

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSIONS

The researcher describes the study's findings primarily based on the information collected. The presentation follows the requirements of the school-based curriculum, which aligns with the questions raised in Chapter 1 of the research studies. Specifically, it focuses on the English textbook "Bahasa Inggris," authored by Mahrukh Bashir, intended for eleventh-grade senior high school student.

The researcher presents the data and interprets it as research results, which will be analyzed and evaluated in eight chapters of the Textbook and enrichment, especially in writing materials. In different words, the findings cover for two semesters of Textbook. The researcher used various evaluation offers through the BSNP.

#### **A. Description of the Textbook**

Identity of the Textbook, the title of the textbook analysis is "Bahasa Inggris," the researcher of the Textbook by Mahrukh Bashir. There are three reviewers of the Textbook (1) Emi Emilia, (2) Helena I.R. Agustien, (3) Lina Mulyani, and the editor of the Textbook is Drs. Padji Mangunsudarmo, MA, and the Illustrator are Yunika Rotua Lumbantoruan S.Des, the Printed number 11pt, the Publisher of the Textbook Pusat Kurikulum dan Perbukuan, Balitbang, Kementerian Pendidikan dan kebudayaan, and the Publication in the 2018 year, the place of publication: Depok, Jawa Barat, Indonesia. The number of pages of the Textbook is 170. And the number of chapters: 8 (Chapters) and 7 enrichment.

##### **1. Textbook Overview**

The "*Bahasa Inggris*" textbook is a student book prepared by the government to implement the 2013 curriculum. It is ready for the researcher Mahrukh Bashir and reviewed via way of means of the by the coordination of *Kementerian Pendidikan dan Kebudayaan Republik Indonesia*. This Textbook has appealing language for students and an attractive design for students. Blue and white colours dominate the front cover. It also featured exciting pictures related to everyday life close to students. The back cover contains short book information about the book. This Textbook has seven subtitles. Subtitle 1 is Pre-Activity, subtitle 2 is Building Blocks, subtitle three is Let's Practice, subtitle 4 is Active Conversation, subtitle 5 is writing connection, subtitle 6 is

Let's Create or Contribute, and subtitle 7 is Formative Assessment. The book has 170 pages for eight chapters and seven enrichment arranged by letters Calibri, 11 pt. It is designed attractively with clean colourings and images. So that the students may effortlessly understand it, it has an examination manual earlier than learning begins. So that the student can effortlessly recognize the content of the Textbook, each bankruptcy additionally consists of day-by-day conversations which are effortlessly understood through students in information the instructions in the Textbook. Furthermore, it is feasible for students to understand the materials in this book and increase their literacy abilities in English.

## **B. Description of the Data Source**

After describing the background of the research, theories that have confirmed the research and the research methods used, this chapter presents the research results. Base the research results on questionnaires, interviews, observation, and documentation. The research obtained the discussion in this chapter by collecting data through documentation studies, observation, questionnaires; interviews with informants needed in research, and focused discussions on the problem under study. The results of this research and discussion will describe various things regarding the results of interviews and questionnaires from students in February 2023 conducted at MA Darul Huda Ponorogo and related to the use of textbook materials "*Bahasa Inggris*" in grade XI in meeting the needs of students in the teaching and learning process. Researchers took data from MA Darul Huda Mayak Ponorogo, especially in class XI Agama H.

The research site has a brief history. Initially, K. H. Hasyim Sholeh's efforts to preach after returning home from studying at an Islamic boarding school received little support from the community, given the poor relationship between the Mayak Wetan and Kulon communities. He intends to move from Mayak when he sees that his business is not receiving support from the community, but his father prevents him through a dream. Thanks to this dream, he was determined to persistently preach in Mayak through various efforts to attract interest from the community. With various efforts, the success of attracting interest from the community established the Darul Huda Islamic Boarding School, which the establishment of the Miftahul Huda Madrasah marked.

Second, the Darul Huda Islamic Boarding School, which was established from 1968 to 2003, has undergone many changes. These changes include the Islamic boarding school where the Miftahul Huda Madrasa was originally founded in Mayak Kulon, occupying the MI room. Then in 1974, the madrasah diniyah was moved to Mayak Wetan so that it would be closer to the mosque. In 1983 the Darul Huda Islamic Boarding School became a Foundation under the name "Darul Huda Islamic Boarding School Foundation," overseeing three educational institutions, namely Miftahul Huda Madrasah, Tsanawiyah Madrasah and Aliyah Madrasah, male and female dormitories, KBIH al-Haromain, and Simaan and Dzikrul Ghofilin. The development of the Darul Huda Islamic Boarding School cannot be separated from the reciprocal relations of the surrounding community. Islamic boarding schools establish close social relations with the community so that they know the problems faced by the community. Seeing these community problems has encouraged Darul Huda Islamic Boarding School to hold various activities in an effort to make social changes in various aspects of life.

Third, all the activities carried out by the Darul Huda Islamic Boarding School during the K.H Hasyim Sholeh era brought changes to the lives of the Mayak people from various aspects of life. The socio-religious aspect of harmonization between the Darul Huda Islamic Boarding School and the community and the community and the community. Aspects of education, improving education in society Mayak. As well as the economic aspect of opening and encouraging new economic sectors of society. It is clear that the contribution of the Darul Huda Islamic Boarding School to the social changes that have occurred in the Mayak community, more generally, the Ponorogo community. With this brief history of MA Darul Huda, MA Darul Huda was finally formed with three majors, Natural Sciences, Religion, and Social Sciences. With the aim of being able to further advance the world of education in Ponorogo, In this study examined 1 class XI majoring in religion.

### **C. Description of Research Data**

The Writing Materials in "Bahasa Inggris," an English Textbook published by Mahrukh Bashir, included in the criteria of a good book according to Arif Kurnianto: (1) in accordance with materials and curriculum (2) in accordance among 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 the textbook have to be illustrative (6) the materials in the textbook have to make students can work the assignments in the textbook. Below is the analysis based on the interview and questionnaire about the answer to the research question:

### **1. Accordance among as materials and curriculum.**

Overall “Bahasa Inggris” textbook already is in accordance with the curriculum set by the government. In this research, the school using curriculum 2013. Mostly of the materials textbook contained in this textbook have been satisfy the criteria good book. because this textbook it can be easily understood and studied by senior high school students. Many material presented of the textbook is according with the characteristics of the students, especially in eleventh grade in senior high school. The study served are also related with the student activities in the commonly everyday life, so as the students it can be easily permeate the information meant by the materials textbook and can easily immediately analysis the study.

