines the textbook that is being used. It is objective and reliable, since it makes use of measurement rather than prediction.

This research basically took whilst-use evaluation, because it examined an English textbook that are being used in Indonesia, particularly in Jambi Province. The evaluation was limited to several observable aspects such as content, language, and presentation. The result of the research can be expected to be objective and reliable, because it uses clear measurement. The measurement for this research was a set of criteria for textbook evaluation based on *BSNP*, the areas of content and presentation of which were modified to suit 2013 Curriculum. This study only focuses on the internal aspects of textbook only in term of content, language and presentation without examining the effects of textbook evaluation towards students and teachers.

Harmer (2001: 301) suggests three stages for textbook evaluation, which are selecting areas for assessment, stating beliefs, and using statements for assessment. When selecting areas for assessment, teachers first need to list the features they wish to look at the course books under a certain list of consideration. The list can be reduced or expanded such as separating language study activities into vocabulary, grammar, and

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



pronunciation or concentrating solely on topics and cultural acceptability. Teachers can choose what they want to focus on the light of their own teaching situation.

This study decided the framework of textbook evaluation by referring to criteria for English textbook evaluation that determined by BSNP. After that, the researcher made some modification to those criteria to suit 2013 Curriculum. Next, those modified criteria were applied for evaluating the textbook. Finally, some qualitative descriptions were added to clarify the judgments.

BSNP and *Pusat Perbukuan* (2014), served as an authorized institution for regulating textbook use in Indonesian educational system, also issued two instruments to conduct a textbook evaluation. However now, with some modifications, it can also be applied to evaluate 2013 Curriculum-based English textbooks, since both curriculum apply genre-based approach. The first main aspect namely content consists of three points: 1) the relevance the material to the curriculum, 2) the material accuracy, and 3) supporting learning material. The second main aspect namely language consists of one point: appropriateness of language. The third main aspect namely presentation consists of three points: 1) presentation technique, 2) teaching and learning technique, and 3) presentation coverage. Those aspects show in the table as follows:

Table 2.1:
Aspects, Sub Aspects, Areas, and Items for English Textbooks
Evaluation

Aspect to be evaluated	Sub Aspects	Areas	Items
Content	The relevance of material to the curriculum	Material completeness	Interpersonal texts
	The material accuracy	Material depth	Transactional texts
			Functional texts

			Exposure
			Retention
			Production
	The material accuracy	Social function	Interpersonal Communication
			Transactional Communication
			Functional Communication
		Generic structures	Elements of chronological and systematic thinking skills in interpersonal and transactional texts
		Linguistic features	Accuracy and appropriateness of the language use in context
	Supporting learning materials	Up-to-date	Relevance of the materials towards the topic discussed
The up-to-date sources for the materials			
Life skill development		Personal skill	
		Social skill	
		Academic skill	
	Development of insight on diversity	Appreciation towards cultural diversity and	

@ Hak cipta milk UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi



UNIVERSITAS ISLAM NEGERI
SUTHAN THAHA SAIFUDDIN
J A M B I

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

			plural society
			Awareness towards the local and national potential aspect
			Appreciation towards democratic values
			Comprehension towards nationality insight
Language	Language appropriateness	Language and students' development	Relevance towards students' cognitive development
			Relevance towards students' socio-emotional condition
		Communicativeness	Message readability
			Grammar accuracy
		The coherence and unity of ideas	Coherence on each unit
			Coherence among units
Presentation	Presentation technique	Systematization	Presentation of texts, communicative acts, and illustrations using organized

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunthha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunthha Jambi

		pattern
	The balance among units	Balance presentation of texts, communicative acts, and illustrations
Teaching and learning technique	Student-centered principle	Communication between students, peers, and teachers
	Development of students' imitative creativity, and critical thinking	Communicative activities both oral and written based on students' own imitative creatively and critically
	Development of autonomous learning principle	students' responsibility towards their own learning process
	Development of self evaluation and reflection ability	Guidance to know students' success and lacks
Presentation coverage	Introductory part	Preface
		Table of content
	Content part	Introduction
		Learning load
	Reference	
	Summary and	

@ Hak cipta milk UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



UNIVERSITAS ISLAM NEGERI
SUTHAN THAHA SAIFUDDIN
J A M B I

			reflection
		Closing part	Glossary
			Bibliography
			Index

BSNP and Pusat Perbukuan (2014)

a. Contents

The body section is a description of the subject matter in accordance with the book's title. Description of the material should be able to develop the knowledge, skills and positive attitudes of students. Therefore, material aspects, aspects of language, presentation aspects, and chart aspects to note are as follows.

(a) Material aspects

- (1) Must be able to maintain the correctness and accuracy of the material, current of data and concepts, as well as to support the achievement of national education goals.
- (2) Using the correct source material theoretically and empirically.
- (3) Fostering self-reliance and innovation.
- (4) Able motivated to develop students.

Being able to keep the unity of the nation by accommodating diversity, the nature of mutual cooperation, and appreciate various differences

b. Language

- (1) The use of language (spelling, words, sentences, and paragraphs) precise, straightforward, clear, and in accordance with the level of development of age.
- (2) Illustration of the material, both text and images in accordance with the level of development of the age of the reader and able to clarify the matter / content.
- (3) The language used communicative and informative so that the reader

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunthra Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunthra Jambi

is able to understand the positive message, characterized educative, courteous, ethical, and aesthetic in accordance with the level of development of age.

- (4) The title of the book and the title of the parts of matter / content of books harmony / harmonious, attractive, able to attract to read, and not provocative.

c. Presentation

- (1) The material presented in an interesting book (coherent, coherent, straightforward, easy to understand, and interactive), so that the integrity of the meaning to be conveyed can be properly maintained.
- (2) Illustration of the material, both text and images attract appropriate to developmental level and age of the reader is able to clarify the matter / content and polite
- (3) The use of illustrations to clarify the material did not contain elements of pornography, the notion of extremism, radicalism, violence, racial, gender bias, and does not contain any other deviation values.
- (4) Presentation materials may be stimulating to think critically, creatively, and innovatively.
- (5) Contains contextual insight, in the sense relevant to daily life as well as to encourage the reader to experience and discover for yourself the positive things that can be applied in daily life. Presentation of interesting material so enjoyable for the readers and can foster a deep sense of curiosity.

5. Previous Studies

In this study, the researcher did the research about An Analysis on English Textbook Entitled Bahasa Inggris *Passport to the World 2* for the Eighth Year Student of Junior High School Based on the Basic Competences of the 2013



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Curriculum. There are some previous researchers that have discussed about Textbook, they are;

Firstly, the students from English Department Faculty of Languages and Arts. Semarang State University, his name Dian Setiawati with entitled *Content Analysis of Student Book Passport to the World 2 for Grade VIII Junior High School*. The aim of the research is to analyze the relevance between the materials in the student book *Passport to the World 2* for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning. This research used descriptive qualitative content analysis as its research method. The data were collected from the English student book *Passport to the World 2* for eight graders of Junior High School written by the book writer team of PT Serangkai Pustaka Mandiri. In this research, the materials in the textbook are classified based on the basic competence three as the cognitive domain and basic competence four as the psychomotor domain. The data are taken from the data source and entered to the checklist table to make comparison between the materials on the textbooks and the materials required in 2013 English lesson syllabus for eight graders of Junior High School. Then, the researcher evaluated the instruction of each material according to its relevancy with the cognitive and psychomotor domains action verbs stated by Anderson and Simpson.

Secondly, the students from English Education Department Teacher Training and Education Faculty Sebelas Maret University of Surakarta, his name Ayu Putri Prihatiningsih with entitled *Passport To The World 1” Based On Communicative Language Teaching Principle*. The purposes underlying this study are (1) to describe an English textbook entitled “Passport to the World 1” in general; (2) to analyze the quality of the English textbook in developing communicative tasks and types of communicative materials. This research used a descriptive method. The data source of this research is the textbook for seventh grade of Junior High School, published in 2009 by PT Tiga Serangkai Pustaka Mandiri. In collecting data, this study takes four of ten units in the textbook randomly. The study uses theory of Cunningsworth (1995) to analyze the textbook

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunha Jambi



UNIVERSITAS ISLAM NEGERI
SUNAN KALIJAGA SEMARANG
J A M B I

in general and Communicative Language Teaching principles to analyze the tasks and material of the textbook. The result of the study shows that (1) the description of the textbook in general is fairly good (62.5 %); (2) the quality of communicative tasks is good (68.7%), and the quality of types of material in CLT is very good (75.03%). The textbook has all criteria of communicative tasks and materials, but each unit of the the textbook is still not complete. It means that the textbook is appropriate to be used and it will be better if the teacher also completes each unit which is not appropriate communicative criteria by using other sources in order to develop students' communicative competence.

