

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

Literature in this research the contain about the supporting theory in this research, the theories related based on BSNP, indicators writing, the accuracy materials, supporting materials, and a number of before research related with the things this research.

1. Definition of Textbook

Textbooks have role important in education. The investigation of textbooks using a number of procedure type evaluation the consistent, it will the valued with the choose textbooks in accordance with criteria good textbooks and in accordance with the needs teachers in teaching and learning process in class and teacher accompaniment in identify about advantage and disadvantages textbooks already used. But the teachers are at the pressure enough big for the teach in a manner specific accordance with the syllabus, and the use special textbooks for aim achieved education and the evaluation textbooks can also needs to be done. Indonesian ministry of education and culture has released curriculum 2013, this curriculum the using scientific approach the which will be applied in teaching and learning process in English. This approach has occurred in sains, management, and also social science but not yet prominent in field English of teaching learning process. The will be resulting of work as the teacher must be can achieved with result the maximum with the method follow in the principles which is available in the curriculum. Therefore, the curriculum 2013 the use scientific approach in the learning process.

Basically all the steps in the process learning and teaching the should reflex of permanent procedure with the method (1) observe, (2) question, (3) Collect the information, (4) collect the experimenting, (5) associated (6) communicated. Basically textbook is explaining what is learning and teaching process, with the method even exercise for the students and the method explained what the student should as studied students approach. Exercise activities must be in accordance with what was previously learned from textbook material, in other words,

the design of student activities (exercise) is in accordance with the approach applied by the teacher, and also in accordance with the textbook material. so that achieved the aim of learning.¹⁷

Textbooks are books the contain about teaching materials that will be used during the learning process between students and teacher, and the teachers have the guide books for teaching them in class. Textbooks are used as a core component in delivering teaching materials or materials designed according to the applicable curriculum. Textbooks are also useful for a teacher as teaching material, this is in accordance BSNP itself has issued an evaluation process at Pusbukur (book and curriculum center) in the form of an assessment room from BSNP which is designed to be used as a qualitative description and assessment of each item as well as teaching materials related to the contents of the book, then quantitatively coding it. Argued that textbooks are an evaluation instrument for the 2013 curriculum textbook.¹⁸

2. Function of textbooks

Textbooks are an important learning guide used by students and teachers in the teaching and learning process, explains that there are several roles for textbooks in learning English: (1) Being a reference in written and oral materials (2) Textbooks are available a source of learning activities whose purpose is to provide opportunities for students to practice and be involved in communication interactions with a teacher during the teaching and learning process, (3) to be a reference for content language, for example: grammar, writing conventions, vocabulary, etc. (4) Textbooks also provide a mix of resources for students to be involved in independent learning, (5) benefits for a teacher as support to help gain confidence when teaching at school and facilitate the teaching and learning process.¹⁹

¹⁷ Ni'mal Fuyudloturromaniyyah, "A Textbook Analysis: An In-Depth Analysis of Activities in Scientific Approach's Perspective in an EFL Textbook for Seventh Grade," *Journal of English and Education* 3, no. 2 (2015): 52-53.

¹⁸ Wita Nurhikmah, "The Analysis of English textbook used in the first grade of senior high school based on curriculum 2013, (Medan, university of Medan, 2016), p.4

¹⁹ M Lisa, "An Analysis of Writing Material in English Textbook 'When English Rings the Bell' for Eighth Grade," *Retain* 06, no. 01 (2018): 78-86.

The function of textbooks can affect the teaching and learning process, the textbook itself is a learning material for teachers and students. but besides that, textbooks must be in accordance with the curriculum that applies in schools, syllabus, and also be able to meet the needs of students in learning, besides that they can also achieve learning goals. well for that a teacher must be wise in choosing books to be used as teaching materials, ideal books that can benefit both the teacher himself and students. This study was designed to evaluate English textbooks for eleventh graders of senior high school.²⁰

3. Role of Textbook

Textbooks are the most important source of teaching materials and especially for a teacher and also students in the learning process, therefore choosing a textbook that is good, appropriate and most importantly effective for the learning process, and also evaluating textbooks and their material is a stage or process The most important thing is to ensure that educational goals and learning can run smoothly and in accordance with learning needs, and also carried out as it should.²¹

The choice of English textbooks for school room use is critical administrative selection that frequently includes a vast diploma of professional, financial, or maybe political investment. Choosing the ideal textbook isn't always a smooth project and have to be taken critically because it influences many parties. The hobby of pupils, especially, is at stake. There are many kinds of English textbook withinside the market, however to pick the high-quality one for the target market is crucial. Sheldon and Mithans and Grmek have provided numerous reasons and standards for textbook assessment. Experts and students have together argued that a thorough assessment might allow the managerial and coaching team of

²⁰ Siska Cahyani and Satya Perdana, "Textbooks Evaluation by Ur's Theory," *Journal of English Language and Pedagogy* 2, no. 2 (2019): 162, <https://doi.org/10.36597/jelp.v2i2.4869>.

²¹ Reza Gholami, Nooreen Noordin, and Shameem Rafik-Galea, "A Thorough Scrutiny of ELT Textbook Evaluations: A Review Inquiry," *International Journal of Education and Literacy Studies* 5, no. 3 (2017): 82, <https://doi.org/10.7575/aiac.ijels.v.5n.3p.82>.

workers of a selected organization or employer to discriminate among all the to be had textbooks at the market. Amerian said that designing and growing suitable textbooks and learning substances is one of the maximum essential steps of a success language coaching. Due to their crucial role, textbooks have to include sports and enter that satisfy the desires of both instructors and students. They need to be attractive, motivational, exciting and lead students to accumulate the understanding and language competencies intended. Thus, textbook builders have to design textbooks consistent with the desires of instructors and students. They must recognize their target market and convey textbooks that cater to their target market's wishes, and perfect textbook ought to gain freshmen and assist instructors to recognize the pedagogical dreams of the curriculum.