According to Mrs. Nafiatu Rahmawati, in an interview at Islamic Senior High School Darul Huda Ponorogo, the English textbook is in accordance with the curriculum that applies in schools, namely using the 2013 curriculum. Besides material that is in accordance with the curriculum, learning from an interesting teacher is still needed, which can later improve the competence of each student. reading coral, in a random way, usually directly appointing one or two representatives of the students to read a reading, then each student looks for some difficult vocabulary that students don't understand, then it will be written down and put in a special book for vocabulary. Meanwhile, when learning writing, they usually rewrite the material from the contents of the reading but according to their own language, the goal is for them to be able to practice the material that has been presented. Whereas in the context of speaking it is more about adjusting the theme, for example suggestions and offerings in chapter 1, usually students will be made into groups/groups, then told to make conversations, then later from each group they can display their dialogue in front of all their friends. In fact, from each class,

the learning system varies or is sometimes modified, this is intended so that the delivery of material does not look monotonous, so that students' interest in learning in class can arise so that they do not feel bored during the teaching and learning process.<sup>52</sup>

**a. Analysis Completeness of material**

Table 4. 1 Analysis Completeness of Material

Chapter	Topic	Materials
1	Offers & Suggestions	<p>1. Offer may be given in phrases of food, money, solutions, friendship or a bargain. It may be taken or refused.</p> <p>2. Suggestions are summary and may be in shape of solutions, suggest plan, and idea. It may be widespread or refused.</p> <p><i>Social feature to facilitate interpersonal verbal exchange among another people.</i></p> <p>Pages 4-7, give an explanation for approximately example (recommendations and offers) to make conversations.</p>
2	Opinions & Thoughts	<p>An opinion is the manner you sense or consider some thing. Our opinion approximately some thing or a person is primarily based totally on our perspective. Whenever we deliver or explicit our opinion,</p>

<sup>52</sup> Interview with Mrs. Nafiatu Rahmawati, S.Pd.I., February 5, 2022 at school of MA Darul Huda Ponorogo.

		it's far critical to offer reasoning or an instance to guide our opinion.
3	Party Time	<p>Formal invitation is an invite which follows a dignified form, tone or fashion in settlement with the mounted norms, customs or values. For example: an invite beginning of a school.</p> <ol style="list-style-type: none"> <li>1. Example invitations (formal &amp; informal)</li> </ol> <p>Social function: inviting humans to formal and social event.</p> <ol style="list-style-type: none"> <li>2. Linguistic characteristics.</li> <li>3. Format of layout (invitation).</li> </ol> <p>Ways of organizing information.</p>
4	National Disaster-An Exposition	<ol style="list-style-type: none"> <li>1. An analytical exposition textual content evaluates a subject seriously however focuses most effective on one aspect of an argument.</li> <li>2. The argument and factor of view need to be supported through information and applicable information. The</li> </ol>



		<p>thesis declaration needs to be reiterated withinside the conclusion.</p> <p><i>Social function: the reason of an exposition textual content is to influence your targets market to examine an trouble together along with your perspective.</i></p>
5	Letter Writing	<p>Social function: private letters which might be written to humans we realize consisting of friends, cousins, parents, and siblings. Letters aren't simplest written to tell however to reinforce the bond among humans writing to every other.</p> <p>-Sentence of private letter.</p> <p>-a few beneficial expressions for letter writing (Gratitude, giving advice, handing over precise news, turning in terrible news, soliciting for help, apologize. examples of expressions utilized in private letters (salutations, closing, beginning the latter, conclusion).</p>
6	Cause & Effect	<p>1. Cause: the cause or motive, for an action,</p>

		<p>why something occurs, occurs first, example: It rained.</p> <p>2. Effect: end result or end of an action, what happened, occurs because of a cause, example: I were given wet.</p> <p>-To discover a cause, ask, why did this happen?</p> <p>-To discover an effect, ask, what happened?</p>
7	<p>Meaning Through Music</p>	<p>Artist write the songs and poems to specific their feeling. Find which means of a music is a disturbing project due to the fact we do now no longer understand what the author became feeling on the time of writing the music or poem.</p> <p>-there are the stairs concerned in locating the that means of a track</p> <p><b>Step 1:</b> It could be very vital to recognise the lyrics of a music.</p> <p><b>Step 2:</b> Try to determine out the sort of track. Is it classical, country, ect.?</p> <p><b>Step 3:</b> Find out what form of poetic gadgets are used after which re-study the lyrics.</p>




		<p>Step 4: Listen to the tune even as studying the lyrics.</p> <p>Step 5: Keep an open thought and speak the that means with different people.</p>
8	Explain this!	<p>Explanation textual content: An rationalization textual content is a non-fiction textual content this is used to explain how or why matters happen. It generally consists of a series of events (explaining how) and gives motives for a system or phenomenon (why). For example: Rain, the water cycle, earthquake.</p> <p>Types of clarification texts:</p> <ol style="list-style-type: none"> <li>1. Sequential rationalization: Explanation that describe herbal and non-herbal phenomena, as an instance lifestyles cycle.</li> <li>2. Cause and impact clarification: Explanation textual content that hyperlinks reason and impact in explaining how and why an occasion occurred, as an instance: volcanoes</li> </ol>

2. **Accordance among as materials and practice assignments available in the textbook.**
  - a. **According to questionnaire data**


According to the results of research at Islamic Senior high school Darul Huda Ponorogo to be precise, in class XI H religion, according to most students of class XI Religion H the textbook learning materials used are the exercise assignments in the textbook, with various arguments in their view, some provide arguments that according to him the material also has examples and ways of doing it so that in doing the exercises the questions are not too tricky, besides that the practice questions are also by learning in class. Some say most of the tasks given are the same as the material presented, usually after Learning materials are always exercises related to the material. However, sometimes, the teacher provides additional material from other textbooks to make it easier to understand so that doing the exercises later can be more accessible. Some say the textbook learning materials follow the exercise assignments because we can find answers to practice questions more quickly if we read the material carefully and listen to the teacher well. According to them, the exercises in the package book are beneficial to understand better the subject matter being discussed. However, some argue that because the textbook material is incomplete if associated with practice questions, you have to look for other material from different textbooks.


**b. Analysis materials & assignment**

Table 4. 2 Analysis Materials & Assignment according to Mayumi Kobayokawa.


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
2		<p>Students must read the conversation with a partner, next must determine of interpersonal transaction in the conversation and Write down in the textbook.</p>	1	<p>Expressions suggestions:</p> <ul style="list-style-type: none"> <li>• What/How about?</li> <li>• Let's</li> <li>• I think ...</li> </ul> <p>Examples of suggestions:</p> <ul style="list-style-type: none"> <li>- Let's go to movies.</li> <li>- I think you should go and meet her.</li> </ul> <p>Let's take a look the sentence to suggest something: Subject-Verb-That- Object.</p> <p>Example: We advise that he work hard.</p> <p>Expressions of offer: How</p>	<p>Fill in the blank without translation</p>

<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				about I...? Example of offers: How about I help you with this	


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
3		<p>Students must read the conversation with a partner, then determine the next step of an interpersonal transaction, and write down in the textbook.</p>	1	<p>Expressions suggestions:</p> <ul style="list-style-type: none"> <li>• What/How about?</li> <li>• I don't think</li> </ul> <p>Examples of suggestions:</p> <ul style="list-style-type: none"> <li>- Let's go to movies.</li> <li>- I think you should go and meet her.</li> <li>- I suggest that we call it a day.</li> </ul> <p>Let's take a look at the sentence structure to suggest something: Subject + Verb + That + Object. Example: We advise that he work hard.</p> <p>Let's take a look at the sentence structure to offers</p>	<p>Fill in the blank without translation</p>


<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				something: Modal Verb + Subject + Object. Example: Would you care for another cup of tea?	
15		The students choose a topic with the partner. And write a dialogue using suggestion and offers.	1	<p>Before this page, there are explain about conversation based on the suggestion and offers.</p> <p>Examples of conversation suggestion and offers: there on the page 2 and 3.</p> <p>Example of Suggestion: I suggest that we call it a day</p> <p>Responding to offers: Making offers + Accepting to offers + Declining offers</p> <p>Example: Can I help you +</p>	Exercise





Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
				Yes, please, I really appreciate it + It's okay, I can do it myself.	
28		The students choose one of the topics in the picture. And create a dialogue an opinion about the topic according to learnt in the building blocks.	2	<p>An opinion is the way you feel or think about something.</p> <p>Let's look at the sentence to express opinions: Subject + Verb + Object</p> <p>Example: I agree with what are you saying.</p> <p>These expressions opinions are used to show personal points of view:</p> <ul style="list-style-type: none"> <li>• In my opinion...</li> <li>• As I understand..., act.</li> </ul>	Exercise

<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				<p>The general point of view creates a balance in writing and helps avoid absolute statements.</p> <p>Example: Some people say that...</p> <p>Expressions used to agree with an opinion: I agree with this opinion.</p> <p>Expressions disagreement with an opinion: I am sorry, I don't agree with you.</p> <p>Opinion can be expressed using mental verbs like believe, feel, assume, think, doubt, etc.</p> <p>Examples of how to agree</p>	


<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				<p>and disagree with an opinion Statement: Bullying is so prevalent in most schools. Agree: I couldn't agree more with you. Disagree: I think it would be wrong to generalize.</p>	
30		<p>The students write an opinion conversation using expressions a have learnt in the building blocks. Using the role-play approach, and next reenact it in front of the class.</p>	2	<p>Example dialogue opinions in pages 19 and 20, while the example expressions opinions in page 21, and expressions agreement and disagreement in page 23. You can do this assignment with you read and understand with the material in the pages it.</p>	Dictation


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
31		<p>Students must complete the five sentences in chapters, next the students read the statements below and trick, if the students can write an opinion article, and can write the dialogue.</p>	2	<p>If you can write an opinion article and you can write a dialogue you can tick in the table in the assignment session.</p> <p>So, you can practice make the dialogue with the expressions opinions.</p> <p>Example expressions opinions in page 21-23:</p> <ul style="list-style-type: none"> <li>• in my experience...</li> </ul> <p>Example the dialogue in page 19 and 20.</p>	Close test

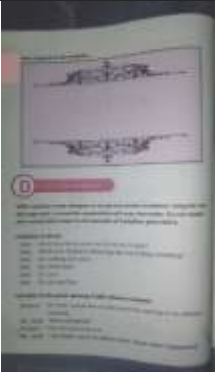
Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
33		<p>Explain about the invitations, and discussion, next the students write send invitation, and kind of invitation think is accordance with the picture, and write down in the textbook.</p>	3	<p>Formal invitation is an invite which follows a explain form, tone or style in settlement with the mounted norms, customs or values, and usually the invite about the event professional, important event, official event which includes many people.</p> <p>Example: An invitation to the opening of a school, invite the graduation ceremony, invitation to wedding, etc.</p>	Exercise

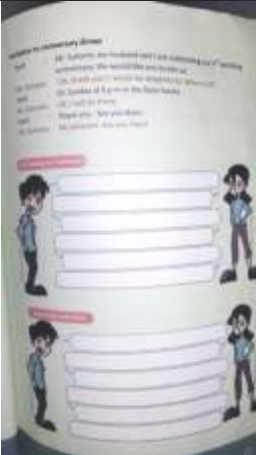
Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
36		<p>-Formal invitations are written on cards. The text is written in calligraphic style.</p>	3	The picture beside is the example of a formal invitation	Summary writing

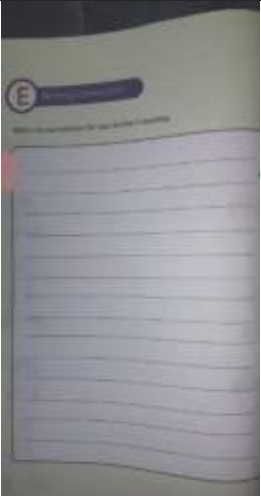



Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
38		<p>Students must write the responding card accordance with the responding to formal invitations, and the card should preferably be handwritten.</p>	3	<p>Responding to formal invitations there are 4 steps: (1) the formal invitation must be responded to within 3 days, (2) the reply is written in a third person, (3) the reply must be handwritten, (4) final reason must be briefly stated for declining the invitation.</p> <p>Example Acceptance: Mr. and Mrs. Wibowo accept the invitation with pleasure.</p> <p>Example declining: Mr. And Mrs. Wibowo regret to decline the invitation due to health reasons.</p>	Exercise

Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
39		<p>Served on the invitation card, and the students find out what is missing, next the student rewrite the invitation properly in the space given in the textbook.</p>	3	<p>Social functions: Inviting people to formal and social events.  Linguistic features: (1) simple, precise, and concise words, (2) detailed information, (3) tone must be friendly and sincere, words must be chosen carefully, writing style must be formal.</p>	Summary writing


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
40		<p>The students make the respond to the invitation did make on the previous page.</p>	3	<p>Responding to formal invitations there are 4 steps: (1) the formal invitation must be responded to within 3 days, (2) the reply is written in a third person, (3) the reply must be handwritten, (4) final reason must be briefly stated for declining the invitation.</p>	Sentence ordering

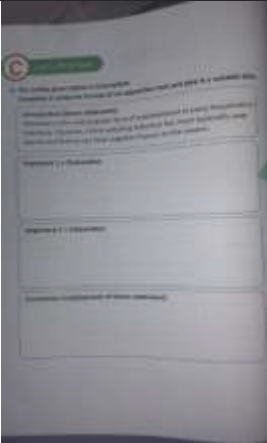
Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
41		<p>The students with a partner create dialogues about active conversation especially about accepting and declining invitation.</p>	3	<p>Example                      Active</p> <p>Conversation:</p> <p>Jono: Do you want to come for dinner tonight?</p> <p>Febri: Thank you, I really want to. Do you want me to bring something?</p> <p>Jono: No, it's okay, just come.</p> <p>Febri: OK. What's the time?</p> <p>Jono: 8 p.m.</p> <p>Febri: Okay, see you soon.</p>	Exercise

Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
42		<p>Writing Connection. Students write a formal invitation to brother's wedding.</p>	3	<p>Format of Layout formal invitations: Address of the addresser and the addressee. Salutation. Body: (1) State for whom the invitation is and by who it is given, (2) Reasons of invitation, (3) Date, (4) Time, (5) Place, (6) Please reply. Signature.</p>	Exercise


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
43		<p>Students should choose one of the activities, and next design and create a formal invitation card template based on the situation.</p>	3	<p>The general format of an formal invitation: (1) the first line is the name of the invite, (2) the second line is the participant's request, (3) the third line is the name of the person invited, (4) the fourth line is the event of the invitation, (5) the fifth line is the time and date event, (6) the sixth line is the place of the event, (7) the last line is the counter request.</p>	Exercise



Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
44		<p>Students complete these statements, and next read the statements below tick (☐) the option that is most applicable.</p>	3	<p>Example the dialogues:          Yanto: Mr. Dani, I would like to invite to the opening of my computer company.          Dani: when and where?          Yanto: this Sunday at 10 a.m.          Dani: I am afraid I won't to come. I have a prior engagement.          Yanto: No, problem.</p>	Close test


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
52		<p>The students must complete it using a format of an exposition text and given it a suitable title. In the textbook there is only the Introduction, so students must complete of an exposition text.</p>	4	<p>Title: tells about the topic of the essay.  Introduction: (1) this is the starting point of an expository essay, (2) here you state the topic and establish a point of view (thesis statement), (3) the introductory statement should be an emotional statement or a question that is attention grabbing, (4) preview points -points planned to support your thesis (argument).  Body: (1) a series of arguments to convince the</p>	Sentence Combining