Secondly, the students from State Islamic University of Sultan Thaha Saifuddin Jambi, his name Nur Susan with entitled *A Content Analysis on English Textbook Passport To The World 3 for Grade VIII Secondary School Based on the Criteria of EFL (English as Foreign Language) Textbook*. This study aimed to describe the content of English textbook based on curriculum 2013 used by senior high school for second grade, this research was qualitative approach and it was conducted by using content analysis design. The researcher used the assessment rubric provided by BSNP The rubric was chosen because the rubric is commonly used as a standardized textbook used in the 2013 curriculum. In order for the rubric to be used in accordance with this study, researchers integrated it with Likert scale. The researcher uses all available chapters. And the results of his research show that only 57 of the 73 chapters that have met the criteria required in the 2013 curriculum. Which means that only 78.08% of the teaching materials in the textbook "*Passport To The World 3*" are accepted and are good but require more consideration in various aspects needed before using it. The consideration that needs more attention is the development of diversity insight criteria in this book

From the preview related research above, most of them analyzed about the analyzing English textbook and the difference between this research with them in focusing the research. The researcher focused in English textbook for eighth year student of Juinor High School entitled *Passport to the World 2* published by PT

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunthha Jambi

2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunthha Jambi

Serangkai Pustaka Mandiriin terms of content, presentation and language by BSNP in 2013 curriculum.

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

CHAPTER III RESEARCH METHOD

A. Design of the Research

The design of this study is descriptive qualitative. According to Sugiyono (2018), Descriptive is the characteristic of data in qualitative research because it is taken from documents, audio-video recordings, transcripts, words, pictures. This study is categorized as qualitative research design because this study is aimed to identify the textbook toward the criteria of good textbook that proposed by BSNP. According to Donald Ary (2010, p.29), there are many different types of qualitative research: basic interpretative studies, case studies, document or content analysis studies, ethnographic study, grounded theory, historical research, narrative inquiry and phenomenological studies. Ary (2010, p.457) adds content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. Content analysis is widely used in education. In this study, the researcher used document analysis or content analysis. This study analyzed documents which is English textbook in a systematic and replicable manner.

B. Source of Data

This source of the data is the textbook that has applied the 2013 curriculum as their standard. Actually, the textbook that put the materials of each unit organized into 4 parts based on the Scientific Approach; (1) Observing and Questioning, (2) Collecting Information, (3) Associating, (4) Communicating. In this case, the researcher chooses the textbook published by PT Serangkai Pustaka Mandiriin entitled *Passport to the World 2* for VIII Grade Junior High School Student. The researcher focused on just one book and to find out the worthiness of English textbook towards *BSNP* criteria. The researcher analyzed all reading materials in the textbook entitled *Bahasa*

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



Inggris: Passport to the World 2 for VIII Grade Junior High School Student written by Djatmika, Agus Dwi Priyanto and Ida Kusuma Dewi published by PT Serangkai Pustaka Mandiri in 2019 and it is 2013 curriculum as the source of the data that consist of 9 chapters and 256 pages.

C. Instrument of the Research

The instrument of this research will be used to gather the data in this study is checklist. The area in the checklist is based on the textbook evaluation criteria issued by BSNP there are content, language and presentation. There are three checklists which are applied to answer the research questions. They are: (1) checklists to evaluate the content aspect, (2) checklist to evaluate language aspect (3) presentation aspect. All these three checklists are taken from the textbook evaluation criteria that formulated by BSNP.

D. Data Collection Technique

The data for analysis was collected from English textbooks entitled *Passport to the World 2 for Grade VIII Junior High School*. The source of the data is in the form of document, the method that was used to collect the data is documentation. Document represents past event note, document can be in the form of article, picture, or monumental creation of someone. Document in written form can be a daily note, life histories, story, biography, policy or regulation. In this study, the researcher used some procedural steps to evaluate textbook. These steps included preparing the study, analyzing the textbook, and writing down the report (Ary, *et.al*, 2010, p.458). These steps are explained in following parts.

1. Specifying the Phenomenon to be Investigated

In this textbook evaluation, the phenomenon to be investigated is to find out whether particular English textbook met the criteria of good textbooks as synthesized from the criterion proposed by *BSNP*.

2. Formulating exhaustive and Mutually Exclusive Coding Categories

In relation to the formulation of coding categories, the researcher decided to adapt the framework of textbook evaluation by *BSNP*. This framework contained some criteria for evaluating the worthiness of textbook

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunha Jambi

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunha Jambi

3. Deciding on the Evaluation Subject

The subject chosen to be analyzed in this content analysis study is English textbook which is currently published and used in both local and national context for several years. The textbook is entitled *Bahasa Inggris: Passport to the World 2* for VIII Grade. It is written by Djatmika, Agus Dwi Priyanto and Ida Kusuma Dewi published by PT Serangkai Pustaka Mandiriin .

4. Analyzing the Textbook

The last step is analyzing the data using observation checklist by *BSNP*. The data to be collected and classified are then analyzed. The complete analysis is presented in the chapter IV.

E. Technique of Data Analysis

In terms of qualitative data analysis, Bogdan in Sugiyono (2010, p.334) said, “Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”. In this research the process of analyzing data used those steps:

1. Classifying the materials in the textbooks based on the content appropriateness, language appropriateness and presentation appropriateness.
2. Collecting the data from the data source and entered the data to the checklist table to make comparison between the materials on the textbooks and the criteria of good textbook suggested by *BSNP*.
3. Identifying the differences and similarities between the materials in the textbook with those are suggested by *BSNP*. The criterion which is met by the textbook is given a tick and is valued 1 point. In contrast, the criterion which is not fulfilled is given a cross and is given 0 point.
4. Evaluating the materials in the textbook to find out its worthiness with the criteria of good textbook suggested by *BSNP*. The results of the calculation are then used to make interpretations and to draw conclusions. The interpretations and explanations are in narrative form (Ary. *et.al*, 2010, p.32).

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi

2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

The calculation of the result of data analysis gave to textbook. This is done by dividing the total criteria which is being met the total number of criteria. Then, it is multiplied by 100% to achieve the sum points. The formula of calculation used in the evaluation process is presented as follows:

$$\text{Percentage} = \frac{\sum X}{N} \times 100\%$$

Table 3.1 the conversion of fulfillment average into four proposed categories (Sugiyono 2010, p.334)

Range of fulfillment score	Category
80%-100%	Good
60%-79%	Fair
50%-69%	Sufficient
0%-50%	Poor

$\sum X$: The total of criteria which are fulfilled by textbook in each aspect. N: The total number of criteria in each point. The previous formula is then used to decide the results of data analysis. The results contained four criteria presented.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagai dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



CHAPTER IV FINDINGS AND DISCUSSIONS

A. Research Findings

1. Description on *Kurikulum 2013*

Curriculum is a set of planning and setting of the objectives, contents, and the material of the teaching and learning process that is used as a guideline in realization of the teaching to achieve the goal of the certain education (UU No. 20 Th. 2003 Tentang Sistem Pendidikan Nasional). Every country usually has each own standard of the curriculum because it is related to the development of the country itself. Besides, it also depends on the students' needs in each country. Since it depends on the students' needs the curriculum should always have the improvement from time to time. It is caused by the global changes that occur influence the needs of the learner. In case of English curriculum, there have been some changes or improvement of it in Indonesia. The changes are stated as follows: Old style, Grammar Translation Based Curriculum (1945), New Style, Audio Lingual Based Curriculum (1958), Revision, Audio Lingual Based Curriculum (1975), Structure Based Curriculum (1984), Communicative Based Curriculum (1994), Competency Based Curriculum.