For English language textbooks, the contents and sports ought to be able to growing students' abilities in listening, speaking, reading, and writing. it is very important to carry out systematic and thorough evaluations to ensure that textbooks can facilitate the achievement of learning objectives, and can produce maximum results in the world of education, and so that they can prove the eligibility of books for teachers and students in the learning process, another reason is to identify the weaknesses and also the strengths of the material of the book, so as to make maximum and optimal use of the book by using the strengths of the textbook. while the weaknesses of the teaching materials can be strengthened through adaptation or by changing or adding material from other book materials, which are the same and related and can support better learning materials. according to Ansary and also Babaii a teacher must have a responsibility to evaluate textbooks that will be used in the learning process, a teacher must also make his best efforts in utilizing textbooks so that their students can get benefits and also appropriate and appropriate learning benefits.²²

²² Muhammad Ariff Aripin and Abdul Khalid Yusoff, "Level One English Language Teachers' Evaluation of the Quality and Suitability of the Super Minds CEFR Textbook for Local Use by Malaysian Pupils," *IJUM Journal of Educational Studies* 10, no. 1 (2022): 114–40, <https://doi.org/10.31436/ijes.v10i1.435>.

4. Textbook Criteria

There are several experts have the criteria on evaluating textbooks, the first according to Cunningsworth the criteria on evaluating textbooks, as follow:

a. Approaches and Aims

The criteria in approaches and aims trying to answers on question about the aims of the textbook in accordance with the teaching programs and the needs students, and well the textbooks in accordance with a situation learning in class, and the textbook should comprehension whether is the textbooks have resource to students, teacher, and whether the textbooks can give the different learning styles can make the students active in class and can the students spirit on studies.

b. Design and organization

The criteria of the design and organization can the explaining about the how the content sorted accordance based on using ability, and study ability students, whether is the value and development accordance to students, and whether textbook can be possible students in finish work the needs for fulfil the syllabus requirement.

c. Language content

The criteria of language content for the answer questions about the whether textbook covers in first language items accordance to level needs students, whether material about the vocabulary sufficient in the quantity in the teaching and learning process. so that can be make the students in vocabulary development students, whether the textbook containing material for pronunciation, and the textbook deals the structure of the use conversation sentence level, for example, a way to shape a bit of prolonged writing, the way to discover the principles factors in a studying passage, and whether or not fashion and appropriacy are Dealt with. If so, it must be query whether or not language fashion is matched to social situation.

d. Skills

Skills The criteria of skills searching for to answer the question which include skills of exercise students accordance with syllabus and the aims learning process,

and accordance with the level students, and interest, and others.

e. Topic

Criteria learning materials trying to answer question there are to reach needs students in expansion of consciousness and upgrade the experience them, whether or not or now no longer the topics are sophisticated enough in content, however withinside the learners' language level.

f. Methodology

The criteria of approach trying to answer the questions of what approach/processes to language learning are taken thru the textbook and whether or not or now no longer it is appropriate to the learning/training situation, what diploma of active learner involvement can be expected and whether or not or now no longer this fits the students' learning styles and expectations.

g. Teachers' books

The criterion of teachers' books trying to answer the questions of whether Is it possible there are briefing a well enough for academic the can using to teaching materials a complete and can be support to technique coaching for students, and also can give the well grammar guide as well as there are culture information on specific so that can be make students achievement.²³

The second of textbook criteria. The textbooks are critical reassert of knowledge, beliefs, values, and skills.²⁴ They function as references the important for teacher to planning and preparation learning process. so, very important to using the textbooks accordance, appropriate, and very quality, and also can needs the teacher to reach aims the curriculum. the aims education not achieved if the teacher and students using textbooks bad quality to learning and teaching

²³ Jayakaran Mukundan, Vahid Nimehchisalem, and Reza Hajimohammadi, "Developing an English Language Textbook Evaluation Checklist: A Focus Group Study," *International Journal of Humanities and Social Science* 1, no. 12 (2011): 100–106.

²⁴ Khyber Pakhtunkhwa, "A Review of English Textbook at Secondary Level in the Province Of" 1, no. 3 (2013): 1–5.

process.²⁵ Guidelines to evaluation textbooks can be varied accordance with the prevailing circumstances in the teaching and learning process.²⁶

Deuri and Iqbal provide several opinions about effective steps that are useful for making ideal teaching materials which include size, binding that can last a long time, clear font structure, interesting title, appropriate material, good print, simple language, systematic paragraph arrangement, and also sufficient grammatical work.²⁷ on the opposite hand, proposed a framework to evaluate textbook substances and divided his framework into sections, guide and layout. The textbook component evaluates the bodily houses of the substances, at the same time as layout evaluates the concept at the back of the development of substances.

According to Mukundan, Hajimohammadi and Nimehchisalem created a fixed of textbook assessment criteria, classifying them into classes, namely (1) fashionable attributes, and (2) coaching and studying content material. There are 5 sub-classes underneath fashionable attributes, that are associated with syllabus and curriculum, methodology, suitability with learners, bodily and utilitarian attributes, and supplementary materials. Meanwhile, gaining knowledge of-coaching content material was divided into 9 sub-classes which might be popular, listening, speaking, reading, writing, vocabulary, grammar, pronunciation and exercises.²⁸ Daneshfar and Abdullohi has seven criteria in the evaluation of textbooks, namely as follows: layout, content, subject, type of language, skills activities, design, and also practical

²⁵ Champak Deuri, "An Evaluative Study of Text Book in English at Higher Secondary Level," *International Journal of Science, Environment and Technology* 1, no. 1 (2012): 24–28.