<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				<p>audience, (2) each paragraph is started by a new argument, (3) each paragraph has a main point, reasons for the main point and evidence to support the main point, (4) the use of emotional words, words mental work, causal conjunctions to convince the audience, (4) each paragraph must be connected logically with the previous paragraph and the thesis statement.</p> <p>Conclusion: (1) repeat or restate the thesis statement, (2) summarize what has</p>	


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
				<p>been stated. The example materials on pages 50-51.</p>	
56-58		<p>Students write an analytical exposition text on one of the current issues in the media. Provide at least two (2) arguments plus explanations to support thesis statement.</p>	4	<p>An analytical exposition text evaluates atopic critically but focuses only on one side of an argument. Title: tells about the topic of the essay. Introduction: (1) this is the starting point of an expository essay, (2) here you state the topic and establish a point of view (thesis statement), (3) the introductory statement should be an emotional</p>	Exercise


<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				<p>statement or a question that is attention grabbing, (4) preview points -points planned to support your thesis (argument).</p> <p>Body: (1) a series of arguments to convince the audience, (2) each paragraph is starred by a new argument, (3) each paragraph has a main point, reasons for the main point and evidence to support the main point, (4) the use of emotional words, words mental work, causal conjunctions to convince the</p>	


<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				<p>audience, (4) each paragraph must be connected logically with the previous paragraph and the thesis statement.</p> <p>Conclusion: (1) repeat or restate the thesis statement, (2) summarize what has been stated.</p> <p>The example materials on pages 50-51.</p>	

Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
59		<p>The students choose one of the activities the provided in page. Next the students make sure to put lots of pictures in the pamphlet.</p>	4	<p>A pamphlet is writing that can be accompanied by pictures or not, without any binding or binding, which is printed on a sheet of paper on one side or both sides, then folded or cut in half, a third, or even a quarter, so that it looks smaller.</p>	Dictation




Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
60		Students read the statements below and tick (☐) the option that is most applicable.	4	<p>Exposition text is evaluates a topic critically but focuses only on one side of an argument.</p> <p>A pamphlet is writing that can be accompanied by pictures or not, without any binding or binding, which is printed on a sheet of paper on one side or both sides, then folded or cut in half, a third, or even a quarter, so that it looks smaller.</p>	Close test

Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
65		The explaining about some useful expressions for letter writing.	5	<p>Gratitude: I am very grateful for...</p> <p>Giving advice: I think you shouldn't...</p> <p>Delivering good news: I was happy beyond limits to read that...</p> <p>Delivering bad news was heart wrenching to read about...</p> <p>Asking for help: I wonder if you could help me.</p> <p>Apologizing: I would like to apologize for...</p>	Summary writing


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
68- 69		<p>Writing section in option B. There are some errors (grammar and formatting of the letter) in the letter below. Highlight the error and then the students rewrite the letter correctly in the space provided.</p>	5	<p>Sentence structure: (1) grammatical accuracy is important, (2) complete sentences are expected, action.</p> <p>Style: (1) use of language can be personal such as first and second person pronouns, (2) use the name of the person you are addressing, (3) write in a natural, conversational style, action.</p> <p>Structure of private letter:</p> <ul style="list-style-type: none"> <li>• Date: the date while the letter become written (pinnacle left).</li> <li>• Address: in which you</li> </ul>	Summary writing

<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				<p>wrote (pinnacle right).</p> <ul style="list-style-type: none"> <li>• Salutation &amp; names: Greetings and the call of the individual you're addressing.</li> <li>• Introduction: the hole of the letter normally begins offer volved with how are you or refers back to the preceding letter.</li> <li>• Body: the primary a part of the letter. This consists of what you need to write down to different people.</li> <li>• Closing: the component that suggests the letter will cease.</li> <li>• Complimentary close: brief</li> </ul>	


<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				<p>expressions like "love you", "really yours", "love".</p> <ul style="list-style-type: none"> <li>• Signature: signature or initials of the author.</li> <li>• Postscript P.S.: after concept in a letter. You begin with P.S. and stop together along with your initials.</li> </ul> <p>-An example of this material is on page 67.</p>	


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
70		Students create/write a dialogue for one of the situations in the picture. next fill in the blanks of the dialogue, according to the topic.	5	<p>Some useful expressions for letter writing.</p> <p><b>Gratitude:</b> I am very grateful for... It was very kind of you to...</p> <p><b>Giving advice:</b> have you thought about...? I think you shouldn't...</p> <p><b>Delivering good news:</b> I'm sorry but I have to tell you that... It was heart wrenching to read about...</p> <p><b>Asking for help:</b> I hope it's not too much to ask but... I wonder if you could help</p>	Fill in the blank without translation.

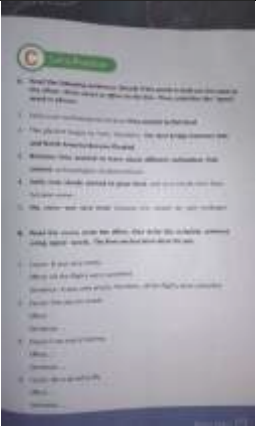
Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
				me. <b>Apologizing:</b> I would like to apologize for... I'm so sorry that... I'm so sorry that..	

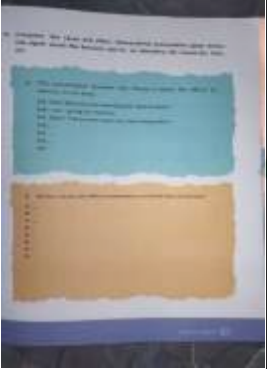
Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
71		Students choose one of the activities in the textbook. Next make the use the right letter-writing.	5	Personal letters are letters which are written to humans we realize consisting of friends, parents, siblings, and cousins. Letters aren't handiest written to tell however to bolster the bond among human beings writing to every other. The example of the letter in pages 62.	Exercise





Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
72		<p>Students choose one of the activities in the textbook, and next make the letter writing.</p>	5	<p>Example of expressions used in personal letters in page 66 there are about:</p> <ol style="list-style-type: none"> <li>1. Salutations: My love/Dear.</li> <li>2. Closing: Much love/Best wishes.</li> <li>3. Starting the letter: how are you?</li> <li>4. Conclusion: I hope to see you soon.</li> </ol>	Exercise


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
73		<p>Complete these statements, next read the statements below and tick (☐) the option that is most applicable.</p>	5	<p>Personal letters are letters that are written to human beings we recognize which includes friends, parents, siblings, and cousins. Letters are not simplest written to inform but to reinforce the bond amongst humans writing to each other. You can do assignment in pages 71.</p>	Close Test

Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
79		<p>Students read the sentences. Decide if the phrases in formidable ate the motive or the impact. Next write the reason or impact at the line. Then, underline the “signal” phrase or undertaking write the whole sentence the use of phrases.</p>	6	<p>Cause: the cause or motive, for an action.  Effect: end result or end of an action.  Some examples of Cause and Effect relationships.  Sentence: Sumatra tigers are nearly extinct due to the fact humans killed too lots of them.  Cause &amp; Effect relationship:  Cause: People killed too a lot of them.  Effect: Sumatra tigers nearly have become extinct.</p>	Close test

<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
81		<p>Students must complete the cause and effect transactional conversation, use signal words like because, due to, so, therefore, the reason for, then, etc. The writing part in point B. and next write a cause and effect conversation on forest in Sumatra.</p>	6	<p>The example conversation about in pages 75.  Cause: the cause or motive, for an action.  Effect: end result or end of an action.  Signal word: while we communicate approximately cause, we use the subsequent sign words: because, the purpose for, unless, due to, created by, led to, on account of, contributed to, deliver approximately, act.  Signal words: whilst we communicate approximately an impact because of a sure</p>	Close test