The aim of *Kurikulum 2013* is to prepare Indonesian people to have the ability to live as individuals and citizens who have belief and should be productive, creative, innovative, affective and able to contribute to the life in the society, nation, state, and civilization of the world. The textbook of *Kurikulum 2013* is no longer divided based on the skill *competencies*, but it is divided based on the theme as shown in the textbook of *Kurikulum 2013*. One of the book is published by PT Serangkai Pustaka Mandiriin entitled “**English Textbook Entitled *Passport to the World 2***”.

Before discuss about the textbook content, the writer would like to describe the aim of the book as stated that in the third page about features of the textbook. The authors states that the book is to improve their ability in

language. **English Textbook Entitled *Passport to the World 2*** consist of 6 units the themes and every theme has forms and features of study. In every unit, the authors also provided the basic competencies for students to achieve in each chapter. In order to make it easy to analyze, it is necessary to apply the table that can be seen in appendix.

Textbooks are important media of teaching-learning designed by experts of field to support teacher in providing material. Besides, textbooks help students to understand and study over again the materials explained. Using good textbooks will support a good teaching and learning process. Thus, textbooks are media in teaching learning activity in the classroom and teachers must choose a good textbook based on the learners' need. So that, only using this textbook in teaching learning process is does not enough. This part of the results aims to describe the conformity of the basic *competencies* in the textbook for material of English Textbook Entitled *Passport to the World 2* Grade VIII Junior High School.

Table 4.1 The Conformity of the Basic *Competencies* in the *Passport to the World 2* Grade VIII Junior High School in the *Kurikulum 2013*

No.	Basic <i>Competencies</i> in the Syllabus of <i>Kurikulum 2013</i>	Basic <i>Competencies</i> in the textbook	Conformity
1.	1.1 Thank God for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1. Using English in communicating about the Exposure of identity with teachers and friends.	relevant
2.	2.1 Showing polite and caring behavior in carrying out interpersonal communication with teachers and friends.	2. Showing behavior, caring, and confident Carrying out communication about the exposure of identity	relevant

3.	3.1 Analyze the social function, text structure, and linguistic elements of the exposure text of identity, according to the context of its use.	3. Identify the social function, text structure, and linguistic elements of the exposure text of identity.	relevant
4.	4.1 Develop simple oral and written texts, to explain, inquire, and respond to identity exposure, taking into account the social function, the structure of the text, and linguistic elements, correctly and in accordance with the context.	4. Responding to the meaning of the exposure text of oral and written identity. 5. Drawing simple oral and written text on the exposure of identity	relevant

As can be seen on the table 4.1 above, of four basic *competencies*, are relevant to what they are stated in *Curriculum 2013*; the students are required to be grateful for the opportunity to learn English as a introduction of interpersonal communication that embodied in the spirit of learning. This book provided as stated in the curriculum 2013. And the text of presentation identity while in the textbook is stated that only to identification from the text of presentation identity.

2. The Content of Reading Materials in the English Textbook Entitled *Passport to the World 2* match in the terms of Content, Presentation and Language.

There are six themes that used as the material of English Textbook Entitled *Passport to the World 2* adopts scientific approach that is designed to make students construct concepts and principles actively through some steps. The steps are observing, questioning, collecting information, associating and communicating. The description of the material of English Textbook Entitled *Passport to the World 2* Grade VIII Junior High School is as follows:

The Appropriateness of *Passport to the World 2* in terms of content, presentation, linguistic, and graphics determined by BSNP. In this study, ten

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi

2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

checklists were used to analysis the English textbook entitled *Passport to the World 2*. The checklists consisted of 1) The appropriateness of materials explanation with standard of competence and basic competence, 2) material accuracy, 3) supporting learning materials, 4) language appropriateness, 5) presentation technique, 6) teaching and learning technique. All those sub aspects were drawn from four aspects of textbook evaluation, namely content, language, presentation and graphic. Results of analysis were presented as follows.

a. Content

1) The appropriateness of materials with standard of competence and basic competence

Table 4.2 Appropriateness of materials with standard of competence and basic competence checklist

Point	No	Criteria	Criteria of Fulfillment	
Material completeness	1	The textbook must contain interpersonal texts related to students' daily life which give students opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written and to interact with their closest environment.		4
Material depth	2	The Textbook must contain transactional texts which give students opportunities to take and give things, services, information, and opinions related		4

		to students' daily life and other subject matters, both oral and written.		
	3	The Textbook must contain functional texts which give students opportunities to improve students' reading skills in the form of descriptive text in regards to students' daily life and other subject matters.		4
	4	Exposure: In learning every type of text, a textbook must require students to explore quite many types of text which are relevant to students' daily life.		3
	5	Retention: In learning every type of text, a textbook must give students guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structure, and linguistic features after comprehension on a particular text.	4	
	6	Production: In learning every type of text, a textbook must give students guidance to produce written and oral texts to achieve the social function which is		4

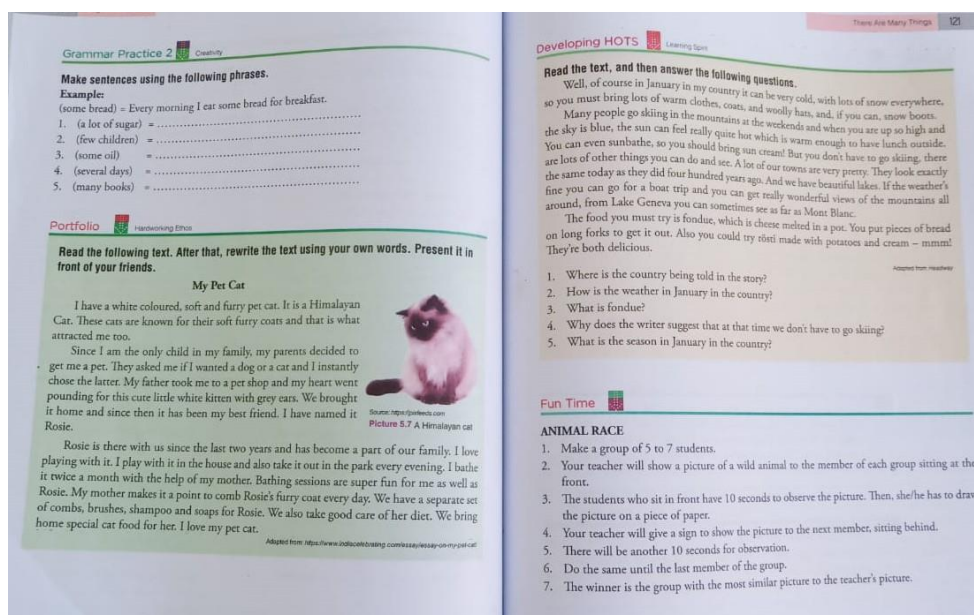


Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

	relevant to a particular text type.		
Total			20
Percentage			83%

Picture 1



In the appropriateness of materials explanation with standard of competence and basic competence, the textbook had five criteria. They were 1) comprehension and production of interpersonal texts; 2) taking and giving things, services, information, and opinions in transactional texts; 3) functional communication in monologues and texts of various genres; 4) exposure of text type; and linguistic features; 5) production with a textbook must give students guidance to produce with the textbook had got 83%. This fulfillment indicated that the textbook was good in the sub aspect: retention: explicit guidance towards texts' social function, generic structure, and

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntha Jambi
2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntha Jambi

linguistic features. All those sub themes were drawn from three aspects of textbook evaluation, namely content, language, and presentation.

