

**THE ANALYSIS OF ENGLISH TEXT BOOK
FOR GRADE X IN SMA N 2 REJANG LEBONG
BASED ON CURRICULUM 2013
(A Qualitative Research Of The “Bahasa Inggris” Textbook Used In The
Tenth Grade Of Senior High School For The First Year)**

THESIS

**This thesis is submitted to fulfill
the requirement for “ Sarjana” degree
in English Study Program**



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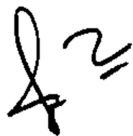
Setelah diadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat skripsi saudara **Agustin Nuradin, A.Md** yang berjudul **"Contet Analysis Of English Text Book For Grade X in SMA N 2 Rejang Lebong Based On Curriculum 2013 (An Analysis Of The "Bahasa Inggris" Text Book Used In The Grade Of Senior High School For The Firt Year)"** sudah dapat diajukan dalam sidang Munaqasyah.

Demikian permohonan ini kami ajukan, terima kasih.

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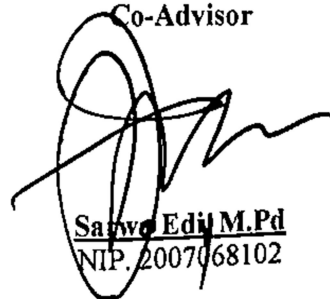
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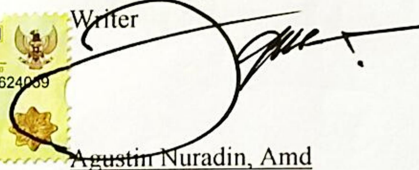
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I hereby certify that this thesis entitled Content Analysis of English Text Book for Grade X in SMA N 2 Rejang Lebong Based on Curriculum 2013 is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources, and they properly acknowledgment in the text.

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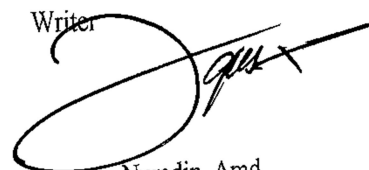
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Curup, July 6 2019

Writer



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*My MOTTO:
.. TALK LESS DO MORE
DEDICATION:*

- ♦ *Many people have helped me throughout this study. My first and foremost thanks go to my advisor Mrs. Jumatul Hidayah, M-Pd and Mr. Sarwo Edi, M-Pd*
- ♦ *My Mother Nurhana*
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- ♦ *My Friends in IAIN Curup*

ABSTRACT

Agustin Nuradin. 2019. **The Analysis of English Text Book for Grade X in SMA N 2 Rejang Lebong Based on Curriculum 2013 (A Qualitative Research of the “Bahasa Inggris” textbook used in the tenth grade of senior high school for the first year)**

Advisor : Jumatul Hidayah, M.Pd

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This thesis aims to find the description on how the materials provided in the “Bahasa Inggris” textbook used in the tenth grade of senior high school fulfilled the criteria in curriculum 2013, specifically in terms feasibility of content and presentation of textbook. In this research, the researcher used qualitative method. And for the research design, the researcher adopted content analysis. The researcher used two kinds of instrument to analyze the data. Those were the researcher himself and the rubric assessment from *BSNP (Bandan Standar Nasional Pendidikan)*. The rubric chosen is because it’s usually used as a standardization of the textbook used in curriculum 2013. To set the rubric becoming suitable with the research, the researcher integrates it with Likert Scale in order to suit with this research. Then, the data collected for the research were gathered from the “Bahasa Inggris” textbook used in the tenth grade of senior high school which published by Kementerian Pendidikan dan Kebudayaan in 2017. Basically, the textbook contains 15 chapters. But the researcher only took 6 chapters, because these chapter are used in first academic year in the school as focus of the research. The researcher also adopted Miles and Huberman’s model for the data analysis technique. And the findings shown, the feasibility of content that only 36 out of 48 criteria required had fulfilled the criteria in curriculum 2013. Which means in this textbook, 75% of materials in the “Bahasa Inggris” textbook are still acceptable but needs more consideration in use, while for the feasibility of presentation that only 7 out 9 with score 77.77%. The consideration is dominated in the diversity of insight criteria. Many of elements in each chapter didn’t fulfill the criteria for the the diversity of insight. Therefore, it’s important to look back the *KI* and *KD* to revise the missing materials in the diversity of insight, the textbook should use clear local culture that stated and presented in the exercises, explanations or pictures. The implication from this research can be felt by the teacher, further research and publisher.

Keywords: Textbook, Curriculum 2013, BNSP.

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CHAPTER I

INTRODUCTION

A. Background of the research

In teaching and learning process the using of textbook as a media is really important. A textbook is defined as a published book which is mostly made for commercial gain whose explicitly purpose is to support foreign English learners in improving their skills and knowledge in English.¹ It means that the use of textbook in learning process is really helpful to foreign English student in support and improve their English ability.

Nowadays, there are many English textbooks published to fulfill the need to learn English. This makes an English teacher has to choose the appropriate text book based on students' need. the availability of English textbook in Indonesia is really easy to get in our book store, even a publisher directly come to the school to provide the textbook. According to Cunningsworth maintains no textbook design for a general market will be absolutely ideal for particular group of learner.² Although the textbook is available for general market, the teacher should to notice that In every level of education in Indonesia our government has set the material which must exist in the textbook.

¹ Leslie E. Sheldon, *ELT Textbooks and Materials: Problems in Evaluation*, (London: The Eastern Press Ltd, 1987), p. 1

² Cunningsworth, Alan, *Choosing your Coursebook*, (New York: Macmillan, 1995), p. 5

The regulation which government has set up to maintain our content of textbook has been appointed In curriculum 2013. All the condition that must be fulfilled by the English textbook should be in accordance to curriculum of 2013 requirements. It is different from the previous curriculum, in curriculum 2013 the center of learning process is not only in a teacher but must be more explore to students. It makes students has to active to observe, to ask, to try, to understand and to communicate the lesson to the others. So the learning method shifts comprehensively from the teacher-centered into student-centered. Student-centered is teaching that engages, motivates and empowers the student by giving them some control over their learning, encourages them to collaboratively in acknowledging and sharing what they are learning to the others, and it is teaching that promotes students' reflection about what they are learning and how they are learning it.³

All the activity in learning process has to relate with the purpose of curriculum 2013 which are divided into 2 categories. Those are based on KI (Kompetensi Inti)/Core Competency and KD (Kompetensi Dasar)/Basic competency. These category is include a whole purpose of learning process, so the textbook which fulfilled the requirement of curriculum 2013 will help teacher to deliver the material properly.

In this research the researcher chooses BAHASA INGGRIS textbook. This textbook is the first book that use in SMAN 2 Rejang Lebong, since the curriculum

³ Maryellen Weimer, *Learner Centered Teaching; Five Key Changes to Practice, Second Edition*, (United State of America: John Wiley & Sons, Inc, 2013), p.15

2013 has implemented in this school. In addition, this textbook is also provided directly by the government through the ministry of education and culture of Indonesia as known as Kemendikbud. Although this book is provided by the government, the researcher thinks it should do an analyzing of a textbook to check it is relevant or not with the curriculum 2013 and its presentation fulfilled requirement or not. According to characteristic of the curriculum of 2013 that are many requirement should be fulfilled by the textbook. Coming up with those issues above, the researcher is interested to analyze and investigate, whether the textbook fulfills the standardized requirement of curriculum 2013 on the title **“The Analysis of English Text Book for Grade X in SMA N 2 Rejang Lebong Based on Curriculum 2013”**.

B. Research question

1. How does each themes of the content in the *BAHASA INGGRIS* textbook fulfill the feasibility of content requirements specified in curriculum 2013?
2. How is the feasibility of presentation in the *BAHASA INGGRIS* textbook?

C. Scope of the research

In this research, in a process of collecting the data the researcher focuses on the content in *BAHASA INGGRIS* textbook published by Kementerian Pendidikan dan Kebudayaan Publisher which is analyzed based on curriculum 2013. The researcher analyzes how the content or the material has fulfilled the feasibility of content requirement specified in curriculum 2013. And BNSP rubric

assessment will be adopted. Based on BNSP there are 4 categories which provided for analyzing textbook these are feasibility of content, feasibility of language, feasibility of presentation and graphic. But the researcher only uses two out of four categories which BNSP provides as textbook assessment. That is feasibility of content and feasibility of presentation. This reason was made due to the purpose of this study which is only to find the compatibility of materials in the textbook. Both feasibility of language and Graphic are not included in this study because they may avoid the research effectiveness of this study.

D. Objective of the research

1. To know how does each themes of the content in the *BAHASA INGGRIS* textbook fulfill the feasibility of content requirements specified in curriculum 2013
2. To know How is the feasibility of presentation in the *BAHASA INGGRIS* textbook

E. Significance of the research

1. Theoretically

The study can be analyze the feasibility of textbook as one of qualitative research for a good quality of teaching material and students guide in Learning English.

2. Practically

- a. The research can be used by teacher of English Subject to choose the suitable English textbook.
- b. The research can be used to develop curriculum for textbook in teaching English.

F. Definition of The Key Terms

This part provides the definition of key terms. They are Analysis, Feasibility, and English Text Book.

1. Analysis

Analyzing the textbook to be used is very important to measure the fit textbook used by students and teachers in class. The problem whether the text book is suitable to use or not always appear. Cited from what Cunningsworth stated that selecting the textbook should match the material with the context where the textbook to be used.⁴

2. Feasibility

The feasibility of content is one of instruments that assess the content of the textbook. It covers three sub components which are compatibility material with Core competency (*KI*) and Basic Competency (*KD*), accuracy of materials, and supporting materials in learning. Then, feasibility of presentation is a group of assessment about the presentation of the textbook. The feasibility

⁴ Alan Cunningsworth, *Choosing your Coursebook*, (New York: Macmillan, 1995), p. 7.

presentation included three measurements are Technique of presentation, Learning Presentation and Completeness of Presentation.

3. English Text Book

The textbook of the lesson is a compulsory reference book for use in schools containing instructional materials in order to improve to the faith and piety, character and personality, ability of mastery of science and technology, sensitivity and aesthetic ability, physical and health potential compiled according to the national standard of education.⁵

G. Thesis Organization

The explanation of this research will be organized into five chapters. Chapter I is introduction. It consists of Background of The Research, Research Question, Scope of The Research, Objective of The Research, Significance of The Research, Definition of Key Term and Thesis Organization. Chapter II, consists of representation of literature review of related theories. Chapter III is Methodology of The Research. It deals with Kind of The Research, Instrument of The Research, Procedure of The Research, and Data Analysis Technique. Chapter IV consists of Finding and Discussion then the data have analyzed in this chapter. Chapter V is conclusions and suggestions. It consists of conclusion and suggestion from this research.

⁵ Mentri Pendidikan Nasional, *Peraturan Mentri Pendidikan Nasional Republik Indonesia Nomor 11 Tahun 2005*, p. 2.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviewed the related literature that supported the research about the content analysis the feasibility of English text book for grade X in SMA N 2 Rejang Lebong based on curriculum 2013. In order to have the clear picture the parts such as textbook, curriculum, language skill, previous related study and thinking framework were explained as a follow.

H. Textbook

1. The Definition Of Textbook

Textbook serves as an important role in teaching and learning activities. Using the textbook in the classroom helps teacher in delivering the materials. In all types of educational institution textbook always has a very important role in teaching-learning process especially in language classrooms. This statement relates to what expressed by Cunningsworth that in Language teaching textbook is very effective because it provides a source for presentation material or self-directed learning, a source of ideas and activities, a source for references, a syllabus that reflects pre-determined learning objectives and also support for less experienced teacher.⁶

In line with the statement above Maxom mentions that Common textbook as the media or material that supports teaching learning process,

⁶ Alan Cunningsworth, *Choosing your Coursebook*, (New York: Macmillan, 1995), p. 7.

can include:

1. Student's book: The book the students use in class.
2. Teacher's book: This book usually contains the answers to exercises in the student's book and fleshes out the lesson plan for each unit with background information and tips.
3. CDs: Sometimes included with the student's book but not always. They can be fairly costly.
4. Work book: To save photocopying, you can often get work books that students use as homework.
5. Resource book: This book for teachers contains extra, photocopiable activities.⁷

Whereas according to Permendiknas no. 11 tahun 2005 states that The textbook of the lesson is a compulsory reference book for use in schools containing instructional materials in order to improve to the faith and piety, character and personality, ability of mastery of science and technology, sensitivity and aesthetic ability, physical and health potential compiled according to the national standard of education.⁸

To sum up the definition about textbook above the researcher concludes that textbook is a printed form of a branch of science that used in

⁷ Michelle Maxom, *Teaching English as a Foreign Language for DUMMIES*, (Chichester: Jhon Wiley & Sons, Ltd, 2009), p. 117.

⁸ Mentri Pendidikan Nasional, *Peraturan Mentri Pendidikan Nasional Republik Indonesia Nomor 11 Tahun 2005*, p. 2.

educational institution with many terms that refers to the same understanding. That is a book that contains exercises and teaching materials that can be used by as a source of references for studying.

a. The Function of Textbook

The use of textbook comes up in various reasons and one of the reasons is based its function that can be considered why a textbook is used. Textbook that's created as a self-study tool, aid or for classroom use by teacher or students, textbook is simply pages of dead, if creative interaction doesn't occur. Because textbook provides what people needs to improve teaching learning process.

Textbook has a pivotal role in aiding teaching learning process. According to Cunningsworth's idea, the function and the role of text book is as a follow:

- 1) A source for presentation material both in spoken and written
- 2) A source for emerging learner activities in practicing or communicative interaction.
- 3) A reference (book) for the student studying
- 4) A syllabus
- 5) A resource for independent learning
- 6) As a support for less experience teacher in teaching.⁹

⁹ Cunningsworth. *Loc.cit.*,

Basically, the function of the textbook is to help the teaching learning process for both teacher and student. For all the explained function of textbook above, the researcher clearly infers that the function of textbook is divided based on the primary users. These are teacher and student. For the teacher the function can be the source that can assist the teacher to be better in teaching and easier in preparing and developing the teaching material. For the students it can be used as the source when the students need the information for study either in self-directed learning, group discussion or presentation.

b. English Textbook In Indonesia

The existence of English textbook in Indonesia is influenced by the English position itself as a foreign language. “It is taught in school, often widely, but it doesn’t play an essential role in national or social life”.¹⁰ Additionally, for the content of textbook presented is also differentiated based on their level cognition as Niken stated in her research about Strategi Belajar Siswa Partisipan Kompetisi Bahasa Inggris, that cognitive, compensatory and memory are the group that usually used for learning language and the cognitive strategy is mostly used.¹¹

¹⁰ Geoffrey Broughton et. al., *Teaching English as a Foreign Language*, (New York: Routledge, 2003), p. 6.