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
				cause, we use the subsequent sign words: as a result, so, so as to, consequently, outcome, then, therefore, finally, etc.	
82		Students and partner, write a conversation in the textbook and after that, do a role-play of the conversation. And the remember to use and effect signal words.	6	<p>Some examples of Cause and Effect relationships in page 78. One example about it:</p> <p>Sentence: Sumatra tigers are nearly extinct due to the fact humans killed too lots of them.</p> <p>Cause &amp; Effect relationship: Cause: People killed too a lot of them. Effect: Sumatra tigers nearly</p>	Exercise

Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
				have become extinct.	
83		Students must choose one of the topic in textbook and create a dialogue.	6	<p>The cause is:</p> <ul style="list-style-type: none"> <li>• Reasons or motives, for an action</li> <li>• Why something happened</li> <li>• Happens first</li> <li>• Example: it rained</li> </ul> <p>The effect is:</p> <ul style="list-style-type: none"> <li>• the result or conclusion of an action.</li> <li>• What has happened</li> <li>• Occurs for a reason</li> <li>• example: I got wet</li> </ul> <p>To find out the cause, ask, why did this happen?</p> <p>To know the effect, ask,</p>	Exercise


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
				<p>what happened? For example it rained, so I got wet.</p>	
84		<p>Students Choose one of the topic Subject: trees and the results on the branches. And then the students can paint magnificently using any of these forms: videos, comics, travel, PowerPoint presentations or blogs.</p>	6	<p>The cause is:</p> <ul style="list-style-type: none"> <li>• Reasons or motives, for an action</li> <li>• Why something happened</li> <li>• Happens first</li> <li>• Example: it rained</li> </ul> <p>The effect is:</p> <ul style="list-style-type: none"> <li>• the result or conclusion of an action.</li> <li>• What has happened</li> <li>• Occurs for a reason</li> <li>• example: I got wet</li> </ul> <p>In this textbook there is no material related to the three</p>	Dictation

<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				causes and effects contained in the assignment, so you can look for the causes and effects of the three problems from references to other books.	




Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
96		<p>Artists write songs and poems to express their feelings. Finding the meaning of a song is a demanding task because we do not know what the writer was feeling at the time of writing the song or poem. There are five the steps involved in finding the meaning of song according to the picture. The students can read step it from</p>	7	<p>Step 1: it's far very essential to realize the lyrics of a tune.  Step 2: attempt to discern out the form of music. Is it classical, country, etc.?  Step 3: discover what type of poetic gadgets are used after which re-look at the lyric. You can be capable of locate an entire new that means of words.  Step 4: concentrate to the tune whilst studying the lyrics. It will let you to discover deeper reference to words. Try to search for the message of the music.</p>	Summary Writing


<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
		the beside picture.		Step 5: hold an open thought and talk the that means with different people. You could be amazed how one of kind views can open up your thoughts to new meanings.	

Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
109		<p>The students write an explanation text from any topic given in the active conversation or any topic of your choice. Please make sure follow the structure of explanation text and should also follow the writing process (drafts, edit, revise and published.</p>	8	<p>An explanation text is used to describe how or why a certain phenomenon.</p> <p>The general structure of an Explanation text:</p> <ol style="list-style-type: none"> <li>(1) A title that identifies the topic to be explained.</li> <li>(2) An opening statement that identifies the method to be explained.</li> <li>(3) A clear order of paragraphs that puts all the information together.</li> </ol>	Question and Answer

<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				<p>(4) Finally, a visible textual content (a classified image).</p> <p>Structure an annotated explanation text the example in pages 106.</p> <p>Structure:</p> <ol style="list-style-type: none"> <li>(1) Introduction.</li> <li>(2) opening statement.</li> <li>(3)Explanation Sequence 1.</li> <li>(4)Explanation Sequence 2.</li> <li>(5)Explanation Sequence 3.</li> <li>(6) Conclusion.</li> </ol>	


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
110		<p>After students finish in draft 1 in page 109, next do work in draft 2.</p> <p>Draft 2 (Make changes according to the feedback given by the teacher.</p>	8	<p>The general structure of an Explanation text:</p> <ul style="list-style-type: none"> <li>(5) A title that identifies the topic to be explained.</li> <li>(6) An opening statement that identifies the method to be explained.</li> <li>(7) A clear order of paragraphs that puts all the information together.</li> <li>(8) Finally, a visible textual content (a classified image).</li> </ul>	Sentence Ordering


<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				Structure an annotated explanation text the example in pages 106. Structure: (1) Introduction. (2) Opening statement. (3)Explanation Sequence 1. (4)Explanation Sequence 2. (5)Explanation Sequence 3. (6) Conclusion.	


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
111		Write the Final Draft (Revise and publish-percentage together along with your teacher, pals and for your blog).	8	<p>The general structure of an Explanation text:</p> <p>(9) A title that identifies the topic to be explained.</p> <p>(10) An opening statement that identifies the method to be explained.</p> <p>(11) A clear order of paragraphs that puts all the information together.</p> <p>(12) Finally, a visible textual</p>	Summary writing


<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
				<p>content (a classified image).</p> <p>Structure an annotated explanation text the example in pages 106.</p> <p>Structure:</p> <ol style="list-style-type: none"> <li>(1) Introduction.</li> <li>(2) Opening statement.</li> <li>(3)Explanation Sequence 1.</li> <li>(4)Explanation Sequence 2.</li> <li>(5)Explanation Sequence 3.</li> <li>(6) Conclusion.</li> </ol>	





Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
116		<p>Writing part on the personal connection. You write down your wishes in the space.</p>	ENRICHMENT	The example in pages 117-119 about The Enchanted Fish.	Question and Answer


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
121		Students must write them down and share your thoughts about the situation.	ENRICH MENR	Reading activity in pages 117-119 about The Enchanted Fish.	Sentence ordering

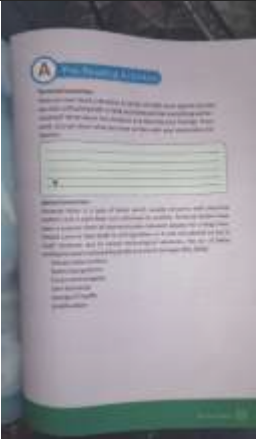
<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
127		Students write the feel, it accordance on the situation.	ENRICHMENT.	Reading Activity in pages 124-126 about Bullying: A cancer that must be eradicated.	Exercise

<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
129		Students write hopes and aspirations. Next write them down withinside the area furnished.	Hopes and Dreams	The example in pages 130-131 about President Sukarno of Indonesia.	Summary Writing

Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
133		The students write the hopes and dreams are necessary for success in life.	Hopes and Dreams	Reading activity about President Sukarno of Indonesia in pages 130-131.	Summary writing


<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
135		<p>The students explained about the experience and next write in the space provided and share with your teacher and classmates.</p>	<p>Vanity, What is Thy Price?</p>	<p>Reading activity in pages 136-141 about Vanity and Pride.</p>	<p>Fill in the blank Without translation</p>


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
143		The students Write your responses from the story in the textbook.	Vanity, what is thy price	You can do the assignment, if you Read activity in pages 136-141.	Exercise


Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
145		<p>The students write about the situation and describe the feelings and wish, the next can share written with your classmates and teachers.</p>	Benefit of Doubt	Reading activity about letter to GOD in page 146-147.	Exercise



Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
150		<p>Students read the story, and next rewrite the story and write a new ending.</p>	Benefit of Doubt	Reading activity about letter to GOD in page 146-147.	Summary writing

Page	Pictures	Writing assignment	Chapter	Materials	Indicators Writing Materials
151		<p>Choose one of the topics in the picture to reflect and write your diary in this page.</p>		<p>You can do the assignment in this page, with the method read the previous page in pages 146-149.</p>	<p>Exercise</p>

<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
158		Students write down about the feeling in the textbook accordance with the situation in the picture.	The Last Leaf.	Reading activity about the last leaf in pages 154-156.	Question and Answers

<b>Page</b>	<b>Pictures</b>	<b>Writing assignment</b>	<b>Chapter</b>	<b>Materials</b>	<b>Indicators Writing Materials</b>
164		Students write down about the feeling in the textbook accordance with the situation in the picture.	Father of Indonesian Education.	Reading activity about Ki Hajar Dewantara in pages 161-162.	Question and Answers



<b>Classification</b>	<b>Frequency</b>
Exercise	16
Sentence Ordering	3
Sentence Combining	1
Summary Writing	9
Question and Answer	4
Dictation	3
Fill in the Blank without Translation	4
Close test	6

The frequency distributions from the content analysis of indicators writing materials according to Mayumi Kobayakawa in textbook “Bahasa Inggris” by Mahruk Bashir. To find out the percentage result, the writer uses the following formula:

$$P = F/N \times 100$$

Mean:

P= Percentage

F= Amount of Data

N= Total Amount of Data

**Based on the table 4.3 above, the percentage can be calculated as follows:**

1. Exercise :  $16/46 \times 100 = 34,8 \%$
2. Sentence Ordering :  $3/46 \times 100 = 6,5 \%$
3. Sentence Combining :  $1/46 \times 100 = 2,2 \%$
4. Summary Writing :  $9/46 \times 100 = 19,6 \%$
5. Question and Answer :  $4/100 \times 100 = 8,7 \%$
6. Dictation :  $3/46 \times 100 = 6,5 \%$
7. Fill in the Blank without Translation:  
:  $4/46 \times 100 = 8,7 \%$
8. Close Test :  $6/46 \times 100 = 13 \%$

The writer finds 8 criteria of writing tasks in the textbook are suitable with the criteria of writing tasks as suggested by Mayumi Kobayakawa. The writing tasks found in the textbook are the exercise 34,8 %, sentence ordering 6,5%, sentence combining 2,2 %, Summary writing 19,6 %, Question and Answer 8,7 %, Dictation 6,5 %, Fill in the blank without translation 8,7 %, Close test 13 %. Based on the result, the writer concludes the writing

tasks in the textbook for the student of eleventh grade in Senior High School are classified as good writing tasks.

**3. The textbook should be interesting for the students so that the students want to know about the textbook.**

From the research results that the researcher did in class 11 religion H, with a total of 30 students, some students thought the book was interesting. However, some students disagreed with that argument for several different reasons. As described below:

From their arguments, some students say the textbook is exciting and easy to understand because the language is not too difficult to understand. Some even think the language is easy to understand. Besides that, the material is concise, so it is easy to understand, and also the textbook, after a summary of the material, after that an example is given so that it can make it easier to work on the available exercises, as well as some who like the book because there is some song material which they think can be a moment of entertainment from other material because usually song material will be listening to the song (listening music) by the teacher.

They also argue that material books are easy to understand because the description of the material is already in summary form. The book is good if it is made into a joint discussion because it is easier to accept existing material and easier to digest and understand. In contrast, those who say it is less attractive give the reason that the explanation in the textbook is less detailed, so it is less understandable. Besides the lack of pictures in the textbook, it can make the book monotonous. It is also too full of writing, so, at first glance, only see a few foreign writings, so it is boring during the learning process in class. They also thought the textbook could have been more enjoyable because the material was short and the language was foreign.

**4. The textbooks have to be capable of encouraging the learners.**

From the research data that the researcher did, they gave several different arguments, some felt happy while studying with this book, that way they felt compelled to study outside school hours, besides their textbooks which had good quality in their material delivery system also said the way the teacher delivered in class also made them enthusiastic about learning in class, they also told about the way their teacher delivered while studying, the way

it was delivered was fantastic, they liked to tell a few things for distraction, that way they didn't get bored while learning, apart from that there were several students argue that in their opinion, let them not really like English lessons, because according to them, foreign languages are also difficult to accept, maybe because they are not used to foreign languages, but there are also those who think that learning English lessons, with this textbook is a challenge, according to them an exciting and interesting thing to be accepted and to be useful someday after entering the natural environment for that they have to be able to conquer that challenge, that way they become motivated to continually learn so they can conquer that challenge, which is what they usually do he can master English faster by reading his textbook often, and he said that if he does not know the meaning of what he is reading, he usually looks up some complex vocabulary first, to look up the dictionary for what that sentence means, besides there are also those who give the argument that he can want to learn even more if he has mastered the material in the textbook or what the teacher conveys.

There are also those who feel happy and are always motivated to learn English, by frequently reading their books, because they say they enjoy learning English, there are also those who enjoy learning these English books, but sometimes they also say that they still have not mastered learning English, he said he still needs a lot of practice to do, so that he can more readily accept his English lessons, besides that there are also those who say he enjoys learning English, and is continually motivated to learn English, even though he only reads the textbook and also slowly understanding the material in the book, he is already thinking about the future that will be passed, so he said learning English and mastering this material for him is an important thing, because he wants to continue his studies, and be able to working abroad, that way he is determined to be able to speak English, this is what can for him he is always happy during English lessons, and when he is not at school he is also often encouraged to study outside school hours.

However, besides the several arguments of students who are happy and encouraged to learn English with this textbook, some say that they are not happy learning English because they do not understand English easily; some are just happy because the



teacher's delivery is always happy, so it can also make you happy even though it is said that sometimes there is still some material that is difficult to understand. Some like to learn English and are always motivated to learn English in class. However, they say some materials are difficult to learn, so sometimes they still feel bored while studying, which can make them sleepy and not concentrate while studying in class.

##### **5. The contents of the textbook have to be illustrative.**

Illustrative are all matters that assist the studying of students to gain knowledge, abilities, or attitudes which suitable illustrations support. Illustrations usually take the shape of pics or videos. Some illustrations have supporting texts or as supporting texts themselves. Students must then control knowledge competencies, which cover factual, conceptual, procedural, and metacognitive knowledge and low to high-level thinking skills. Besides that knowledge competencies, students should be able to achieve skills competencies to find out whether the knowledge that students have mastered can be used to solve a real-life problem. The 2013 curriculum requires students to achieve competency knowledge and skills.<sup>50</sup> To prove whether this textbook is illustrative, the researcher interviewed Mrs. Nafiatur Rahmawati, a teacher at Islamic Senior high school Darul Huda Ponorogo.