2) The Content Aspect

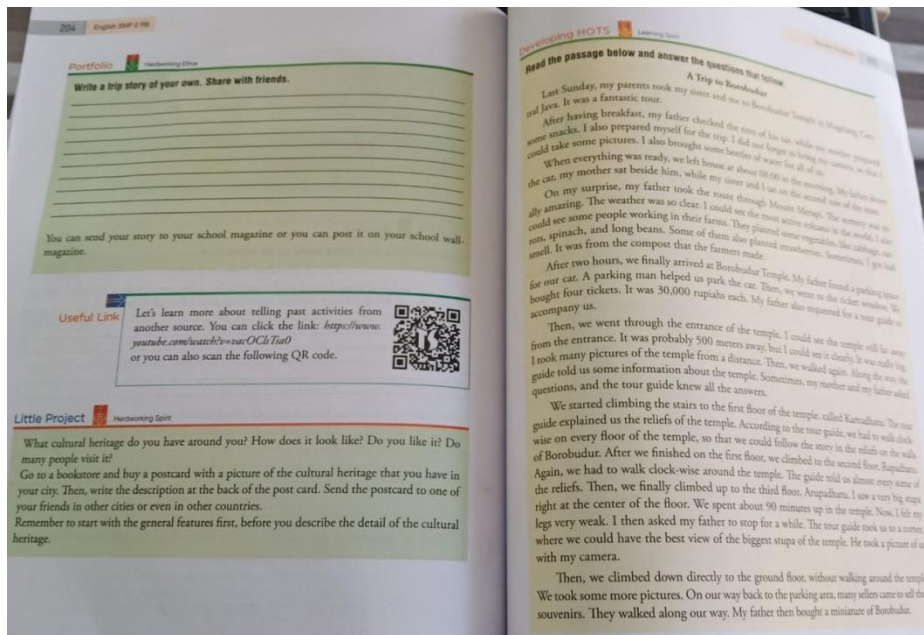
Table 4.3 Material Accuracy Checklist

Point	No	Criteria	Criteria of Fulfillment	
Social functions : The texts must achieve the social functions relevant to students' daily life	1	In interpersonal communication, each interpersonal text must help students to maintain their interpersonal relation with people		4
	2	In transactional communication each transactional text must help students to fulfill their life needs (to get things done).		4
	3	In functional communication, each activity of exploring functional texts must enable students to represent the social functions of short functional texts. Descriptive functions to identify, distinguish, offer, compliment, or criticize things, people, or animals;		4
Generic structure: The texts must be directed to the	4	In each interpersonal and transactional text, the elements of chronological and systematic thinking skills must at least cover		4

Hak Cipta Dilindungi Undang-Undang:
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
 2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

development of and systematic thinking skills		interactive activities consisting of the initiative to communicate and to response in the form of requesting and giving information, goods, or services		
Linguistic features: The texts must be directed to the development of	5	The language used within each text is accurate and appropriate and also must be relevant to the on-going commun?":icative context and to the text type.		4
Total				5
Percentage				100%

Picture 2



In material accuracy criteria, textbook had met all the criteria. They were 1) maintaining interpersonal relation with people through interpersonal texts; 2) getting things done through transactional texts; 3)

Accomplishing Social Functions through functional texts; 4) elements of chronological and systematic thinking skills in interpersonal and transactional texts; 5) elements of meaning in short functional texts and monologues; and 6) accuracy and appropriateness of the language. For these criteria, Textbook had got 100%. This fulfillment indicated that textbook 1 was good in the sub aspect: the material accuracy.

Table 4.4 Supporting Learning Materials Checklist

Point	No	Criteria	Criteria of Fulfillment	
The up-to-date material	1	The learning materials (texts, tables, pictures, attachment, and so on) for every text type are taken from the references which are relevant to the topics discussed.		4
	2	The learning materials (texts, tables, pictures, attachment, and so on) are taken from the up-to-date references about the topic discussed.		4
Life skill development: Each text and communicative action must motivate students to do several things to develop their	3	Personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous learner and a social creature.		4

life skills as follows:				
	4	Social skill: Being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interacting with others.		4
	5	Academic skill: Exploring and making use of information, solving problems, and making decisions regarding to scientific work.		4
	6	Vocational skill: Having ability, attitude, and skills needed to do a certain job or occupation.		4
Development of insight on diversity: Texts and communicative actions should motivate students to do several things to internalize their appreciation towards diversity as follows:	7	A textbook must promote appreciation towards cultural diversity and complex society which cover various cultural values, local, national, and global contents.		4

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

	8	A textbook must promote awareness towards the local potential and equity in order to promote local and national potential and equity.		4
	9	A textbook must promote appreciation towards democratic values which are relevant to the local socio- cultural context.		4
	10	A textbook must promote comprehension towards nationality insight to promote self belonging to the motherland, nation, and country.		4
Total				40
Percentage				100%

@ Hak cipta milik UIN Suntho Jambi

State Islamic University of Sunthoan Thaha Saifuddin Jambi

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi



Picture 3

Fact Sheet

Number of Rabbits	
Food	
Age	Male: _____ Female: _____
Length	Male: _____ Female: _____
Weight	Male: _____ Female: _____
Fur	Male: _____ Female: _____
Maintenance	
Interesting activities	

Activity 6 Independence

Make some questions based on the fact sheet in the previous activity. Look at the example.

- How many rabbits are there in the writer's house?
- _____
- _____
- _____
- _____
- _____

Working in Group Teamwork

Find a partner. Exchange your questions and have him/her answer your questions in the previous activity. Look at the example.

- There are two rabbits in the house.
- _____
- _____
- _____
- _____
- _____

Activity 7 Reading Interest

Read the following text about a country. Then, answer the questions below.

Kenya offers a diverse range of interests for visitors.

We have 300 kilometres of coast, with some lovely long beaches. There are coral reefs, and swimming in the sea is safe from sharks and sea creatures. That's one side, that's the beach holiday.

Then, Kenya is famous for safaris. There are 45 national parks, where clients can come and visit and see exotic animals like flamingos – there are about two million of them. You can also go hiking in the hills and mountains. There is the culture aspect, such as the Masai, who are not very exposed to Western civilization. Basically, that's the safari and beach side.

You can also come for golf. We have 39 golf courses, so you can integrate a golfing holiday – safari, beach, golf. We also have some camels, where people can just go for a camel ride.

In a nutshell, I can say that Kenya is a wonderful place for visitors to come. Kenyan people are very friendly people.

Source www.oup.com

Questions:

- What country is being advertised?
- How many kinds of tourist spot advertised?
- Does Kenya offer golf for attracts the tourists?
- What can the tourist see at Kenyan national park?
- After reading the passage, are you interested to go to Kenya?

Activity 8 Creativity

Create some sentences using there is or there are which are based on the text above. Number one is the example for you.

- There are coral reefs at Kenya's coast.
- _____
- _____
- _____
- _____

In supporting learning materials criteria, textbook had met nine of the ten criteria. They were 1) relevance of the materials towards the topic discussed; 2) up-to-date References; 3) personal skills development; 4) social skills development; 5) academic skills development; 7) Awareness towards local potential and equity; 8) appreciation towards democratic values; 9) appreciation towards nationality insight and self-belongings; 10) promote comprehension towards nationality insight to promote self-belonging. For these criteria, textbook had got 100%.

Based on the explanation above it can be known that the content aspect in the English Textbooks Entitled Bahasa Inggris *Passport to the World 2* match with the basic competences of the 2013 Curriculum because the book give students opportunities to comprehend and produce their expressions by caring and giving things, services, information, and opinions related to students' daily life. They also have opportunities to improve the speaking and writing skills and textbook gives students' guidance to produce written and oral texts to achieve the social function such as distinguish, offer, compliment, or criticize things, people, or animal and also complex society which cover various cultural values, local, national, and global contents. The learning materials (texts, tables, pictures, attachment, and so on) are taken from the up-to- date. These reason made the score of the content aspect.

b. Language

Table 4.5 Language Appropriateness Checklist

Point	No	Criteria	Criteria of Fulfillment 1	
The appropriate-ness so the language with	1	The language used in each explanation and instruction must be appropriate with students'		4