²⁶ Cang Trung Nguyen, "An Evaluation of the Textbook English 6: A Case Study from Secondary Schools in the Mekong Delta Provinces of Vietnam," *Department of English Language and Linguistics* PhD (2015).

²⁷ Andrew Littlejohn, "The analysis of language teaching material: inside the Trojan Horse". In Brian Tomlinson (Ed), *Material Development in language teaching*, 2(2), 179-211. University press, 2011.

²⁸ Mukundan, Nimehchisalem, and Hajimohammadi, "Developing an English Language Textbook Evaluation Checklist: A Focus Group Study." Vol. 1 no.12, 2011. 100-106.

considerations. An assessment tick list is device that offers the evaluator with a list of abilities of a success learning - education materials. According to the ones criteria, evaluators like teachers, researchers further to students can rate the high-satisfactory of the material.²⁹

Behnke summarized the findings of several textbook assessment research and concluded that components which includes textbook layout, layout, typography, pictures, and emotional layout do work out a few impact on students' getting to know outcomes. Well-designed textbooks with integrated mechanisms like visible processing and flowcharts, analytical questioning tasks, embedded questions, speculation derivation and testing, and verbal reasoning can "make studying greater fun, lasting, and significant and might actively interact inexperienced persons' cognition in many ways", to be effective, textbooks ought to include learner pleasant layouts that facilitate novices' records processing. The layouts ought to have 4 important characteristics: Clarity, coherence, consistency, and aesthetics, so that you can be learner pleasant. In phrases of typography, disfluent fonts were proven to hinder comprehension so textbooks must keep away from the use of them. Whenever visuals and snap shots are incorporated, they have to be observed with a functional layout that includes "paragraphs of textual content associated with the illustrations featured" as inexperienced persons may also face problems interpreting what the visuals may also mean. Behnke similarly wrote that "the emotional layout speculation assumes that visually attractive studying substances help cognitive processing" and that "well-designed mastering substances may also foster advantageous feelings and comprehension and lessen the perceived problem of gaining knowledge of tasks".³⁰

²⁹ Mohammad Bagher Shabani and Ali Mansoori Nejad, "An Evaluation of the Third-Grade High School English Textbook: An Iranian Case Study," *Journal of Studies in Social Sciences* 2, no. 1 (2013): 67–80.

³⁰ Divya Balachandran, "Criteria-Based Post-Use Evaluation of English Textbooks," *International Journal of English Language, Literature and Humanities* II, no. V (2014): 72–88, <http://ijellh.com/papers/2014/September/07-72-88-sept-2014.pdf>.

In general, there are lots of frameworks and standards for comparing textbooks that were proposed in preceding studies. The proposed assessment standards may be added, omitted, and to fulfil the contextual wishes of instructors and students. The content material of an assessment tick list ought to be determined primarily based totally at the goal of the assessment, and maximum importantly, the targets of the curriculum. Educators must pick out and use the best assessment standards relying on their important awareness and targets of comparing a selected textbook. In the gift study an analysis of writing materials in "bahasa Inggris" an English textbooks published by mahrukh Bashir of Islamic senior high school grade XI Darul Huda Mayak Ponorogo become being evaluated for its suitability with the curriculum, and circumstances context of Indonesia learners. For this purpose, the researcher taken into consideration all the assessment standards mentioned withinside the evaluated to create the score scale used withinside the present study.

In this research the title An Analysis of Writing Materials in "Bahasa Inggris" an English Textbook Published by Mahrukh Bashir of Islamic Senior High School Grade XI Darul Huda Ponorogo focus on the criteria good textbook according to Arif Kurnianto (1) accordance among as materials and curriculum (2) accordance among as materials and practice assignments available in the textbook (3) the textbook should be interesting for the students, so that the students want to know about the textbook (4) the textbook have to be capable of encourage the learners (5) the contents of textbook have to be illustrative (6) the materials in the textbook have to make students can be work the assignments in the textbook.³¹

5. Purpose of Textbook

In developing English, the textbook generally have several objectives: (a) provision of presentation material (oral/written), (b) provision of communicative introduction practice and interaction activities, (c) provision of references, (d) a syllabus (e) a useful resource asset for impartial take a

³¹ Kurnianto, *An Analysis of Reading Materials on a Textbook for the Eighth Grader : Real Time an Interactive English.*

look at or self-look at work, and (f) help for much less skilled instructors. English Language Teaching textbooks are one of the important things in influencing students' English learning performance. The contents of English textbooks can influence the learning process delivered by the teacher and also learning in class. Learning material must also be in accordance with what students need in the process of learning English for that a teacher must also understand the material to be delivered. Then, the textbooks are something that is taken into consideration as a critical element in studying English. Textbooks are the principle supply of studying for an instructor in addition to students, so textbooks are stated to be the spine of any present training system. Textbooks can also assist in evaluating students in the learning process, and a teacher is also expected to be able to master the method in the classroom during the learning process. Meanwhile, textbooks in tremendous fields, that are well-known books, compiled through experts. In that case, for instructional skills and objectives, which is probably prepared with canter that make it easy for the student and trainer to apprehend in schools can offer assisting programs.³²

6. Indicator of Good Textbook

The researcher is involved with analysis the writing project on this observe. Furthermore, giving cognizance of interest to at least one unique talent, which in this situation is writing, lets in this have a look at to better apprehend the selected awareness. Though it makes a speciality of writing talent, it does now no longer deal with it in isolation by apart from different skills. It is due to the fact the presentation of writing ability withinside the textbook is intently related and incorporated with different skills. To recognition on one specific talent additionally permits the observe to evaluate whether or not such ability has been proportionally blanketed or now no longer, which makes this type of look at significant. Therefore, this look at is aimed to examine writing cloth withinside the textbook entitled an analysis of writing materials in “Bahasa Inggris” an English textbook published by Mahruk

³² Ayu Lestari, Content Feasibility in English Textbook for Senior High School Grade XI, (Medan, University of Muhammadiyah Sumatra Utara, Medan, 2020) p.7-8.