According to Mrs. Nafiatur Rahmawati, an English teacher in class XI H religion in Islamic senior high school, the English teaching materials used for the content are included in the illustrative category because the material is clearly and concisely detailed so that the delivery of the material is also easier. According to Mrs. Nafiatur Rahmawati, the material has answered the exercises available in the textbook. However, it is also necessary to use other English teaching materials to support a complete discussion of the material so that students can also get additional new material. However, in this textbook, according to Mrs. Nafiatur Rahmawati, she was able to achieve competency in terms of knowledge and skills: he proved this to the students he

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<sup>50</sup> Vania Nur Azizah, and Widowati Budijastuti, "The Relationship of Illustrative Content in Flipbook Type of E-Book as an Illustrative Learning Media in Immune System with Reading test Results Using Fry Graphics", Vol.9 No.1 Januari 2020. 109-113.

taught example he put forward, for example, in learning in terms of writing letter writing material. Students can explain in detail how to write letters, and students are also able to make letter writing according to the theme given by the teacher. However, some students still need help writing letters due to a student's lack of vocabulary, so they have difficulty writing letter writing assignments.

The proof of this book is illustrative, which can also be seen from the questionnaire given by the researcher, with the various arguments given by the researcher to students of class XI religion H, Islamic senior high school Darul Huda Ponorogo. The opinion is as follows: there is a student who thinks he is capable of writing letters. He even said he had also made writing assignments to make stories and conversations as well as integrated into his package book, he said the material in the book was quite helpful in making assignments because there were examples in each chapter, so it made it easier to work on practice questions because There are examples that can be used as a guide. However, some say that each of them needs much practice because of the small amount of vocabulary mastered. According to him, this is the main obstacle that makes it difficult when there are material assignments about writing, starting from writing letters, making stories, and conversations. According to him, they still need much practice and to master much vocabulary.

Some gave arguments that they could make assignments on the theme of writing materials due to the lack of mastered vocabulary, so they still had to learn a lot in order to be able to master much vocabulary in order to make it easier to do various kinds of practice questions. Some think they can make assignments about writing material but need help understanding the material with the theme of writing material. However, some argue that so far, they have been able to carry out tasks related to writing and have been able to complete their assignments well. Some think that, according to him, he is already capable of doing writing-themed assignments because he already knows quite a lot of vocabulary, so it is enough to make letter-writing assignments. Some said they could write letters because the teacher had explained them, and explanations and examples were provided in the textbooks. According to them, this was very helpful in doing their letter-

writing practice assignments. Some think they can because, according to them, writing letters is relatively easy because they are often used in everyday life.

Some say they actually understand the material and examples about letter writing in the textbook and the teacher's explanation. However, it is challenging when you practice it yourself. There were also those who said they could write letters because apart from a complete explanation in the textbook and the teacher's explanation, he had also received writing material at the MTs level. Some argue that he needs help when he cannot find vocabulary words in one dictionary, and subsequently, learning English can look for other campuses. Moreover, the most challenging thing is when stringing words in writing letters. However, some argue that they need help understanding letter-writing material due to a lack of learning English and understanding of this material.

**6. The materials in the textbook have to make students can work on the assignment in the textbook.**

The data from the questionnaire results revealed several different opinions from the H Islamic Senior High School Religion class students. Some argued that teaching materials could help them do the practice questions in the package because it already contains discussions that lead to practice questions by racing to discussion examples, which are sometimes more helpful in working on practice questions. However, sometimes also, when working on practice questions, they keep pace with the teacher's notes given during the discussion of the lesson. Some argue that only some of the discussions and examples in the textbook can help in the process of working on practice questions. However, sometimes they will compare whether the explanation from the textbook is more dominant and easier to understand. Suppose the material or material in the textbook needs to be more understandable. In that case, they will look for material from other books to work on the practice questions in the textbook, but conversely, if the material or material in the textbook is easy to understand and accept, then they will use that material to do the practice questions.

According to one student, the teaching materials or material in the textbook could not fully answer the practice questions in the textbook, and sometimes, one had to look for another guidebook to make it easier to work on the existing practice questions. However,

besides that, there was a student who thought that he also relied on the English dictionary because, according to him, he did not know some of the vocabulary to answer the practice questions, so he needed a dictionary to work on the existing practice questions. Some argue that some material can help with the practice questions, but some are difficult to understand, so you still need other references to help you do the practice questions. Some argue that the material in this textbook can answer practice questions because, in the textbook, several guidelines are used to answer practice questions. Some even provide examples of material that can be used to answer practice questions, namely material about writing letters and material about songs.

Some are more integrated into their notebooks because, according to them, the material from textbooks is sometimes still difficult to understand. At the same time, the notes from the teacher's books are more understandable because we know the meaning of our writing. However, some speculate that it is true that the exercise assignments in the reference package book he does only from the textbook because, at school or boarding school, you are not allowed to use a mobile phone. Some think that the textbook material can be used to work on the questions because the English textbook includes lots of explanations and examples and some vocabulary that can help complete English assignments. Moreover, according to one of the H religion class students, the last opinion is that practice questions are usually based on material that has been presented by the teacher or already in the material in the textbook.

#### **D. Research Data Analysis**

The textbook has been broadly utilized in teaching and learning through numerous teacher. For instance utilized by the teacher named is Mrs. Nafiatur Rahmawati, S.Pd.I. This textbook has been used for teaching and learning knowledge of activities at MA DARUL HUDA Ponorogo:

Yes, I have using this textbook teaching material in class, besides that I have also used the English textbook other in the published books by Intan Pariwara and also used worksheets. In my opinion, this book is in according with the standards for learning and teaching in the class and outside the class for students, because the content is in according with the needs of the students in

learning especially in eleventh grade in senior high school. the advantage of textbook is that it presented an interesting preamble before the study class begins, both at the start and at the end of the teaching materials, besides that this book also has interesting characteristics that make students interested in learning it, there are many examples of material that students can use as a reference when working on some Existing practice questions, with this can make students easily understand the material clearly. Overall textbook is interesting by reason of it has attractive colour and is in according with the 2013 curriculum, but the lack of this book is for example the absence of vocabulary in each chapter so students cannot have mastery targets in terms of vocabulary, in fact vocabulary is a very important thing that must be mastered students, because with the large number of vocabulary mastered it can make it easier for students to learn English. Apart from that, in terms of the exercises in this book, there are many group activities and the forms of the exercises are also almost the same in each of the sub-chapters.<sup>51</sup>

**1. The Feasibility of Content (Compatibility with KI and KD)**

a. Completeness of Materials

The core competence (KI) and Basic Competence (KD) in the textbook entitled “Bahasa Inggris” published by Mahrukh Bashir for Islamic Senior High School grade eleventh are as follows:

Table 4. 3 Core competence (KI) and Basic Competence (KD) of Islamic Senior High School Grade eleventh Based on 2013 curriculum

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

<sup>51</sup> Interview with Mrs. Nafiatur Rahmawati, S.Pd.I., February 5, 2022 at school of MA Darul Huda Ponorogo.