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



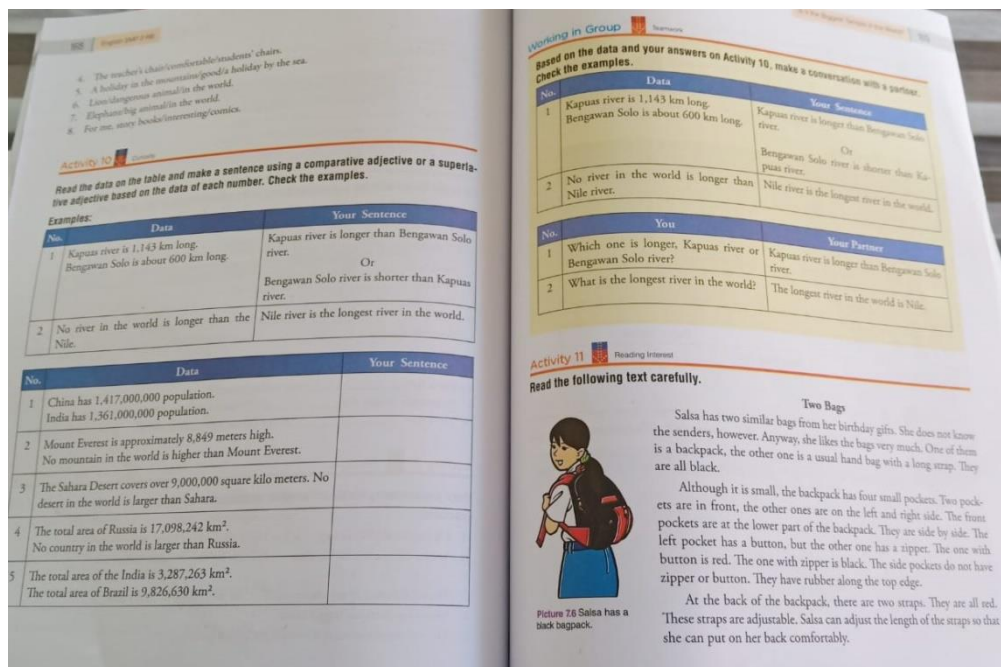
students' development		cognitive development.		
Communicativeness	2	The language used in each unit must be appropriate with teenagers' socio emotional state.		4
	3	Message readability: The message delivered in each unit must be clear and easily-understood by students.		4
	4	Grammar accuracy: The message delivered in each unit must be relevant to correct English grammar.		4
The coherence and unity of ideas	5	The messages and materials presented in each unit, sub-unit, paragraph, or sentence must reflect the coherence of meaning.		4
	6	The messages or materials presented in a textbook must reflect the coherence of meaning among units, sub-units, paragraphs, or sentences.		4
Total				24
Percentage				100%



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Picture 4



Activity 10 Grammar

Read the data on the table and make a sentence using a comparative adjective or a superlative adjective based on the data of each number. Check the examples.

No.	Data	Your Sentence
1	Kapuas river is 1,143 km long. Bengawan Solo is about 600 km long.	Kapuas river is longer than Bengawan Solo river. Or Bengawan Solo river is shorter than Kapuas river.
2	No river in the world is longer than the Nile.	Nile river is the longest river in the world.

No.	Data	Your Sentence
1	China has 1,417,000,000 population. India has 1,361,000,000 population.	
2	Mount Everest is approximately 8,849 meters high. No mountain in the world is higher than Mount Everest.	
3	The Sahara Desert covers over 9,000,000 square kilo meters. No desert in the world is larger than Sahara.	
4	The total area of Russia is 17,098,242 km ² . No country in the world is larger than Russia.	
5	The total area of the India is 3,287,263 km ² . The total area of Brazil is 9,826,630 km ² .	

Working in Group Grammar

Based on the data and your answers on Activity 10, make a conversation with a partner. Check the examples.

No.	Data	Your Sentence
1	Kapuas river is 1,143 km long. Bengawan Solo is about 600 km long.	Kapuas river is longer than Bengawan Solo river. Or Bengawan Solo river is shorter than Kapuas river.
2	No river in the world is longer than Nile river.	Nile river is the longest river in the world.

No.	You	Your Partner
1	Which one is longer, Kapuas river or Bengawan Solo river?	Kapuas river is longer than Bengawan Solo river.
2	What is the longest river in the world?	The longest river in the world is Nile.

Activity 11 Reading Interest

Read the following text carefully.

Two Bags

Salsa has two similar bags from her birthday gifts. She does not know the senders, however. Anyway, she likes the bags very much. One of them is a backpack, the other one is a usual hand bag with a long strap. They are all black.

Although it is small, the backpack has four small pockets. Two pockets are in front, the other ones are on the left and right side. The front pockets are at the lower part of the backpack. They are side by side. The left pocket has a button, but the other one has a zipper. The one with button is red. The one with zipper is black. The side pockets do not have zipper or button. They have rubber along the top edge.

At the back of the backpack, there are two straps. They are all red. These straps are adjustable. Salsa can adjust the length of the straps so that she can put on her back comfortably.

Picture 76 Salsa has a black backpack.

Based on the explanation above it can be known that the language aspect in the English Textbooks Entitled Bahasa Inggris *Passport to the World 2* match with the basic competences of the 2013 Curriculum because in this book, the language used in each explanation and instruction are appropriate with students' language development and also in each unit are clear and easily-understood by students and correct English grammar. The messages and materials presented have coherence of meaning in each unit, sub-unit, paragraph, and also sentence. In language appropriateness criteria, textbook had met all of the criteria. They were 1) relevance of language towards students' cognitive development, 2) relevance of language towards students' socio-emotional state, 3) message readability, 4) grammar accuracy, and 5) coherence and unity of ideas in each unit, and 6) coherence and Unity of Ideas among Units. For these criteria, textbook had got 100%. This fulfillment indicated that textbook was good in the sub aspect: language appropriateness.

c. Presentation

1) Presentation Technique Checklist

Table 4.6 Presentation Technique Checklist

Point	No	Criteria	Criteria of Fulfillment1	
Systematization	1	The materials are presented in the form of texts, communicative acts, illustrations and symbols which should consist of at least introduction, content, and closing.		4
Balance between chapter and units	2	The materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols in a balanced manner in every unit.		4
Total				8
Percentage				100%

In presentation technique criteria, textbook had met all the three criteria. They were 1) Presentation of tasks and materials in the form of texts, communicative activities, illustrations, and symbols; and 2) Balance among units. For these criteria, textbook had got 100%. This fulfillment indicated that textbook was good in the sub aspect: presentation technique.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

2) Teaching and Learning Technique Checklist

Table 4.7 Teaching and Learning Technique Checklist

Point	No	Criteria	Criteria of Fulfillment	
Learner centeredness	1	The materials encourage the students to communicate in English with their peer, teacher and wider community member.		4
Development of students' initiative, creativity, and critical thinking	2	The presentation of materials and tasks prompts students to do some communicative activities both oral and written based on their own initiative creatively and critically.		4
Development of autonomous learning	3	The presentation of materials and tasks prompts students to be responsible towards their own learning process.		4
Development of reflection and self evaluation ability	4	The presentation of materials and tasks prompts students to know their success and lacks in doing learning activities and in communication.		4
Total				16
Percentage				100%

In teaching and learning technique criteria, textbook had met two of the four criteria. They were 1) interaction among students and their peers as well as students and teacher, 2) Communicative activities in oral and written

form, 3) The presentation of materials and tasks prompts students 4) doing learning activities and in communication. For these criteria, Textbook had got 100%. This fulfillment indicated that textbook was fair in the sub aspect: teaching and learning technique

3) Presentation Coverage

Table 3.8 Presentation Coverage Checklist

Point	No	Criteria	Criteria of Fulfillment	
Opening	1	Preface: information that leads the readers to know the objective of the textbook writing, the writer's thanking, and the writer's expectation		4
	2	Table of content: a list containing information which facilitates learners to find units, sub units, and topics		4
Content	3	Introduction: an introductory in the first page of the textbook which contains the objective of the textbook writing, texts, book systematization, learning procedure to follow, and the other elements which are considered essential for learners		4
	4	Learning Load: the core of the textbook content. It consists of face-to-face meetings, structured exercises, and independent activities,		4

	5	Reference: texts, tables, and pictures must have identities in the form of heading and the order number		4
	6	Summary: each chapter involves the main points of the reading material.	3	
	7	Reflection: each unit of the book must be ended reflection.		4
Closing	8	Glossary: important terminologies within a text accompanied by the meaning description of those terminologies which are written alphabetically	1	
	9	Bibliography: a list of books used for reference in the textbook writing. It begins with the author's name (written alphabetically, year of publication, book title, place of publication, and publisher's name		4
	10	Index of authors: a list of authors whose works are used in the materials followed by page number of each appearance.	1	
	11	Index of subjects: a list of important words followed by page number of its appearance.	1	
Total			6	22
Percentage			21%	79%

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

Picture 19

Check the Expression Curiosity

Well, you have been learning about wild animals. Particularly, you have been learning the facts about wild animals like elephants and tigers. Do you know how to tell or to give facts? Go back to the previous practices. All of them are about how to exchange, to give, and to ask for facts.