Bashir of Islamic senior high school grade XI Darul Huda Ponorogo.

Basically, the textbook must have certain characteristics that can indicate that the textbook is appropriate and suitable to be used in the teaching and learning process, therefore good teaching materials must have the following indicators:

1. Teaching materials must have a positive impact on students, must be able to help students develop self-confidence and provide a sense of comfort during the learning process.
2. The content material must be useful and also relevant to students.
3. material can describe language that is acceptable to students and also students must be able to focus on language learning, as well as students' readiness to accept the main points of the material presented and taught.
4. The material must be able to provide opportunities for a student to be able to use the target language in order to achieve the student's communicative goals.
5. The material must also be able to pay attention to the fact that students usually have differences in learning styles.
6. The material also considers the positive impact of instruction on the use of material during learning.
7. The material must be able to take into account and also pay attention to differences in the affective attitude of a student.
8. The material must also be able to optimize students' mastering capacity through encouraging intellectual, emotional involvement, and aesthetic, that can provide stimulation to the activity of the right and left brains.
9. Material should not always rely on practice, material must also be able to provide feedback and good results, both student competence.³³

Textbooks include 5 components, specifically the (a) title, (b) fundamental abilities or situation matter, (c) assisting information, (d) training, and (e) evaluation. In addition, the contents of the content material ought to additionally discuss

³³ Ari Mukhlisin, A Textbook Analysis of “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade of Junior High School (A Case Study of First Semester). (Kudus, University of institute agama Islam Negeri Kudus, 2021), p. 19.

with the fundamental skills which have been decided primarily based totally at the relevant curriculum. Although textbooks are written and compiled via way of means of a crew of experts, those textbooks are now no longer always appropriate and proper in phrases of shape and content material. Textbooks for the evaluation of the learning process, textbooks must contain: (a) Objectives that are clearly stated in the learning material, (b) Appropriate methods and in accordance with the student learning process, (c) Clean appearance of appropriate material layouts, (d) Interesting subject matter and assignments, (e) Subjects and assignments that vary, to meet one's level of learner, learning style, interests, etc., (f) Clear learning instructions, (g) Systematic syllabus coverage in accordance with the curriculum applicable, (h) The content of the material is prepared and assessed (sorted by level of difficulty), (i) Evaluation section and periodic checks, (j) Many regional languages, (k) Rationalization and practice of nice pronunciation, (l) Nice clarification and vocabulary exercises, (m) Nice presentation and grammar exercises, (n) Continuity exercises in all 4 skills, (o) Encouraging students in the learning process and also in acquiring knowledge, (p) Instructions that can be adequate in me teaching students, so that the burden of education is no longer too heavy, (q) material on audio, (r) Available locally.³⁴

Considering the significance of writing skills, it is need to be assessed earlier than implemented withinside the class. In curriculum 2013, the obligation writing is much less complex and subject withinside the textbooks are commonly connected with students' life. The number one differentiate of the writing cloth in 2013 curriculum from the previous curriculum is students aren't without delay defined the shape of the text, however students can be given an instance first, then requested if you want to produce the identical writing. The researcher is worried with analysis the writing project in examine.

³⁴ Ari Mukhlisin, A Textbook Analysis of "Bahasa Inggris Think Globally Act Locally" for The Ninth Grade of Junior High School (A Case Study of First Semester). (Kudus, University of institute agama Islam Negeri Kudus, 2021), p. 20

Furthermore, give the popularity of hobby to at least one specific talent, this example is writing, allows this examine to higher understand the chosen awareness. Though it focus on writing skills, it is does now not address it is isolation with the aid of using besides distinctive skills. It is because of the reality the presentation of writing capacity withinside the textbook is closely associated and incorporated skills. To awareness on one specific talent additionally lets in the have a look at to evaluate whether or not such ability has been proportionally blanketed or now no longer, which makes this type of examine significant. Therefore, this take a look at is aimed to examine writing cloth withinside the textbook entitled *An Analysis of Writing Materials in "Bahasa Inggris"* an English Textbook Published by Mahrukh Bashir of Islamic Senior High School Grade XI Darul Huda Ponorogo. The category indicators in writing materials according to Mayumi Kobayakawa as follows: (1) exercise, (2) sentence ordering, (3) sentence combining, (4) Summary writing, (5) Question and Answer, (6) Dictation, (7) Fill in the blank without translation, (8) Close test.³⁵

7. Feasibility of Content based on BSNP (Badan Standar Nasional Pendidikan).

Textbooks have an important role in improving education, for this reason a government policy is needed regarding textbooks that will be used as a reference in learning, therefore in evaluating textbooks BSNP has issued textbooks that are in accordance with the applicable curriculum, and there are several evaluations that must be attention starting from (1) the feasibility of the content of the material, (2) the feasibility of the language, (3) as well as in terms of the feasibility of the existing content, there are several descriptions of the instruments that will be used in the evaluation of senior high school English textbooks including:

**Suitability between the material with Core competencies (KI) and also with Basic Competencies (KD).
Completeness of the material.**

³⁵ Mayumi Kobayakawa, "Analyzing Writing Tasks in Japanese High School English Textbooks: English I, II, and Writing," *JALT Journal* 33, no. 1 (2011): 27, <https://doi.org/10.37546/jaltjj33.1-2>.