<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>of their use.</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</p>
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	<p>actions/activities/events without the need to 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</p>
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	<p>short and simple biographical texts about famous figures, according to the context of their use.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.4 Capturing the meaning of the official</p>



	<p>invitation text.</p> <p>2.5 Edit official invitations by paying attention to social 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</p>
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	<p>without the need to mention the perpetrators in scientific texts, taking into account social functions, text structure, and linguistic elements that are correct and in context.</p> <p>2.12 Compose spoken and written texts to state and ask about cause and effect 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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The textbook must require student needs used to with texts generally utilized in English lessons. The textual content need to be primarily based totally on KI and KD of 2013 Curriculum for grade eleventh of Islamic senior high school. In the textbook, KI and KD for KI 1 and KI 2 is mentioned in Chapter 1,2,3,4,5,6,7, 8 and Father of Indonesian Education. In the textbook, below is the table of KI and KD in “Bahasa Inggris” textbook:

Table 4. 4 The Core Competence (KI) and Basic Competence (KD) in the “Bahasa Inggris” Textbook

Chapter	Topic	Core Competence (KI)	Basic Competence (KD)
1	Offers & Suggestions	1	1.1
2	Opinion & Thoughts	2	2.2
3	Party Time (Invitation)	1	1.4
4	National Disaster- An Exposition	1	1.10
5	Letter writing	1	1.5
6	Cause & Effect	2	2.12
7	Meaning through Music	1	2.16
8	Explain This!! (Explanation text)	2	2.11
Father of Indonesian education	Simple Biographical Texts About Famous Figures	2	2.15

The description of each chapter about KI and KD explained in "Bahasa Inggris" textbook can be analyzed below in Chapter 1, show the material about "Let us go to the library. May I give you a hand?" the lessons contained in this chapter are "to expressions of giving suggestions and offers, taking into account social functions, text

structure, and linguistic elements that are correct and in context" is following KI 1 Understand, apply, and analysis factual, conceptual, procedural, and metacognitive knowledge based on curiosity about 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. Furthermore, KD 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.

Chapter 2 include the material about "bullying is so prevalent in most schools. Agree: I could not agree more with you. Disagree: I think it would be wrong to generalize" the lesson contained in this chapter is "to state the expressions an opinion is the way you feel or think about something, and to agree or disagree with an opinion" is per KI 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." And KD 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."

The material about "Mr. and Mrs. Pujiyanto cordially request the pleasure of your company on the wedding ceremony of their daughter" in chapter 3, the lessons contained in this chapter is "to make formal and informal invitations in accordance the social function, text structure, and linguistic elements of the official invitation text" is per KI 1 "Understand, apply, and analysis factual, conceptual, procedural, and metacognitive knowledge based on curiosity about 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." And KD 1.4 "Analysis of the social function, text structure, and linguistic elements of the official invitation text, according to the context of its use."

Chapter 4 contains the material about " Banningtorbikes is necessary for housing areas." The lesson contained in this chapter is "to an analytical exposition text evaluates a topic critically but focusses only on one side of an argument." Is following KI 1 "Understand, apply,

and analysis factual, conceptual, procedural, and metacognitive knowledge based on curiosity about 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." Furthermore, KD 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.

Chapter 5 consists about the material "How are you, sweetie? I'm just writing to thank you for your gift", the lesson contained in this chapter is "personal letters are letters which can be written to human beings we recognize consisting of friend, parents, siblings, and cousins. Letters are not the handiest written to tell but reinforce the bond among human beings writing to every other. A letter is a written message from one party to another containing information', meaning a letter is a written message from one of the other parties that contain information. Its function includes five things: a means of notification, requests, thoughts, and ideas; written evidence; reminder tools; historical evidence; and work guidelines." is following KI 1 "Understand, apply, and analysis factual, conceptual, procedural, and metacognitive knowledge based on curiosity about 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." And KI 1.5 Analysis of the social function, text structure, and linguistic elements of the text of personal letters, according to the context of their use.

Chapter 6, show the material about "It rained, so I got wet", the lessons contained in this chapter are "to find a cause ask, why did this happen? And to find an effect, ask what happened?" following KI 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." Moreover, KD 2.12 Compose spoken and written texts to state and ask about cause and effect 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.

Chapter 7 include the material about "We Shall Overcome, by Pete Seeger", the lessons contained in this chapter is "to find the theme of the song, inspiring song, and also you can overcome all the obstacles and live a happy and prosperous world" is following KI 1 "Understand, apply, and analysis factual, conceptual, procedural, and metacognitive knowledge based on curiosity about 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." Moreover, KD 1.12 Mention social functions and linguistic elements in songs.

The material about "How volcanoes are formed" in chapter 8, the lessons contained in this chapter are " explanation texts are categorized according to the type of process they describe, and an explanation text is used to describe how or why a certain phenomenon" is following KI 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." Furthermore, KD 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, and linguistic elements that are correct and in context.

Father of Indonesian Education, consist the material about "Ki Hajar Dewantara" the lesson contained in this chapter is "to inform about the famous figures, you read the reading activity about Ki Hajar Dewantara, you can find the principle independence and have a good character about him, and the next you and friends discussion about it" following KI 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" moreover, KD 2.15 Capturing the meaning of short and straightforward biographical texts about famous figures.

#### 1. In-Depth of Materials

Feasibility textbooks need to meet positive requirements. This textbook is already on an excellent scale. The textbook explores content, which calls for a wide variety of textual content associated with the situations of regular lifestyles of college students, especially in phrases



of the records conveyed. That information within the shape of proper social or nonsecular attitudes. They served substances tailored to the cognitive, affective, and psychomotor factors of students with disabilities KI and KD references. The material in this textbook is too complete, observed through accurate illustrations and mastering commands that make it simpler for college kids to recognize the contents of this textbook.

The has been conducted by Suhada Arie Kustian in 2021. The goal of the studies is to discover and explain the form of writing assignment supplied within the textbook to meet the type of writing challenge as advised by Paul Nations' idea. The rest (1) selection, (2) categorizing, and (3) analysis. The data supply turned into an English Textbook entitled Bright an English for Junior High School. Through content material evaluation, the researcher has made writing obligations an item that could be analyzed. The result displayed that from 23 writing duties furnished within the textbook entitled Bright an English for Grade IX of Junior High School Published through Erlangga. There are five obligations from Experience Task supplied within the textbook. Three responsibilities from drawing and writing and a couple of from connected talents with percent 20,8%. In Shared Task, there may be one undertaking from retelling, one project from Group elegance composition, and a closing project from Group composition. The Guided Task researcher determined one challenge from photograph composition, seven obligations from query and answer, two responsibilities from the entire sentence, and one mission from substitution with a percentage of 45,6%. In the Independent, the Task researcher discovered four duties with percent 16,6%. Overall, from 23 writing duties supplied within the textbook and from the 24 varieties of writing projects as recommended through the Nation concept, ten styles of writing undertaking that suit the Nation principle in this textbook share 41,6%. Arch implemented qualitative studies that specialize in the content materials evaluation approach, the technique that uses content material evaluation. While the writer the presentation from the category indicators in writing materials according to Mayumi Kobayakawa the evaluation from the exercise 34,8 %, sentence ordering 6,5%, sentence combining 2,2 %, Summary writing 19,6 %, Question and Answer 8,7 %, Dictation 6,5 %, Fill in the blank without translation 8,7 %, Close test 13 %.

The significance of Suhada Arie Kustian's research and the writer's research have commonalities in an analysis of the English textbook, especially on writing material utilizing descriptive qualitative approaches. The difference is that the research written by Suhada Arie Kustian is from the object analysis in his previous research analysis textbook in the form of a writing assignment, while the research writer focuses on accordance the material with the applicable criteria good book 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 engaging for the students so that the students want to know about the textbook (4) the textbook has to be capable of encourage the learners (5) the contents of the textbook have to be illustrative (6) the materials in the textbook have to make students can work the assignments in the textbook. And the category indicators in writing materials according to Mayumi Kobayakawa the evaluation from the exercise 34,8 %, sentence ordering 6,5%, sentence combining 2,2 %, Summary writing 19,6 %, Question and Answer 8,7 %, Dictation 6,5 %, Fill in the blank without translation 8,7 %, Close test 13 %. And also the research show the material textbooks accordance with the applicable curriculum.