To tell or to give facts, we just use usual expressions in Simple Present. Read the examples below.

- Tigers live in the forests in Sumatera.
- They eat wild pigs, deer, and other small animals like rabbits and fish.
- Sumatran tigers are usually 7.8 feet in length.
- Sumatran tigers are the smallest member of their family.
- Elephants are the biggest animals that live on land.
- Elephants use their trunk to breathe, to smell, to eat, and to wash themselves.
- Elephants can weigh the same as a bus.

To use simple present to give facts, follow the procedures:

1. Start with the thing you are talking about. In the examples above, they are *tigers, they, elephants*.
2. Continue with the verb 1 to tell their behavior. In the examples above, they are *live or eat*. Remember to add *-s* or *-es* to the verb if you are talking about one single thing.
3. If you are not mentioning the behavior, you can use *be, firm, that is, are, or it*.
4. Sometimes, you can also use a modal *can, may, or will* before the verb. Look at the last sentence in the examples above.

To ask for facts, you need to make questions.

If you need a YES or NO answer, you need to add an auxiliary *Do or Does* or modals *can, will, may* or *be* form like *is or are* at the beginning of the questions. For examples:

- Are there many elephants now in the forests?
- Do they only eat grass?
- Do they use the trunk only for breathing?

If you need an answer other than YES or NO, you need to add a question word before the auxiliary. For examples:

- What is their habitat?
- What do they eat?
- How tall are they?

Remember Responsiveness

Showing care to animals is a proof that we appreciate God's creation.

Describing Things

Activity 5 Reading Interest

Can you describe your pet or your favourite animal? Let's study together now.

Read the text below and complete the fact sheet.

I have two cute little rabbits. Both of them are pure white in colour. I have named them Bunny and Betty. Bunny is the male rabbit and Betty is the female one. They are my friends at home. At first my mother did not like rabbits, but she soon grew fond of them. She helps me take good care of both of them.

They are now about the same age, around three years. The Bunny is a bit longer. It is 40 cm length. Betty is about 3 cm shorter. Their weights are almost the same, about 5.5 kg.

Both Bunny and Betty have white fur. The fur often attracts dust, dirt and germs. We help them get rid of it by brushing them gently every 3-4 days. We have a special wide-toothed comb for the same. We have kept separate combs for both the rabbits. Bunny and Betty love the combing sessions. They sit in my mother's lap and enjoy this activity. My mother washes the combs thoroughly and dries them after every combing session.

My pet rabbits love eating carrots, grass, basil and various green leafy vegetables. We mainly feed them with leafy greens and give them carrots occasionally. We bring fresh leafy vegetables and grass for our bunnies every day and make sure they are well fed.

Just like small kids, Bunny and Betty love being pampered. They like sitting in my lap and just love it when I pat them or gently rub their head. They show their affection by licking me. They also love running around the house with me.

Both Bunny and Betty are quite warm, friendly and sociable. They are not only affectionate towards us but also welcome all our guests with warmth. Small kids in our neighbourhood often come to play with Bunny and Betty. They love playing with the kids.

Adapted from: <https://www.indiacelebrating.com/essay/easy-on-my-pet-animal/>

In Presentation Coverage, textbook had met seven of the eleven criteria. They were 1) preface, 2) table of content, 3) introduction, 4) learning load, 5) reference, 7) reflection, and 9) bibliography. For these criteria, textbook had got 79%. This fulfillment indicated that textbook was fair in the sub aspect: presentation coverage.

Based on the explanation above it can be known that the presentation aspect in the English Textbooks Entitled Bahasa Inggris *Passport to the World 2* match with the basic competences of the 2013 Curriculum because in this book the materials are presented in the form of texts, communicative acts, illustrations and symbols which consist of at least introduction, content, and closing in balanced manner in every unit. The materials also encourage the students to communicate in English with their friends and teacher both oral and written. In this book also makes the students to be responsible towards their own learning process where they would know their success and lacks in learning English. In opening makes the students know the writer's thanking, and the writer's expectation which can be easy to find units, sub units, and topics. In content involves the main points of the

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suftha Jambi
2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suftha Jambi

material and closing, it begins with the author's name (written alphabetically, year of publication, book title, place of publication, and publisher's name.

B. Discussion

This study evaluated an English textbook entitled *Passport to the World 2* for the eighth grade in Junior High School by employing a content analysis method. The objective of this study is to explain the suitability of the content of reading materials in the English textbook entitled *Passport to the World 2* match in the terms of content, presentation and language based on the Basic Competences of the 2013 Curriculum in terms of content, presentation and linguistic by BSNP.

The English textbook entitled *Passport to the World 2* for the eighth year student of Junior High School have matched with the Basic Competences of the 2013 Curriculum because these chapters makes the students to understand reading materials. The students also are asked to have self-emotion in their study and care with their friends. The students will practice English with language principle and communication context. This book will make the students easy to learn English because they will practice in their daily activities, greeting, care, and work together and help each other. Moreover the students are asked to know the various cultural values, local, national in Indonesia from the reading materials. In this study, three checklists were used to analysis the English textbook entitled *Passport to the World 2* for grade VIII Junior High School such as content, language and presentation. It is also supported by BSNP.

1. Content Aspect

Content aspect was divided into three sub aspects, There are 1) appropriateness of materials explanation with standard of competence and basic competence, 2) material accuracy; 3) supporting learning materials. In the appropriateness of materials explanation with standard of competence and basic competence, the textbook had five criteria. They were 1) comprehension and production of interpersonal texts; 2) taking and giving things, services,

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunthra Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunthra Jambi



information, and opinions in transactional texts; 3) functional communication in monologues and texts of various genres; 4) exposure of text type; and linguistic features; 5) production with a textbook must give students guidance to produce with the textbook had got 83%.

In material accuracy criteria, textbook had met all the criteria. They were 1) maintaining interpersonal relation with people through interpersonal texts; 2) getting things done through transactional texts; 3) Accomplishing Social Functions through functional texts; 4) elements of chronological and systematic thinking skills in interpersonal and transactional texts; 5) elements of meaning in short functional texts and monologues; and 6) accuracy and appropriateness of the language. For these criteria, Textbook had got 100%. This fulfillment indicated that textbook 1 was good in the sub aspect: the material accuracy

It is in line with the research of BSNP, in supporting learning materials criteria, textbook had met nine of the ten criteria. They were 1) relevance of the materials towards the topic discussed; 2) up-to-date References; 3) personal skills development; 4) social skills development; 5) academic skills development; 7) Awareness towards local potential and equity; 8) appreciation towards democratic values; 9) appreciation towards nationality insight and self-belongings; 10) promote comprehension towards nationality insight to promote self-belonging. For these criteria, textbook had got 100%. This fulfillment indicated that textbook was good in the sub aspect: supporting learning materials. It was similar lines with the finding of Dian Setiawati, Nur Susan, Ayu Putri Prihatiningsih.

2. Language Aspect

In language appropriateness criteria, textbook had met all of the criteria. They were 1) relevance of language towards students' cognitive development, 2) relevance of language towards students' socio-emotional state, 3) message readability, 4) grammar accuracy, and 5) coherence and unity of ideas in each unit, and 6) coherence and Unity of Ideas among Units. For these criteria, textbook had got 100%. It is in line with the research of BSNP, this fulfillment

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunthra Jambi



indicated that textbook was good in the sub aspect: language appropriateness. It was similar lines with the finding of Dian Setiawati, Nur Susan, Ayu Putri Prihatiningsih.

3. Presentation Aspect

Presentation aspect was divided into three sub aspects. They are presentation technique, teaching and learning technique, presentation coverage. In presentation technique criteria, textbook had met all the three criteria. They were 1) Presentation of tasks and materials in the form of texts, communicative activities, illustrations, and symbols; and 2) Balance among units. For these criteria, textbook had got 100%. This fulfillment indicated that textbook was good in the sub aspect: presentation technique. It was similar lines with the finding of Dian Setiawati, Nur Susan, Ayu Putri Prihatiningsih.