In this part, the textbooks must be able to contain and require that students at least be able to recognize common texts used for communication using English (interpersonal, functional texts, and transactional). Teaching materials are also required according to student classes, so that students can understanding and result spoken and written phrases in interpersonal communication, along with function elements (religious and aesthetic values) so that they can be accepted in the content.

In-Depth of material

Basically in-intensity of the materials, the feasibility of a textbook are to fulfilment tremendous requirements. The number one is exposure (paparan), this is textbook want to containing exploratory content, which calls for many types of textual content referring to the everyday life styles situations of students, an especially in phrases of the records be conveyed. The information can be withinside the shape of first-rate social or nonsecular attitude, that is furthermore associated with the textual content this is Introduced The 2d is retention of textual content formation this means that textbooks want to encompass new factors so that scholars really recognize the because of this of ordering factors as a social function, textual content structure, and language characteristics. The very last one is production (Produksi). Taking below attention the applicable textual content forms, social and religious factors, textbooks need to be capable of inspire and guide students to supply spoken or written texts which may be contextually applicable.³⁶

The accuracy of materials

Social function: This requirement is needed to be implemented with the aid of using students as a shape of scholar exploration of the books being studied. For this reason, e-book fabric ought to be capable of manual students in phrases of social, communication, pace with proper functionalities, such as procedure texts, news texts, descriptions, narrations, reports, letters, and also discussion texts.

Generic Structure: The generic defines that the textbook must have the concept of systematic thinking when explaining

³⁶ Rezu Betri, Content Analysis of English Textbook Entitles "Talk Active" Used by The Senior High School (Student's Book), (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p.29

and also introducing material. Therefore, with the hope that students are able to think systematically in everyday life. As in transactional texts and also interpersonal texts. This activity is usually in the form of communication activities so that they can be used as communication proactively in terms of asking some questions and provide understandable information.

Linguistic Feature: The aims of linguistic, textbooks can present and also expected to be able to guide students with the right target and relevant in language elements. With this, students are able to actively communicate with high-quality language functions in a good context and are also relevant for the realization of all parts of existing social functions.³⁷

Supporting Materials

In the subsequent evaluation of English textbook, every other technique is for the take a look at the assisting materials who the contentment needed to encompass three factors which end up the usual of software used on this book. These are the up-to-datedness and relevance sources, the improvement of lifestyles expertise and the development in range concept.

Up-to-Datedness and Relevance Sources: Each of training materials within side the textbook which includes textual content, tables, attachments, drawings and extra need to contain relevant and extensible textual content with the subject matter covered.

Development of Life Skills: The studying cloth within side the textbook must comprise content material that promote student to broaden existence abilities. Like any private skills, may be weaker weaknesses and strengths. Social talents are an area wherein students can rely upon their surroundings well and correctly. Academic talents, the use of right information, making wise decisions, and dealing with problems. As properly as vocational competencies that may inspire student to increase their skills in destiny profession developments.

Diversity Insight: The unique device a need to be blanketed in unique textbook which have to consist of topics that inspire students to growth their personal insights into

³⁷ Rezu Betri, Content Analysis of English Textbook Entitles “Talk Active” Used by The Senior High School (Student’s Book), (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p.30-31

diversity. For example, respecting cultural diversity, nearby wisdom, hobby of cultural development, and cultivating cultural love with the whole information of way of life and ethnicity.³⁸

8. English Textbook

The English textbook “Bahasa Inggris” is an English textbook posted through the Ministry of Education and Culture. It includes kinds of book, Students Book and Teacher Book. Both of them are compiled the use of clinical technique via way of means of one team. It is posted with the aid of using Book maintaining and Curriculum Centre of Ministry Education and Culture of Indonesia. In the Teacher Book, there are methods of the usage of the Student Book absolutely from the way to deplete to the way to check the students` ability. The scholar book is furnished primarily based totally on subject matters and it's far began through showing the goals of reading every bankruptcy primarily based totally at the fundamental competences. Each fabric is compiled primarily based totally on medical technique that is composed a few steps, staring at and questioning, amassing information, associating, and communicating.³⁹

English textbooks play an important role in the world of education, as a means of foreign language classes. the use and benefits of this foreign language textbook can support good achievement and second language proficiency for each instructor and students, the maximum essential thing of the usefulness of this textbook is for teachers to be able to try to engage between students with the content to be encountered. English textbooks include content material and cloth, as nicely the topics which can be nicely prepared in written shape and feature a chief contribution to the studying process. In essence, an English textbook is a whole bundle of English language ability and additives that may assist instructors and students as a

³⁸ Betri, “Content Analysis Of English Textbook Entitled ‘ Talk Active ’ Used By The Senior High School (Student’ s Book).”, (Jambi: State Islamic University Sultan Thaha Siffuddin Jambi, 2018) p.31

³⁹ Amrina, An Analysis of “Bahasa Inggris” Textbook used in the second grade of senior high school, (Aceh, Ar-raniry state Islamic university Darussalam banda aceh, 1018), p.13

supply of cloth and exercise throughout the gaining knowledge of process.⁴⁰

9. The 2013 Curriculum

The 2013 Curriculum was before the independent curriculum (Kurikulum Merdeka) that is carried out in Indonesia. The cause of this curriculum is for making ready Indonesian citizen to have the cappotential to stay as character individual and citizen who are nonsecular, productive, creative, innovative, and affective and capable of deliver their contribution to the society, nation, country, and international civilization. The competences in 2013 curriculum named Core Competence and Basic Competence. The middle competence is an operationalization of competency standards. Then, the centre competence is broken down into primary competence. There are 4 canter competences in 2013 curriculum, canter competence 1 as spiritual domain, middle competence 2 as affective domain, middle competence 3 as cognitive domain, and middle competence 4 as psychomotor domain.⁴¹

10. KI and KD of writing material in English textbook especially class XI

Table 2. 1 KI and KD of writing material in English textbook especially class XI

CORE COMPETENCIES	BASIC COMPETENCIES
1. Understand, apply, and analysis factual, conceptual, procedural, and metacognitive knowledge based on curiosity about	1.1 Analysis the social function, text structure, and linguistic elements in the expressions of giving suggestions and offers, as well as their responses, according to the context of their use.


⁴⁰ Rezu Betri, Content Analysis of English Textbook Entitles “Talk Active” Used by The Senior High School (Student’s Book), (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p.31


⁴¹ Ratih Heriati, “The Relevance Analysis of ‘ Think Globally Act Locally ’ Book to 2013 English Curriculum And Bloom’s Taxonomy,” 2017, 1–113.

<p>science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization regarding the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.</p>	<p>1.2 Analysis the social function, text structure, and linguistic elements to express and ask about opinions and thoughts, according to the context of their use.</p> <p>1.3 Analysis the social function, text structure, and linguistic elements in the expressions of hope and extended prayers, as well as their responses, according to the context of their use.</p> <p>1.4 Analysis the social function, text structure, and linguistic elements of the official invitation text, according to the context of its use.</p> <p>1.5 Analysis the social function, text structure, and linguistic elements of the text of personal letters, according to the context of their use.</p> <p>1.6 Analysis the social function, text structure, and linguistic elements of procedural text in the form of manuals and tips, according to the context of their use.</p> <p>1.7 Analysis social functions, text structures, and linguistic elements to state and inquire about actions/activities/events without the need to</p>
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	<p>mention the perpetrators in scientific texts, according to the context of their use.</p> <p>1.8 Analysis social functions, text structure, and linguistic elements to state and ask about suppositions if a condition/event/event occurs in the future, according to the context of its use.</p> <p>1.9 Analysis the structure of the text and linguistic elements to carry out the social function of factual report text by stating and asking about factual scientific texts about people, animals, objects, natural and social phenomena and events, simply according to the context of learning in other lessons in Class XI.</p> <p>1.10 Analysis the social function, text structure, and linguistic elements of the analytical exposition text on topics that are hotly discussed in general, according to the context of their use.</p> <p>1.11 Analysis the social function, text structure, and linguistic features of short and simple biographical texts about famous figures, according</p>
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	<p>to the context of their use. 1.12 Mention social functions and linguistic elements in songs.</p>
<p>2. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what is learned at school independently, to act effectively and creatively, and to be able to use methods according to scientific rules.</p>	<p>2.1 Compose spoken and written texts to state, ask, and respond to expressions of giving suggestions and offers, taking into account social functions, text structure, and linguistic elements that are correct and in context. 2.2 Compose spoken and written texts to express and respond to expressions of expressing opinions and thoughts, taking into account social functions, text structures, and linguistic elements that are correct and in context. 2.3 Compose spoken and written texts to pronounce and respond to expressions of hope and extended prayers, taking into account social functions, text structure, and linguistic elements that are correct and in context. 2.4 Capturing the meaning of the official invitation text. 2.5 Edit official invitations by paying attention to social</p>

	<p>functions, text structures, and linguistic elements that are correct and in context.</p> <p>2.6 Compose the written text of an official invitation, taking into account social functions, text structure, and linguistic elements that are correct and in context.</p> <p>2.7 Capturing the meaning of the text of a personal letter.</p> <p>2.8 Compose the text of a personal letter, taking into account the correct and contextual social function, text structure, and linguistic elements.</p> <p>2.9 Capture the meaning of procedural text, spoken and written, in the form of manuals and tips.</p> <p>2.10 Edit procedural texts in the form of manuals and tips, taking into account social functions, text structures, and linguistic elements that are correct and in context.</p> <p>2.11 Compose spoken and written texts, to state and inquire about actions/activities/events without the need to mention the perpetrators in scientific texts, taking into account social functions, text structure,</p>
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	<p>and linguistic elements that are correct and in context.</p> <p>2.12 Compose spoken and written texts to state and ask about assumptions if a situation/event/event occurs in the future, taking into account social functions, text structure, and linguistic elements that are correct and in context.</p> <p>2.13 Capturing meaning in factual scientific texts (factual reports), spoken and written, simple, about people, animals, objects, natural and social phenomena and events, related to other subjects in Class XI.</p> <p>2.14 Capturing the meaning in the analytical exposition text on topics that are hotly discussed in general.</p> <p>2.15 Capturing the meaning of short and simple biographical texts about famous figures.</p> <p>2.16 Capturing the message in the song.</p>
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11. Textbook analysis

Textbook analysis is a studies approach for making replicable and legitimate inferences from texts (or different significant matter) to the context of they used. As approach, textbook Analysis includes specialised procedure. It is learnable

and divorceable from the private authority of the researcher. As a studies method also, the textbook Analysis affords new insights, increases researcher knowledge of unique phenomena, or tell realistic actions. This textbook Analysis can be probably a study tools. There are 3 fundamental strategies of comparing textbooks. The first is referred to as the impressionistic approach and it is miles involves analysing a textbook on the premise of a popular impression. The standard impression could be won with the aid of using analysis the blurb and the contents web page after which skimming via the book to get a feel of organization, topics, layout, and visual. This technique is not always good enough in itself however can be blended with as an instance the 2nd technique, that's known as the tick list technique. This approach is systematic in the manner that the standards at the listing are checked off in a sure order. It is likewise easy to evaluate specific substances and it is not always very time eating in comparison to different strategies. The 1/3 technique, the in-intensity technique, shows a careful exam or consultant functions together with the layout of 1 specific unit or exercise, or the remedy of specific language elements. An obvious downside on this approach is that the chosen phase won not be consultant of the book as a whole. In comparing the textbooks, the researcher applies tick list assessment technique.⁴²

Before venture a textbook evaluation, it is far vital to behavior initial evaluation of the context wherein to use those materials and have a look at the dreams of students. Origin of this request from this admission there may be a line that distinguishes textbooks from evaluation textbooks. Analysis is a way withinside the direction of a goal. Evaluation that may be taken from reporting. Evaluation it is miles true properly really well worth evaluating the context description and outline textbooks. Therefore, precise wishes want to be exercised while sporting out textbook evaluation detail or set of standards. When oral guidance remains using as a method of transmitting

⁴² Ratih Heriyati, “ *The Relevance analysis of “thinl Globally Act Locally” Book to 2013 English Curriculum and Bloom’s Taxonomy*”, State Islamic Parangkaraya, (Palangkaraya, 2017), p.16

statistics withinside the class, written text whilst withinside the destiny they will simplest be a further technique for impartial study, textbooks nonetheless play a function as a vehicle of mastering withinside the classroom. They the coaching and getting to know aids for decade, something form they take.⁴³

Textbooks are critical elements in mastering for students or even teachers. In the coaching and getting to know technique, textbooks are taken into consideration to be the simple foundations of courses. Textbooks won not incorporate all aspect wanted withinside the coaching and studying procedure however their life as coaching research is still paramount. They acted as effective devices utilized in coaching and gaining knowledge of manner and as mirrored image of values and ideas of someone or nation. According to a case study in Morocco teaching English can improve and advance understanding of English, as it is well known that English is an international language, but besides learning English you still have to respect local regional languages, with English learning in schools it can accommodate students for traveling in foreign countries, or internationally, and can make it easier to connect with people from foreign countries who usually also speak English. Based on these studies, the researcher intends to An Analysis of Writing Materials in "Bahasa Inggris" an English Textbook Published by Mahrukh Bashir of Islamic Senior High School Grade XI Darul Huda Ponorogo, in order to know the extent to which the quality of textbooks used as a reference for learning. which of course this book can also affect the quality of students in the next life.⁴⁴

B. Theoretical Framework

Theory framework is the most important aspect of research, but it is often misunderstood by some researchers, this

⁴³ Aris Mukhlisin, "A Textbook Analysis of "Bahasa Inggris Think Globally Act Locally" for the Ninth Grade of Junior High School (A case Study of First Semester)", (Kudus, Institut Agama Islam Negeri Kudus, 2021) p. 25

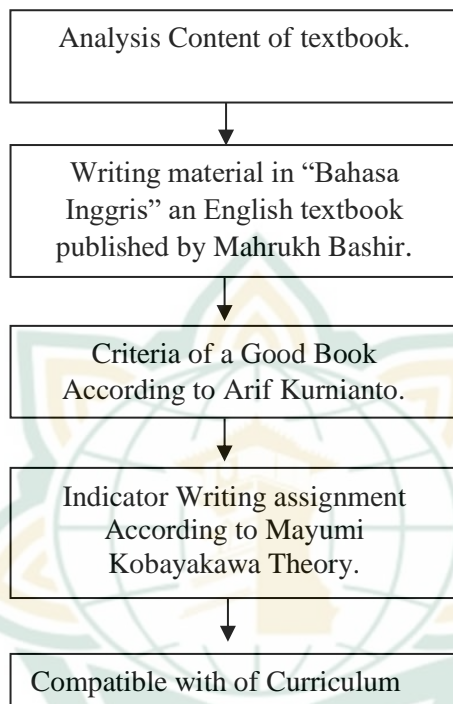
⁴⁴ Language Circle and Literature Xi, "Textbooks Analysis: Analyzing English As a Foreign Language (Efl) Textbooks From the Perspective of Indonesian Culture," *Language Circle: Journal of Language and Literature* 11, no. 2 (2017): 173–82.

shows that the importance of thought and action must be driven by the theory and also related to the topic. Developing research questions, conceptualization from literature review, design approach, along with an evaluation plan for the dissertation study. A researcher's choice of framework is not arbitrary but presentations critical personal beliefs and understandings about the man or woman of knowledge, the manner it exists (withinside the metaphysical sense) in terms of the observer, and the possible roles to be adopted, and equipment to be employed consequently, thru the researcher in his/her work. Without a theoretical framework, the form and vision for a examine is unclear, just like a house that can't be constructed without a blueprint. By contrast, the research plan that includes a theoretical framework allows the dissertation take a look at to be robust and primarily based totally with the organized go together with the go with the flow from one financial disaster to the next.

The theoretical framework is the "blueprint" for the complete dissertation inquiry. It serves due to the fact the guide on which to construct and resource your study, and moreover gives the form to define how you can philosophically, epistemologically, methodologically, and analytically method the dissertation as an entire. Eisen hart defined a theoretical framework as "a form that publications research via relying on a right idea constructed via using an established, coherent explanation of positive phenomena and relationships". Thus, the theoretical framework consists of the determine on precept (or theories) that undergirds your questioning near the manner you understand and plan to research your topic, further to the thoughts and definitions from that precept which is probably relevant to your topic. Lovitts empirically defines requirements for utilising or developing idea to the dissertation that have to be appropriate, logically interpreted, properly understood, and align with the question at hand.⁴⁵

⁴⁵ Cynthia Grant and Azadeh Osanloo, "Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blueprint for Your 'House,'" *Administrative Issues Journal Education Practice and Research* 4, no. 2 (2014): 12–26, <https://doi.org/10.5929/2014.4.2.9>.