¹¹ Niken Reti Indriastuti, Strategi Belajar Siswa Partidipan Kompetisi Bahasa Inggris, *Jurnal Dimensi Pendidikan dan Pembelajaran*, Vol. 5 No. 2, 2017, p. 84

Therefore, the level cognitive aspects are also considered in the way textbook presented. As an example, if the level of student cognition is still in low domain as memorizing, exploring or interpretation, the textbook will be packaged with any substances that support the domain with colorful text, less density text and attractive picture. But if the level student cognition is higher as in the domain of analyzing, the textbook packaged will be dominated with the denser text.

I. Analyzing a Textbook

Analyzing the textbook to be used is very important to measure the fit textbook used by students and teachers in class. The problem whether the text book is suitable to use or not always appear. Cited from what Cunningsworth stated that selecting the textbook should match the material with the context where the textbook to be used. Although none of the books are really ideal with certain groups of students. It would be better to choose a book based on the criteria that best suited or complemented inadequate or inappropriate material.¹²

1. The criteria of textbook by Cunningsworth

Analyzing the specified criteria from the textbook is one of the ways to determine and evaluate text textbook to be specific whether the book is suitable for use or not in a teaching and learning activity. Cunningsworth proposed

¹² Cunningsworth, *op.cit.*, p.5.

eight criteria in analyzing and evaluating textbooks. The criteria will be presented as follows:

a. The criteria of the aims and approaches:

- 1) Do the aims of the course book correspond closely with the aims of the teaching program and the needs of the learners?
- 2) How comprehensive is the course book? Does it cover most or all of what is needed? Is it a good resource for students and teachers?

b. The criteria of design and organization

- 1) What components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes) ?
- 2) How is the content organized (e.g., according to structures, functions, topics, skills, etc.) ?
- 3) Is it easy to find your way around the course book? is the layout clear?

c. The criteria of language content

- 1) Does the course book cover the grammar items appropriate to the each level and taking learners' need into account?
- 2) Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning?

d. The criteria of skill

- 1) Are four skills adequately covered, bearing in mind the lesson objectives and syllabus requirements?
- 2) Is there material for integrated skills work?

e. The criteria of topic

- 1) Is there sufficient material of genuine interest to learners?
- 2) Is there enough variety and range of topic?
- 3) Will the topic help expand students' awareness and enrich their experiences?

f. The criteria of methodology

- 1) What approaches to language learning are taken by the course book? Is it appropriate to the learning/teaching situation?
- 2) What level of active learner involvement can be expected and whether this matches the students' learning styles and expectations?
- 3) What techniques are used for presenting new language items and whether they are suitable for the learners?

g. The criteria of practical consideration

- 1) What the whole package costs and whether this represents good value for money?

- 2) Are the books strong and long lasting? Are they attractive in appearance?¹³

2. The criteria of textbook evaluation by Jahangard

Jahangard interprets and adopts the other experts' ideas in order to make suitable evaluation checklist criteria. He developed the criteria of textbook evaluation by comparing standard from 10 different sources then compiling those criteria into thirteen criteria to evaluate the textbook.¹⁴ Those are as follows:

- a. Objectives are explicitly laid out in an introduction, and implemented in the material.
- b. Having good vocabulary, explanation, and practice.
- c. Approaches are educationally and socially acceptable to target community.
- d. Having periodic review and test sections.
- e. Appropriate visual materials available.
- f. Having interesting topics and tasks.
- g. Clear instructions.
- h. Clear attractive layout, print easy to read.
- i. Content clearly organized and graded.
- j. Plenty of authentic language.

¹³ Cunningsworth, *op.cit.*, pp. 3-4.

¹⁴ Ali Jahangard, Evaluation of EFL Materials Taught at Iranian Public High School, *The Asian EFL*. Vol. No. 2, 2007.

- k. Good grammar, presentation and practice.
- l. Fluency practiced in all four skills.
- m. Encourage learners to develop own learning strategies and to become independent in their learning.

Based on the idea explained above, it can be inferred that textbook should be analyzed and evaluated through the specific criteria based on the needs of learning. In addition, the researcher also found criteria created by Indonesia government through BNSP as the government institution for assessing and evaluating a textbook. BSNP assume that the criteria for the good textbook are textbook should be able to facilitate students at their level proficiency and support teaching learning by more focusing the content toward students' needs. More explanation will be discussed next.

J. Rubric Assessment for Textbook

BSNP itself has released an evaluation process in Pusbukur in form of a rubric assessment to evaluate the properness and also the suitability of a textbook. The rubric assessment from BSNP is designed to qualitatively describe and assess any content related items and materials in a textbook then quantitatively coding it. According to Puskurbuk, these are the instruments in evaluating a curriculum 2013 textbook:

1. Feasibility of Content

The importance of textbook in learning process has been stated in

Permendiknas no. 11 in 2005 that textbooks play an important and strategic role in improving the quality of education, so there needs to be government policy on textbooks for students.¹⁵ Hence, in assessing and evaluating the textbooks, BNSP has released a rubric that compatible with the latest curriculum. The rubric is designed through coding and qualitatively describing by BNSP cooperated with Puskurbuk. The assessment is divided into 3 main components that become the instrument of assessing which is feasibility of content, feasibility of presentation, and feasibility of language. The description of instruments used in evaluating the English textbook for SMA 2013 in terms feasibility of content will cover 1) the compatible of materials with KI and KD, 2) the accuracy of materials and 3) supporting materials.¹⁶ The feasibility of content is one of instruments that assess the content of the textbook. It covers three sub components which are compatibility material with Core competency (KI) and Basic Competency (KD), accuracy of materials, and supporting materials in learning. The researcher translated and interpreted from Badan Stadar Nasional Pendidikan (BSNP) for further explanation, as follows:

1. The compatibility of materials with core competency (*KI*) and basic competency (*KD*).

¹⁵ Mentri Pendidikan Nasional, *op. cit.*, p. 1.

¹⁶ Badan Standar Nasional Pendidikan, *Deskripsi Butir Instrument I*, 2018 (<http://bsnp.indonesia.org/2014/05/28/instrumen-penilaian-buku-teks-pelajaran-tahun-2014/>).

The criteria for compatibility of materials with *KI* and *KD* are based on two categories which are completeness of material and in-depth.

a. Completeness of material (*Kelengkapan Materi*)

In this part, A Textbook must contain and require students to explore at least the texts commonly used in English communication (interpersonal, transactional and functional text). The texts must suitable the students grade to provide students with the opportunity to understand and produce spoken and written phrase in interpersonal or instructional communication, and also functional elements to interact contextually along with other characteristic, religious and aesthetic values included.

b. In-Depth of material (*Kedalaman Materi*)

Basically in-depth of material, the eligibility of textbook is to fulfill several specific requirements. The first one is exposure (*Pajanan*) which means the textbook must be explorative content that requires many kind of relevant text to the daily life conditions of the students, especially in terms of the message delivered. The messages can be either good social attitudes or spritual attitudes that are also relevant to the text presented.

The second is retention of text formation or (*Retensi pembentukan teks*) which means the textbook has to contain guidance for students to

gain understanding about the explicit meaning from the element of text formation as social function, structure of the text and linguistic features.

The last one is production (produksi). Taking into account the text formation, social, and relevant spiritual elements, textbook has to be able to encourage the student and guide them to produce spoken or written text that relevant with the context.

2. The accuracy of materials

a. Social function (*Fungsi sosial*)

This criterion has to do by the students as the manifestation of the students' exploration to the textbook that students learned. Therefore the textbook content must be able to guide the students towards the achievement of social functions as interpersonal, transactional and also functional communication according to short functional text relevant as recount, narrative, procedure, descriptive, news item, discussion, report, etc.

b. Generic Structure

This criterion shows that textbook must have systematical ideas in presenting the material. Therefore, it's expected to emerge the students with the systematically thought in daily life. Such as in interpersonal and transactional texts, the activity can cover the interactive activities in

initiative communication for asking and giving information.

c. Linguistic Feature

In this linguistic feature, textbook is expected can provide and guide the student with the appropriate and relevant linguistic elements. So the student can actively communicate in good quality of language feature in relevant context in order to achieve every part of social function.

3. Supporting materials

In the next English textbook assessment, the other instrument is a learning support material, which the content must contain 3 elements that become the standard that the book is compatible to use among others.

These are the up-to-datedness and relevance sources, the development of life skill and the development of diversity insight.

a. Up-to-Datedness and Relevance sources

Each of teaching materials in textbooks such as text, tables, attachments, drawings and more must contain relevant and renewable text with the topics covered.

b. Development of Life Skills

The learning materials in the textbook must contain things that encourage students to develop skills in life. such as personal skills, the ability to better recognize more deeply about oneself such as weaknesses and strengths. Social skills are where students are able to interact with their environment properly and correctly. Academic skills, these are such as utilizing information well, making decisions and solving problems wisely. As well as vocational skills which are able to encourage students to develop their abilities in the future development of their profession.

c. Diversity Insight

The other instrument that must exist in a good text book is a text book should contain things that can encourage students to develop their diversity insights. such as, appreciate cultural diversity, local wisdom, awareness in advancing culture, and foster a sense of love for the culture with a good understanding of culture and nation.

2. Feasibility of Presentation

This feasibility of presentation is a group of assessment about the presentation of the textbook. The feasibility presentation included three measurements are Technique of presentation, Learning Presentation and

Completeness of Presentation.

1. Technique of presentation

In this criteria of feasibility of presentation which is technique of presentation, the criteria was divided into two sub criteria which are Systematic and Chapter Equilibrium.

a. Systematic

In this criterion, textbook are expected to be systematic in delivering a chapter, starting with introduction, body and after that closing in order for students to be encouraged in learning from the book.

b. Chapter Equilibrium.

In this criterion, textbook are expected to deliver the content of a chapter as equal as possible started from the number of pages, exercise generated within every chapter and also illustration that equal within every content of chapter.

2. Learning Presentation

In this criteria of feasibility of presentation which is technique of presentation, the criteria was divided into four sub criteria which are Learner Center, Developing of Initiative, Creativity, and learners' critical thinking, The Development of self-Reliance students and the last The Development of

Learners' ability to evaluate themselves.

a. Learner Center

In this criterion, textbook are expected to make students as the subject of learning so that autonomous learning will occurs. The materials and exercises are supposed to be attractive and interactive at the same time.

b. Developing of Initiative, Creativity, and learners' critical thinking

In this criterion, textbook are expected make students to be motivated and creative so when they use the textbook they will be skeptical about “how, why, where, when etc”. It will make students to be comprehensively motivated to learn more.

c. The Development of self-Reliance students

In this criterion, textbook are expected to make students curious and autonomous on what they learn, expecting them to analyze what they learn so than they will encouraged toward discovering new things and knowledge.

d. The Development of Learners' ability to evaluate themselves

In this criterion, textbook are expected to encourage students to evaluate themselves, to see how far they have learned from a chapter,

and to review the lesson learned from a chapter. It will encourage them to develop their understanding toward the relevance with every exercises or text within textbook.

3. Completeness of Presentation

In this criteria of feasibility of presentation which is Completeness of presentation, the criteria was divided into three sub criteria which are Introduction part, Content part and Closing part.

a. Introduction part

In this criterion, textbook are expected to develop sufficient introduction part of a textbook which consists of the Preface and table of content of the textbook.

b. Content part

In this criterion, textbook are expected to develop sufficient content part which consists of introduction, illustrations (tables, picture etc), summary along with self reflection, and the last is exercises.

c. Closing part

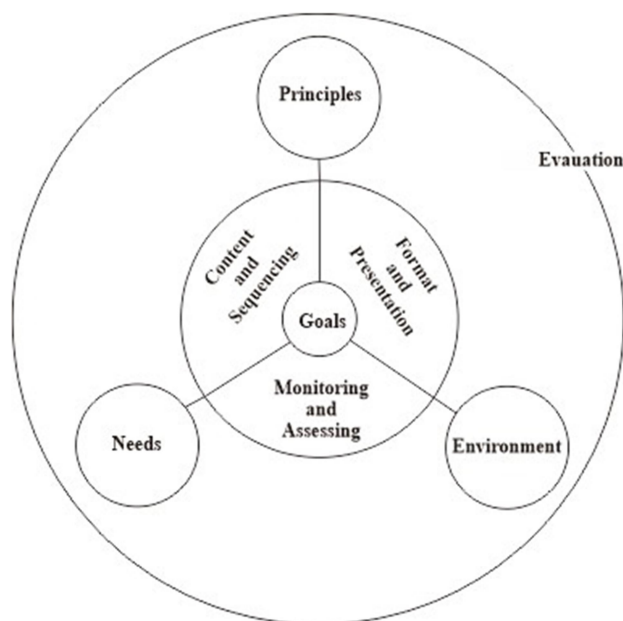
In this criterion, textbook are expected to develop sufficient closing part which consists of Glossary, References and Indexes.

K. Curriculum

1. Definition of Curriculum

In education the term of curriculum is familiar. The familiarity is gained because it is the most essential part in teaching learning process. The curriculum is an interconnection of educational decisions in particular setting as in activities and outcomes. And it's also affected by explicit and implicit social expectations, educational and institutional policies and norms.¹⁷ And according to John, the parts of curriculum designed can be seen as the process on the picture below:

Figure 2.1
A Model of the parts of the curriculum design process



¹⁷ Michael Carroll, *Developing a New Curriculum for Adult Learners*, (Maryland USA: Teacher of English to Speakers of other languages, Inc., 2007), p. v.

In the inner circle, it has the goals as the centered. It represents as the most important part of the curriculum that reflects the importance of having a clear general goal for a course. The three parts of the inner circle contains interconnected considerations to reach the goal. For instance, started with the content about what the item must be in a course. After the item has been selected appropriately with the goal as its consideration, then the item has to be presented to the students for studying. So this part needs a good format of presenting the item. It will take techniques and types of learning to help presenting the item. In the last part, mentoring and assessing is also important to gain the information that can lead to change at most of other parts of the curriculum design process. In the outer part there is part of principles, needs, and environment.¹⁸

Allan and Francis conceptualize the definition for curriculum into 4 specifications:

- a. Curriculum can be defined as a plan for achieving goals. it deals with the sequence of steps for providing opportunities for persons to be educated as Tyler and Taba purposed. The steps contain education development process.
- b. Curriculum can be defined broadly as dealing with the students' experiences. It means almost anything planned in or outside of the school

¹⁸ John Macalister, *Language Curriculum Design*, (New York: Routledge, 2016), p. 6.

is part of curriculum.

- c. Curriculum can be defined as a field of study with its own foundations, knowledge domains, research, theory, principles, and specialists. Those who adopt this definition tend to discuss curriculum in theoretical aspect instead practical terms.
- d. Finally, curriculum can be defined in terms of subject matter or content, it specify in a particular fact or concept of subject areas as math, science, history and so on.¹⁹

Based on the experts' explanation above, the researcher infers that curriculum is the system that established by educator to educate persons. It can be stated in written, planned, seen or not at all such as unwritten norm. Basically curriculum involves purpose, design, implementation and assessment of learning material and activity to learn.

2. Curriculum 2013

In Indonesia, curriculum has been changed frequently for past 13 years and Curriculum 2013 is the newest one. Curriculum 2013 was released in July 2013 and created based on the country's need for a suitable curriculum used in Indonesia. So the curriculum 2013 is the result of the evaluation of deficiencies found in the previous curriculum. Through the development into curriculum 2013, learning process will generate the productive, creative and innovative

¹⁹ Allan C. Ornstein, Francis P. Hunkins, *Curriculum: Foundation, Principles and Issues 7th Edition*, (United Kingdom: Pearson Education Limited, 2018), pp. 26-27.

students through strengthening attitudes, skills and integrated knowledge. In this case the development of the curriculum is more focused on the formation of competence and student characteristic.²⁰

The development and improvement of curriculum 2013 are differentiated in a few sector of teaching learning from the previous curriculum. For senior high school level, the changing can be seen in reducing the subjects and learning material and also in adding learning hours, because in senior high school level the class specialization has already been started since the tenth grades. Therefore there are reducing the subjects that are taught in the class. And the other hand, the duration of student learning is added becoming 45 minutes per hour for senior high school level. For the tenth grade the learning hours changed from 38 hours onto 42 hours and for eleventh and twelve grades the learning hours changed from 44 hours onto 45 hours. The period is added because the curriculum 2013 tends to be active student learning. Therefore, active student learning takes a longer period because it is required the involvement of students either physically, psychologically, social or emotional involvement. Considering that some of the expected competencies are the competence of attitudes and skills which require longer observation from the teacher, so that it will take relatively longer than the measurement of

²⁰ Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT Remaja Rosdakarya, 2015), p. 65.

knowledge competence only.²¹

Accomplishment in learning is not only mastering knowledge competence but also on student comprehension in applying some values as honesty, discipline, independence, responsibility, tolerance, and politeness. In curriculum 2013 there are two main competencies introduced. First is core competency and the other is basic competency.

Core competency is competency that states the needs of students in learning. It is formulated into four categories. That is spiritual competency, social competency, cognitive competence and implementation skill. Those four competencies are interconnected group in every single lesson. Whilst, the Basic competency is as student indicators that students have to achieve through several learning stages which lead them to points in core competencies.

Generally, Curriculum 2013 can be figured out as a curriculum that tends to provide teaching learning with KI (Kompetensi Inti) or Core competency and KD (Kompetensi Dasar) or Basic competency to produce student equipped with the values of good characters and it is also understood as a good treatment for achieving the passing grade of competency standards.

3. Language Skills in Curriculum 2013

Language is not merely defined as encoded or decoded the words in understanding the information. Angela and Anthony stated that language is

²¹ Kementrian Pendidikan dan Kebudayaan 2013, *Kurikulum 2013, Kompetensi Dasar SMA, P.6*

more than just word. It also involves social practice of interpreting and making meaning. So there is a fundamental relationship between language and culture that is important to consider about how language as a code and language as a social practice.²² While Yule argued that language is communicative signals that should be specifically considered by its intention whether, it is as an informative signal or not. Therefore the primary function of language is for communication.²³ Therefore, it means that learning language can be interpreted as learning its skills to be able to use them in communication.

In learning language especially English, the skills are divided into two general skills. Those are receptive and productive skills. Receptive skills are skills where meaning is extracted from discourse as listening and reading. Productive skills are where students have to produce the language themselves as speaking and writing.²⁴ Precisely the researcher interprets that skills in learning English are a person abilities in both receipting and producing a communicative signal for communication to others.

The ability to use the language skills for communication also becomes one of priority purposes in language learning in curriculum 2013. Beside, mastery the language skills, students also are expected to embed some good

²² Angela Scarion and Anthony J Liddicoat, *Teaching and Learning Language : A Guide*, (Australia: Australian Government , Departement of Education, 2009), p. 15.

²³ George Yule, *The Study of Language: Fourth edition*, (New York: Cambridge University Press, 2010), p. 11.

²⁴ Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Edinbrugh: Pearson Longman ELT, 2007), p. 265

characteristic as discipline, polite, honest, responsible, responsive, corporative, proactive and religious values. By integrating the purposes of learning, language learning tends to focus on students' needs in order to accomplish the goals both in language skills and the characteristics embedded.

During teaching and learning the language skills, the practical problems always obviously occur. As like what Brown and Yule believed in teaching and learning spoken language. In written production, individually students can manage and solve the problems by themselves through their own bank of vocabulary, rate of writing speed or understanding for its grammar. For spoken production is different. They need a companion to listen and response what they have said. So, it can't be done individually.²⁵ Therefore language learning in curriculum 2013 is based on student-centered approach which is considered as an active learning process of guided students. It gives student longer time session for practicing because student will consume a lot of time to be an active student during the teaching learning.

L. Previous Study

In order to gain more trustworthy for the research, the researcher gets at several researches that related to the topic to support the research.

1. The first research is the analysis of English textbook was conducted by Rizky Akbar from Department of English Education, Indonesia University of

²⁵ Gillian Brown and George Yule, *Teaching the Spoken Language: An approach based on the analysis of conversational English*, (New York: Cambridge University Press, 1999), p. 25.

Education (UPI) in 2016. He chooses 2 textbook to be analyzed on the title “An Analysis of Selected Eleventh Grade English Textbooks which focuses on the content analysis.” To measure the trustworthy of the research, he uses the rubric that already provided by *BNSP*. By using *BNSP* framework the research shows the result that the content of the textbook is appropriate with *BNSP* frame work for textbook evaluation all in three aspects that studied as basic competencies, materials accuracy, and supporting learning materials. Even though the textbooks are considered appropriate in all aspects, still there are still some parts of the textbooks that could be improved as the quantity of various text types, the accuracy of materials and supporting learning materials.

2. The second relevance study comes from Muarifah in 2011 with the title of her study “The Relevance of Speaking Materials in English Textbook Look Ahead for Grade XI to the English Curriculum”. The idea of her study is to analyze and identify the English textbook in developing the speaking materials whether it is relevance or not with the English Curriculum used. With the results of this analysis, the textbook have fulfilled the criteria of a good English textbook.

Those researches were quite same with the research conducted by the researcher. In spite of that, the researcher analyzes BAHASA INGGRIS textbook based on curriculum 2013 in order to know how the textbook fulfilled the feasibility of content and presentation in curriculum 2013.

CHAPTER III

RESEARCH METODOLOGY

This part describes the method used to conduct the research. It consists of kind of the research, subject of the research, technique of collecting data, research instrument and data analysis technique.

M. Kind of Research

The researcher used a qualitative approach as a design of the research and more specifically as a content analysis, that's also referred to document analysis. The researcher used the content analysis in this research because the content analysis was widely used in education to identify the specified characteristics of the material in general form as textbooks, newspaper, or any other type of documents. It was a research method applied to a written or visual material. And the textbook could be counted as one of them.²⁶ Therefore the content analysis was an appropriate research design, that researcher used in this research which was based on the research purpose.

In this research, the researcher used this content analysis method to study the textbook of "Bahasa Inggris" that's being used in SMA N 2 Rejang Lebong, for the first year as the first book used for the tenth grade students in curriculum

²⁶ Donald Ary.et al., *Introduction to Research in Education*, 8th Edition (Belmont: Wadsworth, 2010), p.457.

2013. The content quality of the textbook such as its characteristic or material presented in the textbook was processed according to the list of standardization by BSNP (Badan Standar Nasional Pendidikan). BSNP standardization was use because the credibility of the standardization had been recommended by the minister of education in Indonesia. Textbook that was going to use for each subject would be based on BSNP.²⁷ Additionally the researcher also adapted Likert's scale to integrate with BSNP's rubric assessment as the instrument use in this research. The researcher only took five out of ten chapters from the textbook as the samples of the research.

N. Object of the Research

This part explains about the detail description of the data and the sources of the data sources of the data which are necessary to be collected and analyzed.

The data of this study are the curriculum 2013 available on the english textbook. This study conducted to see whether the topics in selected textbook represent on curriculum 2013.

The writer uses the primary data sources from textbook "Bahasa Inggris" for first grade of Senior High School which has been developed based on the curriculum 2013. This textbook is the first book that use in SMAN 2 Rejang Lebong, since the curriculum 2013 has implemented in this school. In addition, this textbook is also provided directly by the government through the ministry of

²⁷ Menteri Pendidikan Nasional, *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 11 Tahun 2005*, p. 2.

education and culture of Indonesia as known as Kemendikbud.

O. Technique of Collecting data

This part tells about the ways to collect data systematically. After collecting data, the researcher should explain about the ways of selecting data with the criteria of relevance between data and the topic of the research. What the researcher can do in selecting data by sorting and coding the data that are necessary to be analyzed.

The data in this study were collected by reading, observing, and identifying directly the book included in the sample. The process of data collection was conducted through direct observation and identification of the content in sample page because they were directly visible and objectively identifiable. All sample data in descriptive study are mainly collected by reading, analyzing, identifying and presenting systematically.

An analysing data of “Bahasa Inggris”, the writer used the data collected from textbook “Bahasa Inggris”, and the rubric assesment from BSNP, the analysis was done using these following steps:

1. Comparing the material presented in the textbook with the category of required characteristic of an English textbook by rubric assesment from BSNP.
2. Evaluating material in the textbook “Bahasa Inggris” by giving score in respected category listed in the rubric assesment.

3. Interpreted the data gained from the proses of evaluation.

P. Instrument of the Research

The instrument in this research was not only the researcher, but the researcher also used a rubric that BNSP created to analyze and evaluate a textbook as another instrument to measure the feasibility of content. The rubric was integrated with Likert scale in order to suit with this research. The data was collected from the textbook which only 6 out of 15 chapters that would be taken as the samples. In the other words, the findings presented covers for 1 semester from the textbook taught. Additionally, the data were gained through using curriculum 2013 and rubric assessment that had been standardized by *BSNP*. The researcher adopted the instrument from *BSNP* in order to obtain an accurate data collection and present a trustworthy finding that fairly closed to the real situation where the textbook used. Besides that, the rubric was commonly used in analyzing and evaluating the textbooks in Indonesia.

Q. Procedure of the Research

During the research, the researcher followed some steps as the procedure of the research, the steps that were taken in this research as follow.

In the beginning, the researcher identified the research question then made the guidelines appropriated with the data that the researcher had been looked for. Before the researcher took the data, the researcher adopted the rubric provided by BSNP (Badan Standar Nasional Pendidikan) to assess a textbook

about how the textbook fulfilled curriculum 2013. Then, firstly the researcher read and comprehended all 4 categories presented in the rubric. Those were feasibility of content, feasibility of presentation, feasibility of language and feasibility of graphic. Then, feasibility of content and feasibility of presentation were chosen because it was the closest one in knowing how the textbook fulfilled curriculum 2013 through the content of the textbook. After the researcher chosen feasibility of content and presentation as the main criterion, then the researcher read and comprehended the elements that contained in the criterion. In the following steps, the researcher also integrated Linkert's scale with the rubric in order to suit elements in the criterion required. Then, it would be further criteria to be analyzed as the instrument to gain the data that researcher looks for.

After the rubric adjusted was finished and ready to use, the researcher took 6 out of 15 chapters from the textbook as the samples being studied. The samples were chosen because the researcher only studied on the first year of the textbook used which meant only the chapters in the first semester. Afterward, the researcher followed what Miles and Huberman's model Instructed. Further explanation about this model was explained in data analysis technique. When the data already gained, soon the data were categorized, arranged and related to the detailed information in curriculum or in Core Competence (KI) and Basic Competence (KD). The data gained after analyzing and evaluating, would be shifted to the next step and that was interpretation. The researcher interpreted the

data in both descriptive and numerical as presentation. Percentage was used in interpretation because it was also commonly used in the previous researches in order to support the clear picture numerically.

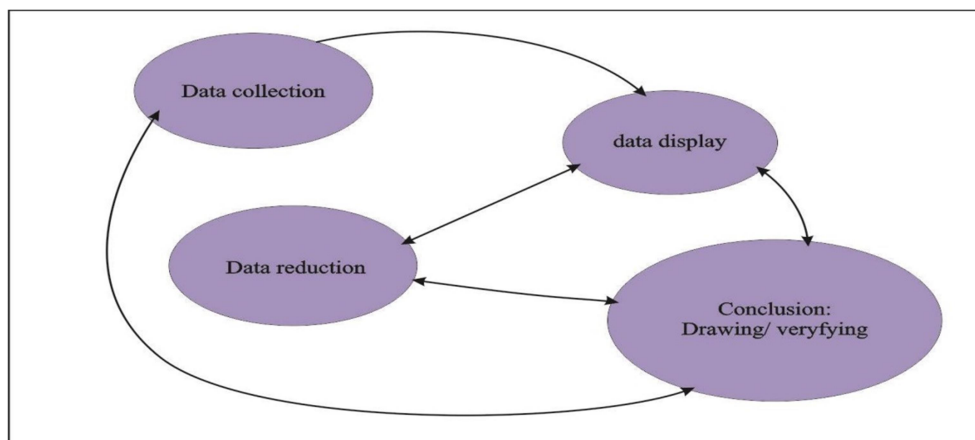
R. Data Analysis Technique

In analyzing qualitative data, the technique used requires understanding how to form the data credibly so that the data can answer the research questions. Therefore the researcher used Miles and Huberman's model to analyze the data.²⁸

This research that's equipped with four main steps as data collection, data reduction, data display, and drawing and verifying conclusion.

Figure 3.1

Miles and Huberman Model



²⁸ Miles, Matthew B & Amichael Huberman, *Analisi Data Kualitatif Buku Sumber tentang Metode-metode baru*, Terjemahan Tjejep Rohendi Rohisi (Jakarta: Universitas Indonesia, 2007), p. 139

In this research, the complete data collected were analyzed by the researcher as following steps.

- a. Using the rubric assessment that had adjusted to collect the data required:

After the instrument to assess was ready soon the data were collected from the samples. The data collected by comparing them to the characteristics provided by the rubric. The rubric assessment was adopted from BNSP and also integrated with Likert's Scale, and only one out of four categories which *BNSP* provided are used. This is feasibility of content.

- b. Analyzing the data and presenting numerically in a table and descriptively in a paragraph:

In this step, after the data required was collected, the researcher presented the data into the table of feasibility of content for each chapter. And then the data was evaluated by giving the score to the list of focused category in the rubric assessment as 1 (poor), 2 (enough), 3 (good), 4 (very good). The rubric scoring is adopted from Likert Scale, and only even scale is adopted. The scale was adopted because the researcher avoided the bias or neutral result if the odd scale used. Therefore in evaluating data, the researcher presented numerically and descriptively.

c. Reducing the data based on the purpose of the research:

Reducing the data in this research had been hold during the process of the research. The researcher followed the criteria listed in the rubric. The researcher selected and focused on the data that criteria required in the rubric. Then the data reduced based on the needs the researcher to answer the research question how the textbook “Bahasa Inggris” fulfills the feasibility of content in curriculum 2013.

d. Interpreting the data gained after scoring from the evaluation:

Interpreting was done after the data had been reduced and presented. The data was interpreted to show the result of compatibility of the textbook towards curriculum 2013. The interpretation was drawn from the data collection, data reduction and data presentation. Then the researcher interpreted the data in quantitative output with the formulation help in percentage and number. Then, the researcher presented the data interpreted descriptively.

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

Note: **P:** Percentage

F: Frequency

N: The sum of frequency²⁹

²⁹ Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta : PT Raja Grafindo Persada, 2005), p. 42.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher describes the research findings based on the data collected. The researcher will present and interpret the data as research findings which are only 6 out of 15 chapters from the textbooks analyzed and evaluated. In the other words, the findings presented covers for 1 semester from the textbook taught. The researcher uses a range of scoring that *BNSP* provided and adjusted with Likert's scale 1 to 4 for each item. Additionally, the researcher also uses percentage as the representation for the conclusion in feasibility of content

S. Research Finding

1. The analysis of Feasibility of Content in the “Bahasa Inggris” Textbook

This findings show that the categories required in rubric assessment from *BNSP* are not all complied. Almost a half of the samples is not match with the requirement and sometime not included. It represents with percentage 75 % which means still fulfills the rubric assessment specifically in terms feasibility of content. The researcher only count the criteria contained by score 4 as the requirement. Beside that the criteria in completeness and diversity insight are considered because its findings. For the diversity insight criteria the findings show that all the criteria are filled in the other hand the result is vary.

1. Chapter 1 “Talking About Self”

Table 4.1
Feasibility of Content in Chapter 1 “Talking About Self”

Sub-component	Items	Scoring			
		1	2	3	4
The Compatibility Materials With <i>KI</i> And <i>KD</i>	Completeness				✓
	In depth				✓

Sub-component	Items	Scoring			
		1	2	3	4
The Accuracy of Materials	Social functions				✓
	Element and structure of meaning.				✓
	Linguistic feature				✓
Supporting Materials	Relevance			✓	
	Development of life skills				✓
	Development of diversity insight			✓	
Total				2	6

In this chapter, talking about self is taken as the topic that mostly taught in this chapter. In this chapter, some of greeting and introduction expression are taught. Meanwhile, the exercises are developed from the topic that quite close to the student daily life. The exercises are also formulated toward student active learning.

a. Compatibility materials with *KI* and *KD*

1) Completeness

In the lesson of chapter 1, the completeness that requires some texts to be taught as transactional text, interpersonal text, and functional text, has been already in line with *KI* and *KD* in curriculum 2013. The researcher gives the score 4 which means very good in the part of completeness. The researcher scores 4 for the completeness, because this chapter provides functional text, transactional text and

interpersonal text which is as the basic requirements of completeness criteria. This can be seen in text 1 and 2 page 4 to 5 of writing an email or letter. This part of text is developed to help students in writing and intensive reading text to derive information from it. Besides, in page 9 vocabulary exercises can be found a short text to find correct vocabulary to introducing themselves. Speaking skill is also trained in page 17 task 2 to help students study intonation, find the right word, and give the right responds in self-introduction. Additionally, not only provided with the texts required, in this chapter also encourages the student to learn the lesson in an active way as discussion and role play.

2) In depth

All four criteria in depth of materials are successfully implemented. Therefore, the researcher scores 4 which means very good for this criterion. This chapter has been successfully developed all of the criteria of In-Depth. It can be seen from completeness criteria of chapter 1 that this textbook has already developed more than 2 texts and an exercise that expose students to produce a self-introduction. Then, this chapter already develops the material into any other related materials as on page 4, 5, 7, and 8. The topics on the pages are developed from one to another. On page 10, 11 and 16, it can be seen that is not only topic developed that encourage the student to explore

more text, the guidance in giving the explanation for the materials are also clearly guided and introduced. On page 17, 18, and 19 the text guides the students to develop their language skills in an activity of role play and write an email or letter. It also stimulates the student to produce their productive skills in oral or written which is demanded as part of communicative skills that should be mastered.

b. The accuracy of materials

1) Social functions

This chapter is dominated with the topic of talking about self. This topic is introduced through explanation text which is developed into further other related texts and some exercises as a functional communication. The interpersonal communication is taught on page 10 and 16 and equipped with some exercises that stimulate students to interact to the other students. And in order to fulfill the requirements, transactional communication is also promoted through several explanation and exercises as on page 17 to 19. Consequently, the researcher scores 4 for this criterion or very good.

2) Element and structure of meaning.

The generic structure required in feasibility of content is successfully implemented. In order to emerge the systematical way of thinking to the students, the specific conversations, on page 4, 5, 16

and 17 lead the students to analyze and memorizing the way to introduce their-self and the others. Then students are led to practice through doing exercise or following an activity such as on page 18 and 19. On page 10 the textbook also shows how to think systematically in understanding a functional text. Therefore, these consideration make generic structure gets score 4 or very good for its implementation.

3) Linguistic feature

The language used in the chapter 1 is acceptable and polite. The topic taken also provides the student with the language that's commonplace heard for students as on page 4 and 5 specifically in text 1 and 2. Especially in the lesson of introduction and greeting, the language is light and really easy to found in students daily life. Hence, the explanation above gives the language feature 4 score or very good for its fulfillment in this chapter.

c. Supporting materials

1) Relevance

This chapter provides good illustrations. All of the exercise and text developed in the chapter used illustrations, and most of them worked well. The picture that looked like a people who have conversation in page 17 was really motivated students in doing a speaking activity. The table to classify main idea and detail of a

paragraph in page 6 and 7 were also very well implemented in the exercise about identify a text. In terms relevance of material the researcher puts score 3 which means good. Because the researcher has certain taught that the picture can more adopt the closer incident that just recently happened in student's daily life.

2) Development of life skills

Choosing a role play and writing an email or letter as part of student activity in this chapter is the outstanding part as on page 17, 18, and 19. The activity is suitable to develop the students' skills, especially in skill of seeking the information through a conversation to others person. Additionally, the researcher interprets the use of writing an email or letter is very good because through this activity, students will practice about what they have learned actively. The impact is absolutely will affect many student life skills as self-esteem, communication skills, language skills, etc. Then through vocabulary exercise in page 9, students can develop their own academic potential, Such as understanding more about the topic, reading and learning more information before they have a conversation to other person. Another essential point, this chapter also provides the student to know more about their own capability after the lesson finished by answering a few of exercise questions as on page 14, 15, 16 and reflection

section on page 19. Therefore, It makes this fulfillment of development skills is worth to get score 4 which means very good.

3) Development of diversity insight

In this chapter, the development of diversity insight is unsuccessfully implemented for 4 aspects required. It is only 3 out of 4 requirements are available and easy to find. Those are the respect to value of local wisdom, appreciation to social democracy in order to develop the diversity insight in social and cultural context. These activities motivate students to develop their good attitude toward the diversity, as respect to value of local wisdom as on page 17 in terms of conversation. The assignment on page 14 also contains the elements that motivate students to appreciate the value of democracy in order to develop the diversity insight in social and cultural context. But, for the other one requirement are not inserted in this chapter. Only a little information provided as on page 14, 15, and 17 is presented. It can be seen in text 1 and 2 on page 4 to 5, the text consist of the information from another country are USA and Malaysia. Therefore, the researcher gives score 3 or good for the development of diversity insight in this chapter.

According the explanation above, only 6 out of 8 criteria fulfill the requirements of feasibility of content. The criterion with the lowest score is in

the development of diversity insight and relevance which has score 3 or good. Consequently, this chapter has good quality of the lesson that suitable with curriculum 2013 especially in terms feasibility of content.

2. Chapter 2 “Congratulating and Complimenting Others”

Table 4.2

Feasibility of Content in Chapter 1 “Congratulating and Complimenting Others”

Sub-component	Items	Scoring			
		1	2	3	4
The Compatibility Materials With <i>KI</i> And <i>KD</i>	Completeness				✓
	In depth				✓
The Accuracy of Materials	Social functions				✓
	Element and structure of meaning.			✓	
	Linguistic feature				✓
Supporting Materials					
	Relevance				✓
	Development of life skills				✓
	Development of diversity insight				✓
Total				1	7

Chapter 2 in general provides students with various exercises about interpersonal communication among students. Most of the exercises developed in this chapter are used to expose students in reading, listening,

responding, and producing congratulation expressions using kinds of skills. This chapter is also provided every exercise with clear and effective theory in how to arrange and practice congratulation with other students and also a procedure to create effective congratulation expressions through kinds of media of communications.

a. Compatibility materials with *KI* and *KD*

1) Completeness

The completeness in this chapter expected a development of interpersonal, functional and transactional text of congratulations. Several texts in this chapter have been generated in this theme. It can be seen in page 23 to 24 of reading comprehension. Task 1 and 2 in page 26, 27, and 28 also has a good interpersonal exercise which provided analyzing sections and vocabulary exercise of congratulation expressions. The material and exercise in page 32, 34, 35, 36, and 37 of speaking to develop student in dialogue of practicing congratulation and in page 29 to 32 of writing exercise are also well developed for interpersonal exercise the exposes students to express congratulations. Various skills practiced in exercises become the consideration of this chapter to be given score 4 which means very good.

2) In depth

In the chapter, this textbook develops sufficient texts and exercises that expose students to produce and respond to congratulation expressions. Several exercises mentioned in completeness of chapter 5 such as Task 1 and 2 in page 26, 27, and 28. These exercises developed with analyzing sections to let the students analyzing the text of congratulation by finding the right vocabulary. Apart from that, the exercise in page 32, 34, 35, 36, and 37 is also very good. This exercise asks students to socialize with other students in the class to practice the expressions of congratulation. Therefore, the researcher scores 4 which means very good for this criterion.

b. The accuracy of materials

1) Social functions

The implementation of social function in this chapter has already fulfilled the requirements in curriculum 2013. It's also packed with the daily useful examples. As on page 32, 33, and 34 the exercise is well developed and adapted with the daily activities. So, some of common expression is used based on the daily language selection. The words selection on conversation 1 and 2 on page 28 is quite light to be understood by the students at their level. Based on consideration above, the researcher put score 4 or very good in terms social function.

2) Element and structure of meaning.

The development of students thinking systematically in this chapter 2 is implemented well. This chapter related with the effective way of thinking and systematic procedure in creating or producing a real life complimenting and congratulation expressions. But there is no a complete list of expressions commonly used in expressing congratulation and complimenting. Therefore in terms element and structure of meaning, this chapter get 3 which indicates good fulfillment.

3) Linguistic feature

The language used in this chapter 2 is accurate and acceptable. In order to make the students understand how to express complimenting and congratulation, text book provides the material, task, and exercise about through dialog on page 23, 24, 28, and 32. Then, write a congratulation card on page 30 to 31, blank word on page 26 to 28. Therefore for linguistic feature, having 4 is worth if we look through the consideration above, because it has very good linguistic feature implementation.

c. Supporting materials

1) Relevance

This chapter provided good illustrations of congratulation card

and congratulation letters in page 30 and 31. The illustration pictures of kinds of congratulations card in the introduction of this chapter are also good. Additionally this chapter gives good illustration for the situation and it is really close to student's daily life, it can be seen on page 33 to 36. It provides a good example of what will be learned for students. Therefore for relevance, this chapter is given 4 which means very good.

2) Development of life skills

Within this chapter, useful exercises that help students develop their life skills are provided. From the analysis, task 1 and 2 in page 26 and 28 and exercise in pages 30 to 32 are kinds of exercise that help students in developing life skills. These exercises expose students to write a congratulations card and respond or express congratulations and complimenting. Therefore in term of development of life skills, this chapter scored 4.

3) Development of diversity insight

The exercise and text within the chapter is lack of local diversity insight, yet, this chapter provides a cross cultural understanding about expressing congratulations. This cultural awareness explains about different expression and way of expressing congratulations between Indonesia and other English speaking countries. Therefore with this

consideration, development of diversity insight scored 4 which mean very good.

It can be concluded that based on the explanation of the findings above, this chapter 2 already fulfills the criteria required for feasibility of content. 7 out of 8 criteria are already implemented with score 4 which means very good, and one other criteria have score 3 which means good. Therefore, this chapter can be used as the materials to teach English because its fulfillment.

3. Chapter 3 “What Are You Going to Do Today”

Table 4.3
Feasibility of Content in Chapter 3 “What Are You Going to Do Today”

Sub-component	Items	Scoring			
		1	2	3	4
The Compatibility Materials With <i>KI</i> And <i>KD</i>	Completeness				✓
	In depth			✓	
The Accuracy Of Materials	Social functions				✓
	Element and structure of Meaning.				✓
	Linguistic feature				✓
Supporting Materials	Relevance				✓
	Development of life skills				✓
	Development of diversity insight		✓		
Total			1	1	6

“What Are You Going to Do Today” in general describes about plan and express it in various exercises about interpersonal communication among students. The exercise developed in this chapter is used to teach students on how to express a plan, respond to a plan or even produce an interpersonal communication of plan using various skills. This chapter provides with clear and effective theory on how to express a plan with other students along with procedure to create an effective intentions through kinds of media.

a. Compatibility materials with *KI* and *KD*

1) Completeness

Completeness in chapter 4 develops several interpersonal texts about plan or intentions. Task 1 in page 40 to 41 of practicing dialogues and Task 2 in page 42 of complete blank word to response provides a good text to expose students with interpersonal text about intentions. Task 3 in page 42 about discussion of travel plan and exercise that follows it also has a good practice to check students' interaction of comprehending of expression intentions. With these considerations, score 4 for completeness is given.

2) In depth

One of in depth criteria, the exposure (*pajanan*) is hard to find in this chapter. But the other 3 criteria are clearly seen and developed as one of in depth criteria. For example on page 40 and 41, these parts

refer to the retention of text formation which shows how the text is built up systematically through the statement form as on the correct word of conversation. And on page 44 the linguistic feature is taught. It talks about be going to + simple verb tense and would like + simple verb, then some special common word in daily life about intention or plan to do something in the future. The other criteria are production and extension. These criteria can be seen easily in the assignments provided in every part of this chapter on page 45 to 47. The assignment will encourage student to create and develop their oral and written texts. Consequently, because the missing exposure (*pajanan*) criterion, this chapter will have 3 which means good in its fulfillment.

b. The accuracy of materials

1) Social functions

Once the text on page 40 to 41 starts to read, the accuracy of materials in the social function is clearly seen in the words selection and the theme that is useful because takes daily life conversation. Not only on its page but also on page 43, the same thing goes to both of them. Both of them use a common interactional and transactional language in daily life of intention. Therefore score 4 is very good and worthy for this criterion.

2) Element and structure of meaning.

As for the element and structure of meaning, a systematic way of thinking for students has been developed well in this chapter. It can obviously be seen on page 44 which provides the students with explanation and example of the expression for a text, then develops into some exercises on the next page. Additionally this chapter also provides the student with the interactive interpersonal and transactional text such as on page 40 and 41. In short dialog, the text present some of the intention expression which is quite familiar heard in daily life and commonly used when the students want to state and give question for plan to do something in the future. That is why this chapter will have 4 or very good fulfillment for the element and structure of meaning.

3) Linguistic feature

This chapter's linguistic feature is written in a good and efficient way. It can be seen that this chapter developed in acceptable and polite language such as task 1 on page 43 about student's plan for long weekend. Dialog expression in page 40 to 41 about holiday plan is also written in a polite and acceptable language. Therefore in term of linguistic feature, this chapter is given score 4.

c. Supporting materials

1) Relevance

As for relevance criterion, the illustrations in this chapter are well developed. In introduce to students about a whole material in this chapter on page 39 are provided with good illustrations about intentions. Additionally, on page 47 task 3 this chapter makes formal speech is close to student's daily life. Therefore in this criteria, score 4 is given for relevance. As the Consideration, the researcher gives score 4 or very good for this relevance.

2) Development of life skills

The fulfillment for the development of life skills is successfully implemented through many exercises. By practicing in short dialog on page 41 and 43 students are also required how to communicate interactively with the others. And the other one is on page 47, the role play assignment which instructs student to do some activity can cover all the aspects of the development of life skills in this chapter. This chapter also provides students with reflection part which helps student to know more about their ability in this lesson. Therefore Score 4 is given to development of life skills with those considerations above which means this criterion is very good in its fulfillment.

3) Development of diversity insight

Some of the criteria in the development of diversity are implemented well. The dialog on page 41 and 41 represent the explanation about how to have a discussion. But the activity that encourages students to develop the local potential is nowhere in this part. Because of incomplete one criterion, the researcher gives score 2 which means enough for the development of diversity insight.

To sum up this chapter, the feasibility of content in this chapter 3 can be said to have met the criteria required in curriculum 2013. It can be explained through the explanation of the findings above that use BNSP rubric assessment. The findings shows that 6 out of 8 criteria are successfully implemented with the highest score are 4 which means very good in the 6 criteria, and the lowest score is 2 which means enough for development of diversity insight.

4. Chapter 4 “Which One is Your Best Getaway”

Table 4.4

Feasibility of Content in Chapter 4 “Which One is Your Best Getaway”

Sub-component	Items	Scoring			
		1	2	3	4
The Compatibility Materials With <i>KI</i> And <i>KD</i>	Completeness				✓
	In depth				✓

The Accuracy Of Materials	Social functions		✓		
	Element and structure of Meaning.			✓	
	Linguistic feature			✓	
Supporting Materials	Relevance				✓
	Development of life skills				✓
	Development of diversity insight				✓
Total			1	2	5

This chapter generally teaches about reading comprehension and reading for specific purpose. So, sometimes students have to reading through skim or scanning. The text provided for reading refers to the list of *KI* and *KD* that is descriptive text.

a. Compatibility materials with *KI* and *KD*

1) Completeness

The completeness criteria in this chapter are good of development. The developed text can be seen in reading task in page 53 and 58 about the place described. Speaking task on page 67 is also well developed for functional and interactional text in describing a place what make it interesting. With this consideration, 4 is the score for this chapter's completeness.

2) In depth

In depth materials in this chapter has been developed well. The successful developing can be seen on page 67. Where, the exercise on this page asks students to produce written descriptive. Whilst, for the idea is source from their own ideas. Besides making the descriptive the students also develop their own understanding about a descriptive text. If we look through page 60 and 65, we can understand that this chapter tries to teach students on how to analyze a descriptive text with good retention. Based on consideration above, the researcher gives score 4 very good in depth of material in this chapter.

b. The accuracy of materials

1) Social functions

The researcher finds out only descriptive text as functional text and transactional text that fulfill the requirement social function in this chapter. The functional texts in this chapter are developed into some of explanation and oral or written exercise. As on page 53 and 58, the theme are taken to describe about place, these exercises can be easily practiced and implemented for the students in identify, analyze about descriptive text. Besides, on page 67 students are able to have interaction to their classmate for transactional communication. Because this chapter provides students with the functional

transactional text only, the lesson get restricted to lead students to achieve the goals as in social function criteria mentioned. Therefore, the researcher scores 2 which means enough for the accuracy of materials especially in social function fulfillment.

2) Element and structure of meaning

A systematic way of thinking becomes the main consideration whether the texts in this chapter guides the students to think systematically as the criteria mentioned. Even though the functional and transactional text is the only text appeared in this chapter. The text keeps guiding the students to think systematically as on page 66, where the guidelines that used in creating a good text is the matter in this lesson. So the students will be able to express the ideas through their own systematic way of thinking. Not only written or spoken matters around the class but also the students are extended in having a chance to implement their systematic way of thinking in outside of the class. In spite of one criterion fulfilled, the criterion still leads students toward the achievement in element and structure of meaning. Therefore this chapter is scored 3 which means good for its element and structure of meaning.

3) Linguistic feature

The linguistic feature in this chapter is presented in a good

explanation and assignment text. Besides this chapter uses polite and acceptable language, this chapter also leads the student to understand more about the use of language selected. So the student will achieve its social function as on page 53 and 58. But, this chapter provides the students with monolog texts only such as descriptive text. That's why this chapter is lack of suitable and restricted to communicative context. Therefore this chapter is given score 3 which means good in term of linguistic feature.

c. Supporting materials

1) Relevance

The findings show that relevance in this chapter is well developed. Even this chapter already equips data for a table as on page 60 which related to the topic. So, the students are expected to be encouraged to seek more information about this. Beside, as the warmer to brainstorm students to the material, there is an exercise that gives students time to prepare their self to study the lesson. Therefore in terms of relevance, this chapters is worthy to get score 4 which means very good.

2) Development of life skills

A clear explanation and guidance for developing of life skills in this chapter is already successfully developed through some activities.

The activities emerges students to have the skills required. As personal skills it can be seen on page 56. The section is students' task in order to develop them in mastery vocabulary. For social skills development, page 64 shows through some of questions that students are required to think critically about adjective. The assignment on page 67 also will give students big impact for the development of oral and written skill, because the student will learn how to maximize their skills finish the assignment. Therefore the researcher gives score 4 for the development of life skills in this chapter 4. It means this chapter is very good in such criteria.

3) Development of diversity insight

In the assessment of development in diversity insight, this chapter is well packed with cross cultural understanding of the differences between talking a place in Indonesia on page 53 and other countries in page 58. The text in page 65 also provided with diversity insight about the mistake for Indonesian learners in writing descriptive text. For this consideration, 4 is scored for development of diversity insight which means very good.

To sum up this chapter 4, the researcher uses the clear explanation above. This chapter can be said to have met the criteria required for feasibility of content in curriculum 2013. Because, the findings show only 5 out of 8

criteria that comply the requirements with score 4 which means very good and social function criterion has the lowest score that is 2 which means enough. Therefore, this chapter doesn't successfully implement curriculum 2013 in terms feasibility of content because overall this chapter only fulfills 5 out of 8 criteria required.

5. Chapter 5 “Let’s Visit Niagara Falls”

Table 4.5

Feasibility of Content in Chapter 5 “Let’s Visit Niagara Falls”

Sub-component	Items	Scoring			
		1	2	3	4
The Compatibility Materials With <i>KI</i> And <i>KD</i>	Completeness				✓
	In depth			✓	
The Accuracy Of Materials	Social functions				✓
	Element and structure of Meaning.				✓
	Linguistic feature				✓
Supporting Materials	Relevance				✓
	Development of life skills				✓
	Development of diversity insight	✓			
Total		1		1	6

This chapter is generally similar to chapter 4 which talks about descriptive text. However, there are some differences in theme of text, grammar, and language feature.

a. Compatibility materials with *KI* and *KD*

1) Completeness

The completeness criteria in this chapter are good of development. The developed text can be seen in reading passage in page 72 about the place described. Speaking task on page 77 is also well developed for functional and interactional text in describing a place what they have visited. With this consideration, 4 is the score for this chapter's completeness.

2) In depth

The 3 criteria are clearly seen and developed as one of in depth criteria except the exposure (*pajanan*). Because there is only a text on page 73 and it is not explore students to get the other source text. Beside, for three other are really good. For example on page 74, these parts refer to the retention of text formation which shows how the text is built up systematically from one paragraph to another paragraph. Next, on page 79 there is a task will encourage student to create and develop their oral and written texts. Consequently, because the missing exposure (*pajanan*) criterion, this chapter will have 3 which means good in its fulfillment.

b. The accuracy of materials

1) Social functions

The exercise and explanation of the lesson developed in this chapter are presented through adaptation of daily useful example. In order to fulfill the social functions requirement, this chapter uses the theme *visit a place* which is easy to found in students daily life. Because the theme is common around the students, so the common daily language is used as well. On page 72 to 74 the functional text is successfully presented and developed into students' exercises for practicing their own comprehension about the text. On page 77 there is a transactional communication to encourage students and to learn how to express them through practicing in the pair work. Based on the suitability in this chapter with the requirements of social function, 4 is the score for this chapters' social functions which means very good

2) Element and structure of meaning

As for element and structure of meaning, systematic ways of thinking for students are provided well in this chapter. In page 78 task 1 of writing section students get complete structure how to make a descriptive text. Additional information about generic structure of descriptive text also provided in page 76, this a complete grammar used in descriptive text about active and passive voice. With these

findings, the generic structure scored 4 which means very good.

3) Linguistic feature

Polite and acceptable language is a must and prioritized in the usage. Therefore, the language used in this chapter is acceptable and effective as in the descriptive text on page 72 to 73. The texts are even enriched with a bunch of vocabularies and a few pictures that relate to the topic for the text. Therefore, in the term of linguistic feature the researcher gives 4 which means very good for its completeness.

c. Supporting materials

1) Relevance

This chapter provides good illustrations. All of the exercise and text developed in the chapter used illustrations, and most of them worked well. The pictures that illustrate the paragraph in page 74 were really motivated students in comprehending and analyze the text. The table to classify part of text, purpose and detail of a paragraph in page 78 was also very well implemented in the exercise about writing a descriptive text. In terms relevance of material the researcher puts score 4 which means very good.

2) Development of life skills

Choosing analyzing a text, role play and writing about interesting place as part of student activity in this chapter is the outstanding part.

On page 75, student is able to enrich their vocabulary mastery by doing the task. Speaking section on page 77, the activity is suitable to develop the students' skills, especially in skill of seeking the information through a conversation to others person. additionally, the researcher interpret the use of writing sentence by sentence on page task 2 page 79 is very good because through this activity, students will practice about what they have learned actively. The impact is absolutely will affect many student life skills as self-esteem, communication skills, language skills, etc. Another essential point, this chapter also provides the student to know more about their own capability after the lesson finished by answering a few of exercise questions as on page 19 for reflection section. Therefore, It makes this fulfillment of development skills is worth to get score 4 which means very good.

3) Development of diversity insight

As for this criterion, this textbook provides a less national diversity insight, yet, text in page 73 about descriptive text provides a place which is Niagara falls, and this chapter doesn't provides another text that explain about Indonesia. The researcher could only find for democratic value in this chapter as on page 79, the student can express what their idea to other person.. So 1 is given as score for development

of diversity insight of this chapter which means poor.

According the explanation above, only 6 out of 8 criteria fulfill the requirements of feasibility of content. The criterion with the lowest score is in the development of diversity insight which has score 1 or poor. Consequently, this chapter has good quality of the lesson that suitable with curriculum 2013 especially in terms feasibility of content.

6. Chapter 6 “Giving Announcement”

Table 4.6

Feasibility of Content in Chapter 6 “Giving Announcement”

Sub-component	Items	Scoring			
		1	2	3	4
The Compatibility Materials With <i>KI</i> And <i>KD</i>	Completeness			✓	
	In depth				✓
The Accuracy Of Materials	Social functions				✓
	Element and structure of Meaning.				✓
	Linguistic feature				✓
Supporting Materials	Relevance				✓
	Development of life skills				✓
	Development of diversity Insight			✓	
Total				2	6

In this chapter 6, the texts generally infuse the comprehension about the giving an announcement. Then this topic is developed into several part of lesson as reading and writing announcement text, learning grammar how to form nouns from verb, enriching student with useful vocabularies and expressions, and also discussing gender problems. To know how deep the student comprehension, this chapter is enriched with some exercises and reflections assignment. For the specific explanation will be explained as follow.

a. Compatibility materials with *KI* and *KD*

1) Completeness

In term of completeness chapter 6 has already fulfilled the text requirement in curriculum 2013. It can be explained generally through the stated goals of the lesson on the first page in this chapter. The completeness of interpersonal, transactional, and functional text is already equipped. It can be seen on page 83 and 84, there are announcement text as a functional text. On page 82 there is interpersonal text how to give attention to teacher. And on page 92 there is transactional text that's packaged in the student's situation at the school. Even though this chapter is equipped with functional, interpersonal and transactional text, but the interpersonal text is not developed well based on core competence. Therefore this chapter will

have score 3 or good for its completeness.

2) In depth

In depth materials in this chapter has been developed well. The successful developing can be seen on page 92. Where, the exercise on this page asks students to produce written and spoken announcement. Whilst, for the idea is source from their own ideas. Besides making the announcement the students also develop their own understanding about an announcement text. If we look through page 85, 86 and 89, we can understand that this chapter tries to teach students on how to create a good text with good retention of text formation. Based on consideration above, the researcher gives score 4 very good in depth of material in this chapter.

b. The accuracy of materials

1) Social functions

The criteria of social functions are successfully implemented in this chapter. This chapter contains texts and exercises that relate with the achievement in written or spoken that usually exists in students daily life. As on page 92, besides the word selection is light and familiar, the idea of this announcement text also teaches student about sharing information each other. So in this functional text, we can see obviously the social message tried to deliver. The interpersonal

communication is taught on page 86 and equipped with some exercises that stimulate students to interact to the other students. And in order to fulfill the requirements, transactional communication is also promoted through several explanation and exercises as on page 92. Therefore with those fulfillments, 4 is the score for social function in this chapter. That means this criterion is very good in such criteria.

2) Element and structure of meaning.

In creating announcement text this chapter presents the texts in systematic ways so the students will understand systematically. As on page 89, the students are taught on how to find out the structure of announcement text. The reading passage on page 83 and 84 are also present systematic idea. After the text, on page 85 and 86 this chapter encourage students to analyze the text systematically. This chapter is also enriched with learning grammar as on page 89. For developing the lesson into systematical way of thinking, this chapter is worth for having 4 or very good in its implementations.

3) Linguistic feature

The words selection in this chapter is acceptable and polite for student to use. And the language use is also easily to find and use in the daily life. It can be seen on page 83. The theme is quite light to understand the main topic that discussed in the announcement text. In

line the announcement text on page 84 also have good quality of the language, the language and word selection are accurate and acceptable in terms of daily communicative. Therefore with those considerations, the researcher gives 4 or very good for this linguistic feature.

c. Supporting materials

1) Relevance

The findings show that relevance in this chapter is well developed. This chapter already equips the functional text with related material for a text as on page 83. These data give a real illustration about what recently happen in past few years. So, the students are expected to be encouraged to seek more information about this. Therefore in terms of relevance, this chapters is worthy to get score 4 which means very good.

2) Development of life skills

Within this chapter, the development of life skills is developed through useful exercises. From the analysis, the exercises on page 85 to 87 develop students' interpersonal skills and social skills. Through making and completing the blank word, the students are able to enrich their vocabulary. On the next page 93, there is reflection part which has purpose to guide students to know their own understanding about the lesson so far. For an academic skill, this chapter provides students

with the exercise that potentially able to develop their skills as on page 92. The students are also directed to edit and rewrite the announcement texts. At the same time, the vocational skill development is a team work that engaged in this chapter as on page 89. Students will discuss as a team to find out the text structure on that page. Therefore, through these considerations the researcher gives 4 or very good.

3) Development of diversity insight

Some exercises in this chapter are developed from the main topic selected. On page 83 the main text adopted uncommon national insight. One of examples is *JYJ* in Singapore which are not in Indonesia. But, for the exercise this chapter relate to national insight, For an example on page 92, it talks about the meeting OSIS discuss about study tour to Borobudur temple. That's why the researcher thinks this chapter already fulfills the 3 out of 4 criteria required in the diversity insight development, whilst the requirement in developing local potency is hard to find. According to the consideration above score 3 is good for this chapter.

Through the consideration of the findings explained above, the researcher concludes that this chapter 6 is successful implementing curriculum 2013 in terms feasibility of content. 6 out of 8 criteria has already complied the requirements with score 4 for each which means very good. And the lowest

score is 3 for the completeness. Because of 6 out of 8 criteria represents this chapter has the good scores. Therefore this chapter can be relied for teaching English for the tenth grade in terms feasibility of content.

From the findings above, it indicates that the complete textbook assessment and evaluation has been done numerically and descriptively. To sum up the findings in altogether, the researcher conjoins the findings into table 4.7 below.

Table 4.7

Frequency Table of 6 Chapters

Sub-component	Items	Scoring Frequency			
		1	2	3	4
The Compatibility Materials With <i>KI</i> And <i>KD</i>	Completeness			1	5
	In depth			2	4
The Accuracy Of Materials	Social functions		1		5
	Element and structure of meaning.			2	4
	Linguistic feature			1	5
Supporting Materials	Relevance			1	5
Supporting Materials	Development of life skills				6
	Development of diversity insight	1	1	2	2
Total		1	2	9	36

2. The analysis of Feasibility of Presentation in the “Bahasa Inggris” Textbook

The analysis of textbook “Bahasa Inggris” is now talk in the feasibility of presentation. This part described about how is every detailed of this textbook present the material properly. The analysis of the whole textbook had assessed all the component from technique of presentation, learning presentation, and completeness of presentation. All the analysis of feasibility of presentation is as follows:

Table 4.8
Feasibility of Presentation of “Bahasa Inggris” Textbook

Sub-component	Items	Scoring Frequency			
		1	2	3	4
Technique of Presentation	Systematic				✓
	Chapter Equilibrium			✓	
Learning Presentation	Learner Center				✓
	Development of Initiative, Creativity, and Learners' Critical Thinking				✓
	The Development of self-reliance students				✓
	The Development of learners' ability to evaluate thyemselves				✓
Completeness of Presentation	Introduction Part				✓
	Content Part			✓	
	Closing Part				✓
Total				2	7

1. The Thechnique of Presentation

a. Systematical

in systematical, the whole textbook is assessed to be systematic in delivering a chapter and well arranged in providing material completely to students. From six chapter which had analyzed, the material is presented well in encourage student in learning from the book. All the material, systematically present by picture illustration, a text, discussion, group work, and exercise for students. In addition, this textbook also provide the material with good illustrative text and the task which could develop student in learning process. Therefore, this textbook's systematical scored 4 which means very good.

b. Chapter Equilibrium

In this criterion, textbook analyzed about how to deliver the content of a chapter as equal as possible started from the number of pages, exercise generated within every chapter, and also illustration that equal within every content of chapter. From the analysis, number of pages of eac sample of six chapter are not balanced where there are chapters consist of 18 to 20 pages and there are consist of 12 pages only. However the exercise generated in every chapter is equal, such as reading task, pronunciation practice, and role play exercise. Based on this consideration this criterion scored 3 or good for chapter

equilibrium.

2. Learning Presentation

a. Learner Center

This criterion makes students as the subject of learning so that the material are mostly developed in students centered learning. From the analysis, this criterion could be seen by the every section of book makes students to learn independently, then the exercise is also focused on students activity with the other students directly which means a teacher as a guide only. Therefore, from the analysis this criterion scored 4 which means very good.

b. Development of Initiative, Creative of Learners' and Critical Thinking

This criterion make students to be motivated and creative so when they use the textbook they could have a critical thinking to explore the material by asking how, why, where, when, etc. From this book, researcher find that most of part of text and exercise are encourage students to be critical. The exercise like group work or dialog makes students have an interaction and the are able to give some question by a conversation, even they could ask the teacher to involve in their activity. In evry chapter of this textbook is also developed student in discussion vibes so they could sharing their idea with their friends

then analyzing it. Based on the analysis this criterion scored 4 or very good.

c. The Development of Self-Reliance Students

This criterion make students curious and autofocus on what they learn. To analyze this criterion, it could be seen from feasibility of content where some of material develop the exercise which make students expected to be able to handle certain communicative interaction either individual or in group. Therefore, this criterion scored 4 or very good.

d. The Development of Learners' Ability to Evaluate Themselves

This criterion make students are expected to be encourage in evaluating themselves, to see how far they have learned from a chapter, and to review the lesson learned. For this criterion, every section in a chapter are well developed to evaluate students comprehending, it could be seen in a review exercise of some part the chapter. In addition, in the end of chapter there are available a reflection section that could be a whole review for students understandin in learning process. From the analysis, this criterion scored 4 which means very good.

3. Completeness of Presentation

a. Introduction Part

This criterion is expected to developed sufficien introduction part of textbook. Based on analysis, the textbook deliver a good introduction, such as preface, introductory part about what this textbook has to offer, even in every chapter this textbook provide an explanation about the goal in learning process. Based on consideration, this criterion scored 4 or very good.

b. Conten Part

In this criterion, the textbook are expected to developed sufficien content part which consist of introduction, illustration, summary along with self reflection, and last is exercise. Based on analysis for this criterion, all the material for content are well provided. However, for the illustration are not provided authentically. This book mostly deliver an animation illustration, whereas it shoul be can provided by real picture illustration. Therefore, this criterion scored 3 which means good.

c. Closing Part

In this criterion, textbook are expected to develop sufficient closing part which consist of glossary, references, and index. For this criterion are completely provided, from the glossary, index, and

references. Even more this textbook also provided the biography of writer and include the explanation of their book which have published.

T. Data Interpretation

Feasibility of Content in the “Bahasa Inggris” Textbook

Based on the table of feasibility of content above, the researcher analyzes and evaluates 8 categories from 6 sample chapters in the “Bahasa Inggris” textbook. All of them make up total 48 categories are analyzed and evaluated. From this table, it can be driven that 36 categories from the samples have a very good quality in feasibility of content. And 1 category has poor quality in feasibility of content. Especially for the development of diversity insight, fairly this category doesn’t comply the requirements because only two chapter that’s successfully implemented.

$$P = \frac{36}{48} \times 100\%$$

$$P = 75\%$$

Therefore, it can be concluded that 75% of the lesson in the “Bahasa Inggris” textbook that includes the materials, exercises and text developed in the textbook “Bahasa Inggris” still fulfills the rubric assessment of feasibility of content from BNSP on how standard textbook should be.

This findings show the answer for the research question about “How does the content in the CONTEXTUAL ENGLISH textbook fulfill the feasibility of content requirements specified in curriculum 2013?” the result shows that the categories required in rubric assessment from BSNP are not all complied. A quarter of the samples is not match with the requirement and sometime not included.

In the “Bahasa Inggris” textbook, the availability of matched criteria doesn’t always become the major factor for unmatched sample with the criteria required. But sometimes the researcher interprets that the rubric arranged by BNSP is bias for this book in some parts. As a result, it becomes the bias rubric for the researcher to analyze whether the criteria exist in the sample or not. The development of diversity insight is one of the examples criteria in feasibility of content. During analyzing the data through this criterion, the researcher got the suitable data through implicitly interpretation of data. Because, there is no data required that’s stated with this criterion.

Feasibility of Presentation in the “Bahasa Inggris” Textbook

Based on table of 4.8, the criteria of systematic, learner center, development of initiative, creativity, and learners’ critical thinking, the development of self-reliance students, the development of learners’ ability to evaluate themselves, introduction part, and closing part are fullfiled the criterion of feasibility of presentation with score 4 which means very good while the

chapter equilibrium and content part only scored 3 which means good.

$$P = \frac{7}{9} \times 100\%$$

$$P = 77.77\%$$

Therefore, it can be concluded that 77.77% of the feasibility of presentation category from BNSP are fulfilled within the textbook “Bahasa Inggris”.

CHAPTER V

CONCLUSION AND SUGGESTION

U. Conclusion

Based on the results of analyzing of English textbook “Bahasa Inggris” published by Kementerian Pendidikan dan Kebudayaan in 2016 focused on feasibility of content and feasibility of presentation, the researcher can conclude that this textbook has fulfilled the requirements in curriculum 2013 specifically in terms feasibility of content and presentation. For feasibility of content researcher found some materials in the textbook are not fully suitable with the requirements. In the depth and element and structure of meaning criteria, there are 2 chapters which is not fully suits the criteria required. Then, the development of diversity insight criteria, the researcher found it as personal bias where the data analyzed was hard to be ensured with the rubric that researcher used. So, the researcher had to interpret through another perspective in order the data categorized. While for feasibility of presentation this textbook were not well developed in the chapter equilibrium and content part criterion. Therefore, Overall having 75% as the percentage of feasibility of content and for feasibility of presentation as the percentage 77.77 % in the “Bahasa Inggris” textbook is still acceptable to use by the school because it’s still qualified more than a half of criteria compiled in curriculum 2013 specifically in terms feasibility of content.

V. Suggestions

Based on the study of the textbook “Bahasa Inggris”, the writer would like to give several suggestions to help in improving the quality of textbook and teaching quality. The suggestions for English teacher and Publisher are as follows:

1. For teacher

In order to improve the quality of teaching results for the teacher, it is built based on experiences and knowledge on many aspects in teaching. The matched textbook with curriculum, the appropriateness of textbook, and the materials in the textbook implemented in the classroom and many other ways to improve the quality of teaching and learning process are in teacher hands. Therefore, teacher needs to seek out the compatibility of the textbook they about to use. As the book “Bahasa Inggris” is the first book that is published by government to fulfill the needs of curriculum 2013 materials, this book met all the requirements and standard of a textbook in implementing curriculum 2013. By using this book in teaching and learning process, hopefully a good result is compromised.

2. For Publisher

As for publisher, the textbook can be used as reference to do further evaluation. Because the publisher should be very considered what kind of materials should be included. The publisher should be selective in selecting the

materials for the book that teacher and student need. The criteria included in the BSNP rubric assessment for curriculum 2013 should be considered by the publisher before publishing a textbook for school.

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Appendix 1

KOMPETENSI DASAR SMA Mata Pelajaran Bahasa Inggris WAJIB

KELAS X

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	<ul style="list-style-type: none">2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya	<ul style="list-style-type: none">3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya.3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya.3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian (<i>care</i>), serta

KOMPETENSI INTI	KOMPETENSI DASAR
tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	<p>responnya, sesuai dengan konteks penggunaannya.</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>recount</i> tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>3.11 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu sederhana.</p>

KOMPETENSI INTI	KOMPETENSI DASAR
<p>4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan</p>	<p>4.1 Menangkap makna pemaparan jati diri lisan dan tulis.</p> <p>4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (<i>care</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>
	<p>kebahasaan yang benar dan sesuai konteks.</p> <p>4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.11 Menangkap makna pemberitahuan (<i>announcement</i>).</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>4.12 Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.13 Menangkap makna teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.</p> <p>4.14 Menyusun teks <i>recount</i> lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana. Menangkap makna lagu sederhana.</p>

Appendix 2

DESKRIPSI BUTIR INSTRUMEN I PENILAIAN BUKU TEKS PELAJARAN BAHASA INGGRIS SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

I. KELAYAKAN ISI

Komponen kelayakan isi mencakup tiga sub-komponen, yaitu kesesuaian uraian materi dengan KI dan KD, keakuratan materi, dan materi pendukung pembelajaran.	
A.	KESESUAIAN URAIAN MATERI DENGAN KI DAN KD
1.	KELENGKAPAN MATERI
	<p>Deskripsi:</p> <p>Buku teks pelajaran wajib berisi dan menuntut peserta didik mengeksplorasi sekurang-kurangnya teks-teks lazim digunakan dalam komunikasi bahasa Inggris untuk memberikan kesempatan kepada peserta didik untuk memahami dan menghasilkan ungkapan-ungkapan dalam menunaikan fungsi-fungsi komunikasi antarpribadi, secara lisan dan tertulis, untuk berinteraksi dengan lingkungannya sesuai dengan konteks komunikasinya. Secara rinci, cakupan materi pada masing-masing kelas adalah sebagai berikut:</p>
	<p>Kelas XI</p> <p>Ungkapan-ungkapan untuk melaksanakan berkomunikasi interpersonal dengan guru dan teman secara santun dan penuh kepedulian.</p> <p>Ungkapan untuk mengungkapkan pengalaman dan berkomunikasi secara jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dalam: menyatakan, menanyakan, dan merespon ungkapan untuk menyarankan untuk/tidak melakukan sesuatu dengan penjelasan; menyatakan dan menanyakan tentang: benda, tindakan/kegiatan/kejadian, pengandaian terjadinya/dilakukannya sesuatu yang tidak nyata pada waktu lampau/kini melalui teks <i>leaflet</i>, <i>banner</i>, dan <i>factual report</i>.</p> <p>Teks-teks fungsional pendek, resmi dan tak resmi, seperti <i>leaflet</i>, <i>proverb</i>, <i>riddle</i>, <i>poem</i> dan <i>banner</i> yang digunakan dalam berkomunikasi fungsional yang menunjukkan perilaku penuh tanggung jawab, peduli, kerjasama, dan cinta damai.</p>

	<p>Kelas XII</p> <p>Ungkapan-ungkapan untuk melaksanakan komunikasi interpersonal dengan guru dan teman secara santun dan penuh kepedulian.</p> <p>Ungkapan untuk mengungkapkan pengalaman dan berkomunikasi secara jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dalam: menyatakan, menanyakan, dan merespon ungkapan untuk: mendapatkan persetujuan, dan menawarkan barang dan jasa; menyatakan dan menanyakan tentang: benda disertai pewatas berupa fakta, modalitas terkait dengan tindakan/keadaan yg dilakukan di waktu lampau, keterkaitan antara keadaan benda dengan pengaruhnya, keterkaitan waktu antar tindakan/kejadian, ketetapan terjadinya sesuatu dalam kondisi apapun, persyaratan terjadinya/dilakukannya sesuatu melalui teks anekdot, <i>discussion</i>, <i>review</i>, <i>wise words</i> dan <i>poems</i>.</p> <p>Teks-teks fungsional pendek, resmi dan tak resmi yang digunakan dalam berkomunikasi fungsional yang menunjukkan perilaku penuh tanggung jawab, peduli, kerjasama, dan cinta damai.</p>
2.	KEDALAMAN MATERI
	a. Pajanan (<i>exposure</i>)
	<p>Deskripsi:</p> <p>Untuk pembelajaran setiap jenis teks, buku teks wajib berisi dan menuntut peserta didik mengeksplorasi cukup banyak teks yang relevan dengan kehidupan peserta didik sehari-hari dengan tujuan untuk pembiasaan terhadap jenis teks ybs., terutama pada segi isi pesannya, sikap sosial dan sikap spiritual yang relevan dengan teks-teks tersebut dengan cara penyampaian yang alami.</p>
	b. Retensi aturan pembentukan teks
	<p>Deskripsi:</p> <p>Untuk pembelajaran setiap jenis teks, buku teks wajib berisi bimbingan agar peserta didik mendapatkan pemahaman eksplisit tentang ketiga unsur pembentukan jenis teks ybs. (yaitu, fungsi sosial, unsur dan struktur makna, dan fitur linguistik), pada saat peserta didik sudah terbiasa berinteraksi tentang isi pesan yang dikandung pada jenis teks ybs., sikap sosial dan sikap spiritual yang relevan dengan teks-teks tersebut.</p>
	c. Produksi
	<p>Deskripsi:</p> <p>Untuk pembelajaran setiap jenis teks, buku teks wajib berisi bimbingan agar peserta didik menghasilkan teks lisan dan/atau tertulis untuk mencapai fungsi sosial yang relevan dengan jenis teks ybs., dengan memperhatikan kedua unsur lainnya (yaitu, unsur dan struktur makna, dan fitur linguistik),</p>

	pada saat peserta didik sudah memiliki pemahaman eksplisit tentang ketiga unsur pembentukan teks tsb., sikap sosial dan sikap spiritual yang relevan dengan teks-teks tersebut.
	d. Ekstensi
	<p>Deskripsi:</p> <p>Untuk pembelajaran setiap jenis teks, buku teks wajib berisi bimbingan agar peserta didik melakukan kegiatan-kegiatan yang mengembangkan teks lisan dan/atau tertulis yang telah mereka kuasai untuk mencapai tingkat penguasaan yang lebih tinggi dalam mewujudkan fungsi sosial yang relevan dengan jenis teks ybs., dengan memperhatikan kedua unsur lainnya (yaitu, unsur dan struktur makna, dan fitur linguistik), pada saat peserta didik sudah memiliki pemahaman eksplisit tentang ketiga unsur pembentukan teks tsb., sikap sosial dan sikap spiritual yang relevan dengan teks-teks tersebut.</p>
B.	KEAKURATAN MATERI
3.	Fungsi sosial
	<p>(f) <i>Report</i> berfungsi memaparkan kebenaran umum tentang orang/benda/binatang, termasuk jenis, definisi, dan ciri-ciri umum, seperti yang banyak dimuat dalam sumber-sumber pengetahuan umum, antara lain buku teks, ensiklopedi, dsb.</p> <p>(g) <i>Analytical exposition: thesis and analytical arguments.</i></p> <p>(h) <i>Hortatory exposition: thesis, analytical argument, dan recommendation.</i></p> <p>(i) <i>Explanation</i> berfungsi menjelaskan proses atau kegiatan yang terkait dengan fenomena alam, ilmu pengetahuan, sosial-budaya, dsb.</p> <p>(j) <i>Discussion</i> berfungsi mengetengahkan suatu permasalahan (isu) yang ditinjau paling tidak dari 2 (dua) sudut pandang, secara proporsional, untuk membuat suatu kesimpulan atau rekomendasi.</p> <p>(k) <i>Review</i> berfungsi melakukan analisis kritis, untuk kepentingan khalayak ramai, terhadap peristiwa atau karya seni seperti film, pertunjukan, buku, dsb.</p>
4.	Unsur dan Struktur Makna
	<p>Deskripsi:</p> <p>Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berpikir runtut dan sistematis.</p> <p>(1) Dalam teks-teks interpersonal dan transaksional, unsur-unsur ini minimal meliputi kegiatan interaktif yang terdiri atas inisiasi/prakarsa berkomunikasi dan respon berupa permintaan dan</p>

	<p>pemberian informasi/barang/jasa.</p> <p>(2) Dalam teks-teks fungsional pendek dan monolog, minimal mencakup unsur-unsur makna yang terdapat dalam masing-masing teks fungsional pendek dan jenis teks monolog berikut ini.</p> <p>(a) <i>Recount</i> meliputi sekurang-kurangnya orientasi dan serangkaian kegiatan/kejadian yang disampaikan secara kronologis.</p> <p>(b) <i>Narrative</i> meliputi sekurang-kurangnya orientasi, komplikasi, dan solusi.</p> <p>(c) <i>Procedure</i> meliputi sekurang-kurangnya langkah-langkah melaksanakan suatu pekerjaan, dengan atau tanpa menyebutkan secara eksplisit benda-benda yang diperlukan.</p> <p><i>Descriptive</i> meliputi sekurang-kurangnya unsur-unsur yang terdapat pada orang/benda/binatang serta deskripsi masing-masing (al., sifat, perilaku, tindakan) yang dianggap perlu disampaikan untuk memerankan fungsi sosial yang dimaksud.</p>
	<p>(e) <i>News item</i> meliputi sekurang-kurangnya kejadian inti, elaborasi, dan sumber informasi.</p> <p>(f) <i>Report</i> meliputi sekurang-kurangnya ciri-ciri umum dari orang/benda/binatang (sifat, perilaku, tindakan), dengan atau tanpa menyebutkan secara eksplisit pernyataan umum berupa definisi atau klasifikasi.</p> <p>(g) <i>Analytical exposition</i> meliputi sekurang-kurangnya pendapat/asumsi penulis/pembicara dan argumentasi analitis yang mendukung.</p> <p>(h) <i>Hortatory exposition</i> meliputi sekurang-kurangnya pendapat/asumsi penulis/pembicara, argumentasi analitis yang mendukung, dan rekomendasi.</p> <p>(i) <i>Explanation</i> meliputi sekurang-kurangnya uraian umum, penjelasan proses, dan penutup.</p> <p>(j) <i>Discussion</i> meliputi sekurang-kurangnya isu yang dibahas, sekurang-kurangnya dua pandangan yang berbeda, dan kesimpulan.</p> <p><i>Review</i> meliputi sekurang-kurangnya orientasi, evaluasi, dan tafsiran penulis/pembicara.</p>
5.	Fitur Linguistik
	<p>Deskripsi:</p> <p>Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima, sesuai dengan konteks komunikatif yang sedang berlangsung serta jenis teks yang digunakan dalam rangka mencapai setiap fungsi sosial yang dimaksud.</p>

C.	MATERI PENDUKUNG PEMBELAJARAN
6.	Kemutakhiran
	a. Relevansi materi dan sumber rujukan
	<p>Deskripsi:</p> <p>Bahan ajar (teks, tabel, gambar, lampiran, dll.) dan pengalaman belajar untuk setiap jenis teks diambil dari sumber-sumber yang relevan dengan topik yang dibahas.</p>
	b. Kemutakhiran materi dan sumber rujukan
	<p>Deskripsi:</p> <p>Bahan ajar (teks, tabel, gambar, lampiran, dll.) dan pengalaman belajar diambil dari sumber-sumber yang mutakhir tentang topik yang dibahas.</p>
7.	Pengembangan kecakapan hidup
	<p>Deskripsi:</p> <p>Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan kecakapan hidup, sbb.:</p> <ul style="list-style-type: none"> (a) kecakapan personal: mengenal kelebihan dan kekurangan diri sendiri dan orang lain, serta mengembangkan diri sebagai pribadi mandiri, makhluk sosial, dan makhluk ciptaan Tuhan; (b) kecakapan sosial: bekerjasama, toleran, menghargai kesetaraan jender, perdamaian, dan anti kekerasan dalam berkomunikasi dan berinteraksi dengan orang lain; (c) kecakapan akademik: menggali dan memanfaatkan informasi, menyelesaikan masalah, dan membuat keputusan dalam kerja ilmiah; (d) kecakapan vokasional: memiliki kemampuan, sikap, dan keterampilan yang diperlukan untuk melakukan pekerjaan/profesi tertentu.
8.	Pengembangan wawasan kebhinekaan
	<p>Deskripsi:</p> <p>Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan sikap kebhinekaan, sbb.:</p> <ul style="list-style-type: none"> (a) penghargaan terhadap keanekaragaman budaya dan kemajemukan masyarakat, yang meliputi berbagai nilai budaya dan kearifan lokal, nasional, dan global; (b) kesadaran akan potensi dan kekayaan daerah untuk mempromosikan potensi/kekayaan lokal dan nasional; (c) apresiasi terhadap nilai-nilai demokrasi yang sesuai

	<p>dengan konteks sosial-budaya setempat;</p> <p>(d) Pemahaman terhadap wawasan kebangsaan untuk mengembangkan rasa cinta terhadap tanah air, bangsa, dan negara.</p>
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Appendix 3

Rubric Assessment of Feasibility of Content

No.	Butir-butir	Penilaian
A. Kesesuaian Uraian Materi Dengan Tabel		
1.	<p>Kelengkapan Matri.</p> <p>Dalam Kelengkapan materi ajar wajib memuat teks teks yang sesuai dengan KI dan KD, teks-teks tersebut adalah:</p> <ol style="list-style-type: none"> 1. Teks-teks interpersonal 2. Teks-teks transaksional 3. Teks-teks fungsional 	<p>4= memuat seluruh jenis teks yang diwajibkan (teks interpersonal, transaksional, dan fungsional) dan sesuai dengan KI dan KD.</p> <p>3= memuat 2 jenis teks-teks yang diwajibkan (teks interpersonal, transaksional atau fungsional) dan sesuai dengan KI dan KD.</p> <p>2= memuat 1 jenis dari teks-teks yang diwajibkan (teks inetepersonal, transaksional atau fungsional) dan sesuai dengan KI dan Kdnya.</p> <p>1= memuat 1 jenis teks yang diwajibkan (teks inetepersonal, transaksional atau fungsional) dan tidak/kurang sesuai dengan KI dan KDnya).</p>
2.	<p>Kedalaman Materi</p> <p>Buku teks pelajaran wajib berisi teks-teks yang memiliki unsur-unsur:</p> <ol style="list-style-type: none"> 1. Pejanan (exposure) yang mengeksplorasi teks lain yang relevan 2. rentensi aturan pembentukan teks, yang memuat 3 aturan pembentukan teks yaitu fungsi sosial, struktur dan fitur linguistic 3. Produksi, yang mana Tugas-tugas menghasilkan teks lisan dan tulisan 4. Ekstensi, yang mana tugas -tugas dalam buku teks dapat mengembangkan teks lisan dan tulisan. 	<p>4= Memuat seluruh unsur yang dibutuhkan dalam kedalaman materi (unsur pejanan, retensi pembentukan teks, produksi, dan ekstensi)</p> <p>3= memuat 3 usur dari 4 unsur yang dibutuhkan dalam kedalaman materi (unsur pejanan, retensi pembentukan teks produksi atau ekstensi)</p> <p>2= memuat 2 unsur dari 4 unsur yang dibutuhkan dalam kedalaman materi (unsur pejanan, retensi pembentukan teks, produksi atau ekstensi)</p> <p>1= memua hanya 1 usur dari 4 unsur yang dibutuhkan dalam kedalaman materi (unsur pejanan, retensi pembentukan teks, produksi atau ekstensi)</p>

B. KEAKURATAN MATERI

3.	<p>Fungsi Sosial</p> <p>teks-teks dalam buku teks memiliki arahan pencapaian fungsi sosial yang terkait dalam kehidupan sehari-hari secara lisan dan tulisan, antarlain pencapaian dalam:</p> <ol style="list-style-type: none"> 1. Komunikasi interpersonal 2. Komunikasi transaksional 3. Komunikasi fungsional 	<p>4= memuat arahan untuk mencapai 3 pencapaian fungsi sosial dalam (komunikasi interpersonal, transaksional, fungsional) yang terkait dalam kehidupan sehari-hari.</p> <p>3= memuat arahan untuk mencapai 2 pencapaian fungsi sosial dalam (komunikasi interpersonal, transaksional atau fungsional) yang terkait dalam kehidupan sehari-hari</p> <p>2= memuat arahan untuk mencapai minimal 2 fungsi sosial dalam (komunikasi interpersonal, transaksional atau fungsional) yang tidak terkait dalam kehidupan sehari-hari.</p> <p>1= memuat arahan untuk mencapai 1 dari 3 pencapaian fungsi sosial dalam (komunikasi interpersonal, transaksional atau fungsional) yang terkait dalam kehidupan sehari-hari.</p>
4.	<p>Unsur dan struktur makna teks-teks yang terdapat dalam buku teks pelajaran mengarah pada kemampuan berfikir runtut dan sistematis dalam:</p> <ol style="list-style-type: none"> 1. Teks-teks interpersonal yang interaktif 2. Teks-teks transaksional yang interaktif 3. Teks-teks fungsional pendek dan monolog (recount, narrative, procedure, descriptive...) 	<p>4= terdapat 3 jenis teks dan memuat arahan pada kemampuan untuk berfikir runtut dan sistematis pada ke 3 jenis teks tersebut (teks interpersonal, transaksional dan fungsional)</p> <p>3= terdapat 2 jenis teks dan memuat arahan pada kemampuan untuk berfikir runtut dan sistematis pada ke 2 jenis teks tersebut (teks interpersonal, transaksional dan fungsional)</p> <p>2= terdapat 2 atau 3 jenis teks tetapi tidak memuat arahan pada kemampuan untuk berfikir runtut dan sistematis pada salah satu dari jenis teks tersebut (teks interpersonal, transaksional dan fungsional)</p> <p>1= terdapat 1 jenis teks tetapi tidak memuat arahan pada kemampuan untuk berfikir runtut dan sistematis pada jenis teks tersebut (teks interpersonal, transaksional dan fungsional)</p>

5.	<p>Fitur Linguistik</p> <p>teks- teks yang terdapat pada buku teks pelajaran memuat memuat arahan dalam pengembangan kemampuan berkomunikasi dengan:</p> <ol style="list-style-type: none"> 1. Kualitas kebahasaan yang akurat dan berterima 2. Koteks komunikatif yang sesuai 3. Keks- teks yang sesuai untuk mencapai fungsi sosialnya 	<p>4= memenuhi 3 syarat fitur linguistik dalam mengembangkan kemampuan berkomunikasi.</p> <p>3= memenuhi 2 syarat dari 3 syarat fitur linguistik dalam mengembangkan kemampuan berkomunikasi.</p> <p>2= memenuhi 1 syarat dari 3 syarat fitur linguistik dalam mengembangkan kemampuan berkomunikasi.</p> <p>1= tidak memenuhi 3 persyaratan dari fitur linguistik untuk mengembangkan kemampuan berkomunikasi.</p>
C. MATERI PENDUKUNG PEMBELAJARAN		
6.	<p>Kemutakhiran</p> <p>Bahan ajar dalam buku tek pelajaran harus memuat:</p> <ol style="list-style-type: none"> 1. Bahan ajar (teks,tabel, gambar, lampiran dll) dan materi yang relevan dan sumber rujukan yang tepat dengan topik yang dibahas. 2. Bahan ajar dan materi yang diambil dari sumber-sumber muthakir/ terbaru dengan topik-topik yang dibahas. 	<p>4= memuat sumber rujukan yang relevan dan terbaru pada bahan ajar atau topik yang dibahas.</p> <p>3= memuat sumber rujukan yang relevan tetapi tidak/kurang terbaru pada bahan ajar atau topik yang dibahas.</p> <p>2= memuat sumber rujukan yang tidak relevan tetapi terbaru pada bahan ajar atau topik yang dibahas</p> <p>1= memuat sumber rujukan yang tidak relevan dan tidak terbaru pada bahan ajar yang dibahas</p>
7.	<p>Pengembangan kecakapan hidup</p> <p>teks-teks dalam buku teks pelajaran mendorong siswa melakukan hal-hal dalam pengembangan kecakapan hidup seperti:</p> <ol style="list-style-type: none"> 1. Kecapan personal :menenal kelebihan dan kekurangan diri, pengembangan diri mandiri, sosial dan makhluk ciptaan Tuhan. 2. Kecakapan sosial : bekerja sama, toleran, menghargai, demokrasi dll. 3. Kecakapan akademik: kecakapan dalam menggali informasi, menyelesaikan masalah dan mengambil keputusan. 4. Kecakapan vokasional: memiliki kemampuan sikap dan keterampilan yang diperlukan untuk melakukan pekerjaan tertentu. 	<p>4= memuat kegiatan-kegiatan yang mendorong untuk mengembangkan ke 4 kecakapan hidup (kecakapan personal, sosial, akademik dan vokasional)</p> <p>3= memuat kegiatan-kegiatan yang mendorong untuk mengembangkan 3 dari 4 kecakapan hidup (kecakapan personal, sosial, akademik dan vokasional)</p> <p>2= memuat kegiatan-kegiatan yang mendorong untuk mengembangkan 2 dari 4 kecakapan hidup (kecakapan personal, sosial, akademik dan vokasional)</p>

		1= memuat kegiatan-kegiatan yang mendorong untuk mengembangkan 1 dari 4 kecakapan hidup (kecakapan personal, sosial, akademik dan vokasional)
8.	<p>Pengembangan wawasan kebhinekaan teks- teks dalam buku teks pelajaran mendorong siswa melakukan hal-hal dalam pengembangan wawasan kebhinekaan seperti.</p> <ol style="list-style-type: none"> 1. Penghargaan terhadap keanekaragaman berbudaya 2. Mengembangkan potensi kekayaan daerah. 3. Apresiasi terhadap nilai -nilai demokrasi sosial dan budaya 4. Pemahaman wawasan kebangsaan yang menimbulkan rasa cinta tanah air 	<p>4= memuat kegiatan-kegiatan yang mendorong untuk mengembangkan ke 4 hal dalam pengembangan wawasan kebhinekaan.</p> <p>3= memuat kegiatan-kegiatan yang mendorong untuk mengembangkan 3 dari 4 hal dalam pengembangan wawasan kebhinekaan.</p> <p>2= memuat kegiatan-kegiatan yang mendorong untuk mengembangkan 2 dari 4 hal dalam pengembangan wawasan kebhinekaan.</p> <p>1= memuat kegiatan-kegiatan yang mendorong untuk mengembangkan 1 dari 4 hal dalam pengembangan wawasan kebhinekaan.</p>

Appendix 4

Rubric Assessment of Feasibility of Presentation

No.	Butir-butir	Penilaian
A. Teknik Penyajian		
1.	Sistematika	<p>4 = 91% - 100% materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi.</p> <p>3 = 76% - 90% materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi.</p> <p>2 = 61% - 75% materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi.</p> <p>1 = 0% - 60% materi dan tugas disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi.</p>

2.	Keseimbangan antar bab	<p>4 = Keseimbangan jumlah halaman tercermin pada pada 91% - 100% bab dalam buku</p> <p>3 = Keseimbangan jumlah halaman tercermin pada pada 76% - 90% bab dalam buku</p> <p>2 = Keseimbangan jumlah halaman tercermin pada pada 61% - 75% bab dalam buku</p> <p>1 = Keseimbangan jumlah halaman tercermin pada pada 0% - 60% bab dalam buku</p>
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B. PENYAJIAN PEMBELAJARAN

3.	Keterpusatan pada peserta didik	<p>4 = 91% - 100% bab memuat tata penyajian yang mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.</p> <p>3 = 76% - 90% bab memuat tata penyajian yang mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.</p> <p>2 = 61% - 75% bab memuat tata penyajian yang mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.</p> <p>1 = 0% - 60% bab memuat tata penyajian yang mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.</p>
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4.	Mengembangkan prakarsa, kreativitas, dan cara berpikir kritis peserta didik	<p>4 = 91% - 100% bab memuat tata penyajian yang mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis</p> <p>3 = 76% - 90% bab memuat tata penyajian yang mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis</p> <p>2 = 61% - 75% bab memuat tata penyajian yang mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis</p> <p>1 = 0% - 60% bab memuat tata penyajian yang mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis</p>
5.	Pengembangan kemandirian belajar	<p>4 = 91% - 100% penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri</p> <p>3 = 76% - 90% penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri</p> <p>2 = 61% - 75% penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri</p> <p>1 = 0% - 60% penyajian materi dan tugas mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri</p>

6.	Pengembangan kemampuan untuk refleksi/evaluasi diri peserta didik	<p>4 = 91% - 100% bab memuat tata penyajian yang mengembangkan kemampuan peserta didik untuk refleksi/evaluasi diri</p> <p>3 = 76% - 90% bab memuat tata penyajian yang mengembangkan kemampuan peserta didik untuk refleksi/evaluasi diri</p> <p>2 = 61% - 75% bab memuat tata penyajian yang mengembangkan kemampuan peserta didik untuk refleksi/evaluasi diri</p> <p>1 = 0% - 60% bab memuat tata penyajian yang mengembangkan kemampuan peserta didik untuk refleksi/evaluasi diri</p>
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C. PENDUKUNG PENYAJIAN MATERI

7.	Bagian pendahulu: 1. Prakata 2. Daftar isi	<p>4 = Buku teks memuat Prakata dengan semua unsurnya (tujuan penulis, buku, ucapan terima kasih, dan harapan) dan memuat Daftar Isi yang memudahkan menemukan semua unsur isi (yaitu, bab, subbab dan topik) di dalamnya.</p> <p>3 = Buku teks memuat Prakata dengan dua unsur dan memuat Daftar Isi yang memudahkan menemukan dua unsur isi</p> <p>2 = Buku teks memuat Prakata dengan satu unsur dan memuat Daftar Isi yang memudahkan menemukan satu unsur isi</p> <p>1 = Buku teks tidak memuat prakata dan daftar isi</p>
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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA
2016



KECIL, BERTUKAR, BERKUALITAS

Bahasa Inggris

AKAAN
G LEBONG

SMA/MA/
SMK/MAK

KELAS

X



SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP Nomor : 1252/Sti.02/1/PP.00.9/10/2018

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** :
- Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
 - Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
 - Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;
 - Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup ;
 - Surat Keputusan Menteri Agama RI Nomor B. 11/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

Menetapkan

Pertama

- Jumatul Hidayah, M.Pd 19791225 200912 2 002
- Sarwo Edy, M.Pd -

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Agustin Nuradin

N I M : 16552003

JUDUL SKRIPSI : The Analysis Of English Text Book For Grade X In SMA Negeri 2 Rejang Lebong Based On Curriculum 2013. (A Qualitative Research Of The Bahasa Inggris Textbook Used In The Tenth Grade of Senior High School For The First Year)

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
- Keempat** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Kelima** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Keenam** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Ketujuh** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Pada tanggal, 05 Oktober 2018

by Ketua STAIN Curup

Wakil ketua I, N



Tembusan :

- Pembimbing I dan II;
- Bendahara STAIN Curup;
- Kasubbag AK;
- Kepala Perpustakaan STAIN;
- Mahasiswa yang bersangkutan;
- Arsip/Jurusan Tarbiyah



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : *Murtin Nurudin A.M.d*
NIM : *16552003*
FAKULTAS/JURUSAN : *Tanah dan Pertambangan*
PEMBIMBING I : *Yusuf H. Daryal M.P.d*
PEMBIMBING II : *Yusuf H. Daryal M.P.d*
JUDUL SKRIPSI : *Content analysis the feasibility of english text book for grade X in SMA Negeri Karang Baras*
On Curup Curup 2013

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.




KARTU KONSULTASI PEMBIMBING SKRIPSI


NAMA : *Murtin Nurudin A.M.d*
NIM : *16552003*
FAKULTAS/JURUSAN : *Tanah dan Pertambangan*
PEMBIMBING I : *Yusuf H. Daryal M.P.d*
PEMBIMBING II : *Yusuf H. Daryal M.P.d*
JUDUL SKRIPSI : *Content analysis the feasibility of english text book for grade X in SMA Negeri Karang Baras*
On Curup Curup 2013

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing 1 : *[Signature]*
Pembimbing 2 : *[Signature]*
NIP. 20067868102



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	16/7	Catatan beladong penelitian.		
2	23/7	Daftar isi beladong.		
3	30/7	jenis pengumpulan data.		
4	6/8	penyusunan skripsi.		
5	13/8	Skripsi selesai dan di simpulkan.		
6				
7				
8				



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	30/7	jenis pengumpulan data.		
2	6/8	penyusunan skripsi.		
3	13/8	Skripsi selesai dan di simpulkan.		
4				
5				
6				
7				
8				

BIOGRAFI



The writer was born in Lahat on sept 01st, 1980. His name agustin nuradin. He is fouth from six siblings. He has tree brother and two sister. His father name is kopasari and his mother name is nurhana.

Formal education which is gone through is SDN 39 Lahat graduated in 1993. Then he continued to junior high school SMPN 2 Lahat graduated in 1996. Then he continued to senior high school SMAN 2 Lahat graduated at 1999. And in 2000 he continued his study at STBA methodist Palembang Graduated 2003.

After finishing his educationat STBA, He work as PNS in 2006 until now.

He got married with Titian Afisi at2003 and have 4 sons Ciqal Rangki Habibbalah, anaku raqi Habbibillah. Raya rangki habibbilah and Arbani Rangki Habibbillah.