It is in line with the research of BSNP, in teaching and learning technique criteria, textbook had met two of the four criteria. They were 1) interaction among students and their peers as well as students and teacher, 2) Communicative activities in oral and written form, 3) The presentation of materials and tasks prompts students 4) doing learning activities and in communication. For these criteria, Textbook had got 100%. This fulfillment indicated that textbook was fair in the sub aspect: teaching and learning technique. It is also supported by BSNP, in Presentation Coverage, textbook had met seven of the eleven criteria. They were 1) preface, 2) table of content, 3) introduction, 4) learning load, 5) reference, 7) reflection, and 9) bibliography. For these criteria, textbook had got 79%. This fulfillment indicated that textbook was fair in the sub aspect: presentation coverage. It was similar lines with the finding of Dian Setiawati, Nur Susan, Ayu Putri Prihatiningsih.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

CHAPTER V CONCLUSIONS

A. Conclusions

This study evaluated an English textbook entitled *Passport to the World 2* for the eighth grade in Junior High School by employing a content analysis method. The objective of this study is to explain the suitability of the content of reading materials in the English textbook entitled *Passport to the World 2* match in the terms of content, presentation and language.

Based on the result and analysis of research that have been done all reading materials have matched with basic competences of the 2013 curriculum because makes the students understand the text. The students also are asked to have self-emotion in their study and care with their friends. The students will practice English with language principle and communication context. The students will easy to learn English because they will practice in their daily activities, greeting, care, and work together and help each other. Moreover the students are asked to know the various cultural values, local, national in Indonesia.

The material in the English textbooks entitled Bahasa Inggris *Passport to the World 2* conform to the basic competences of the 2013 Curriculum was categorized “good” by achieving average score of (93%) of the three proposed criteria, the three criteria could be classified “good” because. Content aspect such as appropriateness of materials with standard of competence and basic competence (83%), the material accuracy (100%) and supporting learning materials (100%), language aspect with language appropriateness (100%) and presentation aspect such as presentation technique (100%) and teaching and learning technique was 100% and Presentation Coverage was (79%).

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sultaha Jambi

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sultaha Jambi

B. Recommendations

Based on the result of this research, some recommendations which are helpful for those who are directly related to the textbooks such as teachers, textbook writers and publishers are included in this chapter. The recommendations are as follow:

1. For Teacher

Teachers should be selective in choosing English textbooks. The book can be used in the classroom but teachers should use an additional books as a supplement.

2. For students

Students should use an additional book as an additional reference in learning English. They also should use a technology wisely as an educational media to obtain as much information.

3. For further researchers in English Education Department

This research is about a content analysis of English textbooks for eighth grade students of Senior High School. The upcoming content analysis studies for the same textbooks evaluated or for similar subjects should explore more aspects and give more valuable result. Students of English Education Department who are interested in doing textbooks evaluation may also use the checklists used by the researcher to evaluate other English textbooks which are developed based on 2013 Curriculum or modify the checklist to achieve more comprehensive results of textbooks evaluation.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi

REFERENCES

- Ary, D., Jacobs, L.C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education*. Belmont, California: Wadsworth Publishing.
- Brown, H.D. (2000). *Principles of Language Learning and Teaching* (4th ed). New York : Addison Wesley Longman.
- Agni Kusti Kinasih (07202244040), “A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X”, *Thesis* , (Yogyakarta: Faculty of Languages and Arts, State University Yogyakarta, 2014), p.31. available on-line at: <http://eprints.uny.ac.id/18505/1/Agni%20Kusti%20Kinasih%2007202244040.pdf> on 19/06/2017
- Anderson, B. (2007). *Pedagogical Rules and Their Relationship to Frequency in Input: Observational and Empirical Data from French*, *Applied Linguistics* 28 (2), available on-line at: citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.130.8533&rep=rep1&type=pdf. on 19/06/2017
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3th ed). Los Angeles: Sage Publications.
- Fatima. Gul, Syed Kazim Shah and Humail Sultan. (June 2015). Textbook Analysis and Evaluation of 7th & 8th Grade in Pakistani Context. *International Journal of English Language Teaching*, Vol.3, No.4, pp.79-97 , available on-line at: www.eajournals.org, on 24/08/2017.
- Fredriksson, C. and Olsson, R. (2006). *English Textbook Evaluation: an Investigation into Criteria for Selecting English Textbooks*. <http://www.britannica.com>
- Heriati, R. (2017). *The Relevance Analysis of “Think Globally Act Locally” Book to 2013 English Curriculum and Bloom’s Taxonomy*. Unpublished Thesis. Palangka Raya: IAIN Palangka Raya.
- Kurniat, Suci (2018), *Content Analysis Of English Textbook “Pathway To English” Based On Curriculum 2013 Used By Second Grade Students Of Islamic Senior High School Al Falah Jambi the State Islamic University of Sultan Thaha Saifuddin Jambi*.

Kinasih, Agni Kusti. (2014), "A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X". *Thesis*. Yogyakarta: Faculty of Languages and Arts, State University Yogyakarta. available on-line at: <http://eprints.uny.ac.id/18505/1/Agni%20Kusti%20Kinasih%2007202244040.pdf>, on 19/06/2017

Litz, D. R. Textbook Evaluation and ELT Management: A South Korean Case Study. *Asian EFL Journal*, available on-line at: www.asian-efl-journal.com/Litz_thesis.pdf, on 19/06/2017.

Mahmood, K. (December 2011). Conformity to Quality Characteristics of Textbooks: The Illusion of Textbook Evaluation in Pakistan. *Journal of Research and Reflections in Education*, Vol. 5, No. 2, 171.

Mamduh, Yudha . (2016). "The Appropriateness of 2013 Curriculum English Text Book Content Based on Content Standard f BSNP (Student English Book for the First Semester of Grade X of Senior High School Published by Ministry of Education and Culture)". *Thesis*. Semarang: Education and Teacher Training Faculty, Walisongo State Islamic University.

Meijer, Paulien C., Nico Verloop and Douwe Beijaard. (2002). "Multi- Method Triangulation in a Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity", *Kluwer Academic Publishers, Quality & Quantity* 36: 145–167. available on-line at: http://www.ie.ufrj.br/intranet/ie/userintranet/hpp/arquivos/texto_8_aulas_6_e_7.pdf. on 01/09/2017.

Rezu, Betri, (2018). *Content Analysis Of English Textbook Entitled "Talk Active" Used By The Senior High School (Student's Book)*. the State Islamic University of Sultan Thaha Saifuddin Jambi.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunthra Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sunthra Jambi



APPENDIXES

A Trip to Borobudur

Last Sunday, my parents took my sister and me to Borobudur Temple in Magelang, Central Java. It was a fantastic tour.

After having breakfast, my father checked the tires of his car, while my mother prepared some snacks. I also prepared myself for the trip. I did not forget to bring my camera, so that I could take some pictures. I also brought some bottles of water for all of us.

When everything was ready, we left house at about 08:00 in the morning. My father drove the car, my mother sat beside him, while my sister and I sat on the second row of the seats.

On my surprise, my father took the route through Mount Merapi. The scenery was really amazing. The weather was so clear. I could see the most active volcano in the world. I also could see some people working in their farms. They planted some vegetables, like cabbage, carrots, spinach, and long beans. Some of them also planted strawberries. Sometimes, I got bad smell. It was from the compost that the farmers made.

After two hours, we finally arrived at Borobudur Temple. My father found a parking space for our car. A parking man helped us park the car. Then, we went to the ticket window. We bought four tickets. It was 30,000 rupiahs each. My father also requested for a tour guide to accompany us.

Then, we went through the entrance of the temple. I could see the temple still far away from the entrance. It was probably 500 meters away, but I could see it clearly. It was really big. I took many pictures of the temple from a distance. Then, we walked again. Along the way, the guide told us some information about the temple. Sometimes, my mother and my father asked questions, and the tour guide knew all the answers.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi



We started climbing the stairs to the first floor of the temple, called Kamadhatu. The tour guide explained us the reliefs of the temple. According to the tour guide, we had to walk clockwise on every floor of the temple, so that we could follow the story in the reliefs on the walls of Borobudur. After we finished on the first floor, we climbed to the second floor, Rupadhatu. Again, we had to walk clockwise around the temple. The guide told us almost every scene of the reliefs. Then, we finally climbed up to the third floor, Arupadhatu. I saw a very big stupa right at the center of the floor. We spent about 90 minutes up in the temple. Now, I felt my legs very weak. I then asked my father to stop for a while. The tour guide took us to a corner, where we could have the best view of the biggest stupa of the temple. He took a picture of us with my camera.