2.2 Table Theoretical Framework



C. Review of Previous Study

Researcher used numerous associated research as a comparison and current research First, Suhada Arie Kustian in 2021, had a research un title "An Analysis of Writing Task in English Textbook Entitled "Bright an English" For Grade IX of Junior High School Published by Erlangga". The goal of the studies is to discover and give an explanation for the form of writing assignment supplied withinside the textbook meet in the type of writing challenge as advised through Paul Nations idea. The rese (1) selecting, (2) categorizing, (3) analysis. The supply of the data turned into English Textbook entitled Bright an English for Junior High School. Through content material evaluation, the researcher has made writing obligations become an item that could be analyze. The end result displayed that from 23 writing duties furnished withinside the textbook entitled Bright an English for Grade IX of Junior High School Published through Erlangga. There are five obligations from

Experience Task supplied withinside the textbook. three responsibilities from draw and write and a couple of from connected talents with percent 20,8%. In Shared Task there may be 1 undertaking from retell, 1 project from Group elegance composition and closing 1 project from Group composition. In the Guided Task researcher determined 1 challenge from photograph composition, 7 obligations from query and answer, 2 responsibilities from entire the sentence and 1 mission from substitution with percent 45,6%. In Independent Task researcher discovered four duties with percent 16,6%. The overall from 23 writing duties supplied withinside the textbook and from the 24 varieties of writing project as recommended through Nations concept, 10 styles of writing undertaking that suitable with Nation principle in this textbook with the share 41,6%. Arch implemented qualitative studies through that specialize in content materials evaluation approach. The technique with the aid of using content material evaluation of the studies. The significance of the Suhada Arie Kustian research and the writer's research have commonalities in analysis of the English Textbook especially on writing material utilizing descriptive qualitative approaches.⁴⁶ The differences is the research written with Suhada Arie Kustian is from the object analysis, in his previous research analysis textbook in the form in writing assignment, while the research writer focus on the good materials content, and accordance the material with the applicable curriculum.

Second, Priyo Pambudhi Sukowinoto in 2021, entitle "A Textbook Analysis of "Bahasa Inggris": An English Textbook for tenth Grade (Ed. 2017) Published by Ministry of Education and Culture Indonesia, this study turned into aimed to find does the English textbook entitled Bahasa Inggris for 10th grade of senior excessive faculty the 2017 version meet the standards of top textbook proposed through Montasser Mohamed Abdel Wahab. The goal of this studies changed into to give an explanation for the standards of bodily and utilitarian attributes, green outlay of goals and supplementary materials,

⁴⁶ Suhada Arie Kustian, *An Analysis of Writing Task in English Textbook Entitled "Bright an English" For Grade IX of Junior High School Published by Erlangga*, (2021).

studying and coaching contents, and language abilities decided with the aid of using Montasser Mohamed Abdel Wahab withinside the textbook entitled “Bahasa Inggris” (Ed. 2017) for Tenth Grade Senior High School posted through Ministry of Education and Culture of Indonesia. This study become classified as a textbook evaluation take a look at withinside the shape of descriptive qualitative studies, the information have been accrued via way of means of reading the textbook the use of the checklist. In the statistics evaluation technique, the full rating received improved with the aid of using the overall wide variety of standards. Then, it's miles improved with the aid of using 100% to attain the point. The outcomes of this take a look at confirmed that the English textbook “Bahasa Inggris” (Ed. 2017) for Tenth Grade Senior High School has fulfilled of a very good textbook via way of means of attaining the sum point of 94,6% labelled as “right”, with insurance 94% for the elements of bodily and utilitarian attributes, 87% for the factors of green outlay of goals and supplementary materials, 98% for the factors of mastering and coaching contents, and 97% for the factors of language abilities. The similarities of the Priyo Pambudhi Sukowinoto research and the writer's research have commonalities in analysis of the English Textbook with the descriptive qualitative approaches.⁴⁷ The differences of the research is the previous study explained about the analysis off the whole material good textbook according to Montasser Mohamed Abdel Wahab, while the research writer especially on writing materials, and the good textbook according to Arif Kurnianto.

The last Rezu Betri, in 2018, entitle: Content Analysis of English Textbook Entitled “Talk Active” Used through Senior High School (Students Book). In this study, the researcher makes use of a descriptive qualitative technique and this study belong to library studies. This study analysis an appropriate or in shape of subject matters and the substances in English Textbook entitled “Talk Active” with the primary competences of the 2013 curriculum. This studies purpose to

⁴⁷ Priyo Pambudhi Sukowinoto, *A Textbook Analysis of “Bahasa Inggris”: An English Textbook for tenth Grade (Ed. 2017)*, Published by Ministry of Education and Culture Indonesia, 2021.

content material evaluation of textbook utilized by the instructor and students as research of gaining knowledge of. Especially textbook “Talk Active” post through Yudhistira. Technique of gathering facts is observing and documentation. In this study, the studies evaluation of textbook primarily based totally on faculty primarily based totally on curriculum utilized by instructors and college students primarily based totally at the standard of feasibility of content material National Education Standards Agency (BSNP. Feasibility of content material is Alignment with Core Competence (KI) and Basic Competence (KD) on subjects, the substance of information and lifestyles talent and insights for development and developed. From the studies, get the end result of content material feasibility of textbook” Talk Active” submit through Yudhistira is 82,81 % this means that the textbook could be very good to apply because the reference e-book in studying process. The similarities of this research that it is examines the feasibility of textbooks and also the suitability of the content of the material with the applicable curriculum.⁴⁸ The differencess between research previous and the research writer is the subject analysis. In his previous research Analysis of English Textbook Entitled “Talk Active” Used by The Senior High School (Student’s Book), while the writer Analysis of English Textbook Entitled “Bahasa Inggris” Published by Mahrukh Bashir of Islamic Senior High School Grade XI.

⁴⁸ Rezu Betri, *Content Analysis of English Textbook Entitled “Talk Active” Used through Senior High School (Students Book)*, 2018.