Then, we climbed down directly to the ground floor, without walking around the temple. We took some more pictures. On our way back to the parking area, many sellers came to sell their souvenirs. They walked along our way. My father then bought a miniature of Borobudur.

Dina Won the Match!

Dina, a student of Class VIIIA, won the final badminton match in the Junior Competition for students last week. In the final match she beat the finalist from another school in town. Dina told what happened on the match day. As the match started at nine, she had time for doing several things in the morning after she got up. She did the morning prayer and did exercises after that. Her mother prepared a light breakfast for her. She had toast and a glass of milk. She left for the gym at 8. The match was held there. There were five badminton final matches on that day, men's doubles, women's doubles, mix doubles, men's singles, and women's singles. Dina's match, woman single, was the second match. It would be held after man single match.

Dina easily got the victory over her rival. Dina beat her for 21–10 in the first set and 21-15 in the second. After the match finished, the town mayor presented her a golden medal and money. Dina was very happy.

Two Bags

Salsa has two similar bags from her birthday gifts. She does not know the senders, however. Anyway, she likes the bags very much. One of them is a backpack, the other one is a usual hand bag with a long strap. They are all black.

Although it is small, the backpack has four small pockets. Two pockets are in front, the other ones are on the left and right side. The front pockets are at the lower part of the backpack. They are side by side. The left pocket has a button, but the other one has a zipper. The one with button is red. The one with zipper is black. The side pockets do not have zipper or button. They have rubber along the top edge.

At the back of the backpack, there are two straps. They are all red. These straps are adjustable. Salsa can adjust the length of the straps so that she can put on her back comfortably

The hand bag is so big that Salsa can put everything inside. The bag has no accessories. It is solid black. It has only one main bag. This bag has a zipper on the top. The bag has only one strap. It is black, too. One of the ends is attached to a ring on the right side of the bag, the other one is attached to the ring on the left. This strap is also adjustable. She always puts it on her right shoulder.

Salsa likes both bags very much. On Mondays, Wednesdays, and Fridays, she uses the backpack. The other one is used on Tuesdays, Thursdays, and Saturdays

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suttha Jambi

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suttha Jambi



My Pet Cat

I have a white coloured, soft and furry pet cat. It is a Himalayan Cat. These cats are known for their soft furry coats and that is what attracted me too.

Since I am the only child in my family, my parents decided to get me a pet. They asked me if I wanted a dog or a cat and I instantly chose the latter. My father took me to a pet shop and my heart went pounding for this cute little white kitten with grey ears. We brought it home and since then it has been my best friend. I have named it

Rosie

Rosie is there with us since the last two years and has become a part of our family. I love playing with it. I play with it in the house and also take it out in the park every evening. I bathe it twice a month with the help of my mother. Bathing sessions are super fun for me as well as Rosie. My mother makes it a point to comb Rosie's furry coat every day. We have a separate set of combs, brushes, shampoo and soaps for Rosie. We also take good care of her diet. We bring home special cat food for her. I love my pet cat.

Kenya offers a diverse range of interests for visitors.

We have 300 kilometres of coast, with some lovely long beaches. There are coral reefs, and swimming in the sea is safe from sharks and sea creatures. That's one side, that's the beach holiday.

Then, Kenya is famous for safaris. There *are 45 national parks, where clients can come* and visit and see exotic animals like flamingos Picture 5.6 Scenery of Kenya there are about two million of them. You can also go hiking in the hills and mountains. There is the culture aspect, such as the Masai, who are not very exposed to Western civilization. Basically, that's the safari and beach side.

You can also come for golf. We have 39 golf courses, so you can integrate a golfing holiday - safari, beach, golf. We also have some camels, where people can just go for a camel ride.

In a nutshell, I can say that Kenya is a wonderful place for visitors to come. Kenyan people are very friendly people.

Little Rabbits

I have two cute little rabbits. Both of them are pure white in colour. I have named them Bunny and Betty. Bunny is the male rabbit and Betty is the female one. They are my friends at home. At first my mother did not like rabbits, but she soon grew fond of them. She helps me take good care of both of them.

They are now about the same age, around three years. The Bunny is a bit longer. It is 40 cm length. Betty is about 3 cm shorter. Their weights

Both Bunny and Betty have white fur. The fur often attracts dust, dirt and germs. We help them get rid of it by brushing them gently every 3-4 days. We have a special wide-toothed comb for the same. We have kept separate combs for both the rabbits. Bunny and Betty love the combing sessions. They sit in my mother's lap and enjoy this activity. My mother washes the combs thoroughly and dries them after every combing session.

My pet rabbits love eating carrots, grass, basil and various green leafy vegetables. We mainly feed them with leafy greens and give them carrots occasionally. We bring fresh leafy vegetables and grass for our bunnies every day and make sure they are well fed.

Just like small kids, Bunny and Betty love being pampered. They like sitting in my lap and just love it when I pat them or gently rub their head. They show their affection by licking me. They also love running around the house with me.

Both Bunny and Betty are quite warm, friendly and sociable. They are not only affectionate towards us but also welcome all our guests with warmth. Small kids in our neighbourhood often come to play with Bunny and Betty. They love playing with the kids.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi

2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi



INSTRUMEN OF THE RESEARCH THE CHECKLIST OF THE RESEARCH

BASED ON THE TEXTBOOK EVALUATION CRITERIA ISSUED BY BSNP

Kode Buku									
-----------	--	--	--	--	--	--	--	--	--

A. Kelayakan Isi

Sub komponen	Butir	Skor				Alasan Penilaian
		1	2	3	4	
A. Kesesuaian uraian materi dengan SK dan KD	1. Kelengkapan					
	2. Kedalaman					
Rangkuman Kualitatif						
B. Keakuratan Materi	3. Fungsi Sosial					
	4. Unsur dan Struktur Makna					
	5. Fitur Linguistik					
Rangkuman Kualitatif						

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

C. Materi Pendukung Pembelajaran	6. Kemuktahiran					
	7. Pengembangan Kecakapan Hidup					
	8. Pengembangan wawasan kebhinekaan					
Rangkuman kualitatif						

BSNP and Pusat Perbukuan (2014)

B. Kelayakan Bahasa

Sub komponen	Butir	Skor				Alasan Penilaian
		1	2	3	4	
A. Kesesuaian dengan tingkat perkembangan peserta didik	1. Kesesuaian dengan tingkat perkembangan kognitif peserta didik					
	2. Kesesuaian dengan tingkat perkembangan sosial-emosional peserta didik					
Rangkuman Kualitatif						
B. Komunikatif	3. Keterbacaan pesan					
	4. Ketepatan kaidah					

	bahasa					
Rangkuman Kualitatif						
C. Keruntutan dan kesatuan gagasan	5. Keruntutan makna dalam bagian/bab/sub bab/ paragraph / kalimat					
	6. Ketertautan makna antar bagian/bab/subbab/ paragraf/ kalimat					
	7. Pengembangan wawasan kebhinekaan					
Rangkuman kualitatif						

BSNP and Pusat Perbukuan (2014)

C. Kelayakan Penyajian

Sub komponen	Butir	Skor				Alas an Penilaian
		1	2	3	4	
A. Teknik Penyajian	1. Sistematika					
	2. Keseimbangan antar bab					
Rangkuman Kualitatif						

Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

B. Penyajian pembelajaran	3. Keterpusatan pada peserta didik					
	4. Pengembangan prakarsa, kreativitas, dan cara berpikir kritis peserta didik					
	5. Pengembangan kemandirian belajar peserta didik					
Rangkuman Kualitatif						
C. Kelengkapan Penyajian	6. Bagian Pendahulu					
	7. Bagian Isi					
	8. Bagian Penyudah					
Rangkuman kualitatif						

BSNP and Pusat Perbukuan (2014)

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi