

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

The literature in this chapter gives a brief explanation about some theories that support this research. The theories are related to feasibility of content based on BSNP, the accuracy of material, the supporting of material and some previous studies related to this research.

1. Definition of Textbook

There are several textbook definitions. In short, textbook are book that contain some information for students or the public to read. According to Ratih, "Textbooks are books that are used formally to study subjects or courses at school or college."¹ One or more students use textbooks to learn something related to the content of textbooks. Each textbook has different content that a person will study. Textbooks can also be classified by age. A person can read text books according to their age. For example, children's textbooks are different from adult textbooks. Therefore, everyone can read books based on interesting textbook topics. From the definition of textbooks above, it can be denied that textbooks contain teaching materials tailored to the needs of students and tools to achieve goals in the learning process. Based on Ratih, textbooks are books in certain fields, namely standard books written by experts in the field in accordance with learning objectives, equipped with appropriate and easy to use learning media. implemented by users in school or college.

Textbook is a type of text, a book for use in an educational course.² Textbooks are one of the teaching materials used for studying. Textbooks are usually concise organized and very solid. Callahan pointed out that the textbook the most common source of

¹ Ratih Heriati, *The Relevance Analysis of "Think Globally Act Locally" Book to 2013 English Curriculum and Bloom's Taxonomy*, (Palangkaraya: State Islamic Institute of Palangkaraya, 2017) p. 11

² Ni'mal Fuyudloturromaniyyah, *A Textbook Analysis: An In-Depth Analysis of Activities in Sciencetific Approach's Perspective in an ILF Textbook for Seventh Grade*, (Bandung: Departmen of English Education, Indonesia University of Education, 2015) p. 52

information used in our class.³ In Indonesia, everyone uses textbooks schools support the learning process. According to the provisions article 8 Minister of Education November 2005, teachers may recommend students with textbooks. Apart from that, the Ministry also provides English textbook both for teachers and students.⁴ It means it is clearly mandatory that every student who owns a textbook must receive an education from the government be aware of the learning process. Textbook entry in the field of language teaching, they are considered an indispensable tool for foreigners learn a language.⁵

Textbooks have many functions. Textbook functions include are as follows:⁶

1. Personalize the Rules
Textbooks allow students to study at their own pace and to some extent according to their learning interests, thereby helping them personalize.
2. Organization of Instruction
Textbooks help students argue by providing experiences, relevant activities, given reading material, and questions. Written textbooks provide a unity of class interaction and are evaluated to introduce new concepts or new content, which builds on previous content.
3. Tutorial Contribution
A teacher often uses textbooks and helps students learn to read better, weigh facts, and uncover problems.
4. Improvement of Teaching
Reading textbook are also thought to be useful for teachers to use to improve their skills in teaching.

³ Linda Rahmawati, *A Content Analysis of the English Textbook "Primary English as a Second Language"*, (Surabaya: Sunan Ampel State Islamic University, 2018) p. 16

⁴ Ni'mal Fuyudloturromaniyyah, *A Textbook Analysis: An In-Depth Analysis of Activities in Scientetic Approach's Perspective in an ILF Textbook for Seventh Grade*, (Bandung: Departmen of English Education, Indonesia University of Education, 2015) p. 51

⁵ Naji Meidani, *Analysis of English Language Textbooks in the Light of English as an International Language (EIL): A Comparative Study*, (Iran: Ferdowsi University of Mashhad, 2012) p. 84

⁶ Meita Fitriyani, *A Textbook Analysis of "When English Rings the Bell" an Textbook for the Seventh Grade of Junior High School*, (Yogyakarta: Yogyakarta State University, 2013) p. 27

From the explanation above, textbooks are visual aids in the teaching and learning process. That is, the use of novels is actually like teaching equipment by teachers, when they teach and explain teaching materials. Not only that, it also helps students master the materials better given by the teacher.

Textbooks are thought to be the essence of learning activities, because they give students "all kinds of new and interesting items, and they open the door to a fantastic world experience".⁷ A novel that is in an important position means because it is thought to be the "main vehicle". In order to deliver content knowledge, make sure most of what is intertwined in the classroom "and take into account what students live and do not. Most teachers think that reading novels are a source of planning. Novel reading does not only affect what and how students learn, but also what and how teachers teach. Sourced from the meaning and educational activity of textbook, supporting reading textbook that can be supported by education, but teachers use textbook without sorting out their quality, cannot rule out deviations from educational goals.

Many teachers use various textbooks in their lessons process, but whether the textbook fits the curriculum big problem.⁸ We know that a good textbook is based on of curriculum. The curriculum is very important in the processing process. Because with this curriculum, teachers will have greater responsibility as teachers and educators focus. Because the teacher is one of the most important factors learning process. Especially if some schools do not have curriculum the learning process is not directed.

Textbooks are one of the most important elements in teaching and learning activities between teachers and students.⁹ Because textbooks can present a variety of teaching materials. In addition, the textbook supports the ongoing process effective regularly. Therefore, without textbooks, the teaching and learning

⁷ Meita Fitriyani, *A Textbook Analysis of "When English Rings the Bell" an Textbook for the Seventh Grade of Junior High School*, (Yogyakarta: Yogyakarta State University, 2013) p. 28

⁸ Fahmawati Isnita Rahma, *An Analysis of the English Textbook for Junior High School VII Based on Content Standard of BSNP*, (Surakarta: Muhammadiyah University of Surakarta, 2013), p. 2

⁹ Fahmawati Isnita Rahma, *An Analysis of the English Textbook for Junior High School VII Based on Content Standard of BSNP*, (Surakarta: Muhammadiyah University of Surakarta, 2013), p. 1

process would be impossible run smoothly and efficiently. The existence of textbooks is need to support the process. Its mean that the existence of textbooks can make it easier for students to understand them learning process.

Currently, there are various text books published to meet the needs of students requirements in the learning process. Therefore, the teacher's job is to choose books according to student needs. Choose a good material as a support process has a great influence on teacher success in the learning process. Except for the teacher must choose the right textbook, the teacher must know of curriculum. Because curriculum are one of the main useful resource teachers see standard abilities, basic abilities, learning material, learning activities, indicators and time allocation in the teaching and learning process in schools.

Textbooks certainly have contributed greatly in supporting existing courses processing.¹⁰ However, it turns out that the material is not always representative and complete enough to support the needs of the 2013 study itself this course is the newest course applied in Indonesia. In other words, maybe it is said that there is still a mismatch between teaching materials and the needs of the community the course material serves as the basis of treatment. Therefore, to understand the relevant files the English textbook material itself is the same as the 2013 lecture material, so it will do research to analyze English textbooks.

Textbook have many benefits. According to Ratih in Betsy, the following are the benefits of textbook:

1. This can ensure the size, structure, consistency and logical progress of the classroom.
2. This can be called the teacher preparation time.
3. This allows students to review material or view other courses.
4. It meets the needs or expectations of students and can work with them and take them home to study further.
5. It provides guidance on curriculum and activity design for beginning teachers.

¹⁰ Yokie Prasetya Dharma, *An Analysis of English Textbook Relevance to the 2013 English Curriculum*, (Sintang: STKIP Persada Khatulistiwa Sintang, 2018), p.24

6. This may provide multiple sources: tapes, CDs, videos, self-study workbooks, etc.¹¹

Meanwhile, according Ratih in Sitepu, the function of textbooks for students is as beginners in learning, and functions for teachers as a new class. Students use textbooks as their primary source for:

Before teaching a class, prepare students as individuals or groups:

1. Interact with annoying in class.
2. Do the homework given by the teacher.
3. Prepare students to face formative and summative exams.¹²

For teachers, textbooks are used as a resource for:

1. Create instructional designs.
2. Prepare other learning resources.
3. Develop contextual learning resources.
4. Doing homework.
5. Prepare evaluation materials.¹³

On the other hand, textbooks have some drawbacks sometimes it makes it difficult for students and teachers to teach learning process. First of all, this textbook is the only source of information so that students can only see from one angle concept or problem. Second, textbooks are old and out of date. This one conditions make information irrelevant. Third, textbooks the problem is low level. This situation makes students assume that learning is just a collection of facts and figures. Fourth, textbooks are not students' background knowledge maintain accounts so teachers don't rate certain courses student attributes and interests. Five, file reading speed textbooks are too difficult for students to read or implement read the important concepts contained in the text. Finally, some textbooks can answer all questions.

¹¹ Ratih Heriati, *The Relevance Analysis of "Think Globally Act Locally" Book to 2013 English Curriculum and Bloom's Taxonomy*, (Palangkaraya: State Islamic Institute of Palangkaraya, 2017) p. 12

¹² Ratih Heriati, *The Relevance Analysis of "Think Globally Act Locally" Book to 2013 English Curriculum and Bloom's Taxonomy*, (Palangkaraya: State Islamic Institute of Palangkaraya, 2017) p. 13

¹³ Ratih Heriati, *The Relevance Analysis of "Think Globally Act Locally" Book to 2013 English Curriculum and Bloom's Taxonomy*, (Palangkaraya: State Islamic Institute of Palangkaraya, 2017) p. 13

However, textbooks provide the source material available for the teacher do the real work for the students instead distracted by their teaching preparation material. Textbooks can also be used as a tool to motivate students and improve language learning. Text books are great too as a reference point for teachers to oversee the process and helps provide focus awake. The textbook is very useful in providing support and security for new products an inexperienced teacher. Textbook has relatively low self-confidence provide a communicative ELT course.

2. The Function of Textbook

Good text books are very important for both teachers and students. For teachers, this is a guide for each class. Language learning textbook consists of several chapters. Each chapter will cover different types and levels of language skills. This will help students and teachers focus on the material they are going to teach or organize. The book does not provide an overview for the teacher to carry out the appropriate activities for each topic, but also gives students a brief overview of the expectations of the next subject, and can also be used as a reference for their practice.

In some cases, textbooks are a form of teacher training because they provide new ways to organize and plan a format that teachers can use. These textbooks provide students with a way to communicate in a language they are free to, regardless of teacher input.

As a resource for the goals of meeting student needs, several role play textbooks that can function as in ELT as follows:

- 1) Source of presentation material (oral and written)
- 2) The source of activities for students to practice and communicate
- 3) Resources for learning reference materials about grammar, vocabulary, pronunciation, etc.
- 4) Stimulus and sources of thought for classroom language activities
- 5) Hunger syllabus (reflects predetermined learning objectives)
- 6) Resources for self-employment or independent entry
- 7) Support inexperienced teachers who are insecure.¹⁴

¹⁴ Anita Novita Sari, *An Analysis of Textbook Entitled "Headline English" Published by Srikandi Empat of Seventh Grade of Junior High School*, (Lampung: Raden Intan State Islamic University of Lampung, 2019), p. 38

Textbooks can also be seen as companion teachers. The partnership between the teacher and the textbook is a common goal, and all parties should make a specific contribution, whichever is best. The purpose of the textbook must also be in accordance with the teacher's goals so that both parties can try to meet student needs.

It can be argued that books can help teachers and students achieve their goals and objectives in language learning, but within the scope that can help them achieve those goals. "In general, that the role of textbooks is to serve teachers and students, not to be their masters.

3. Roles of Textbook

In our discussion of textbooks, textbook role play cannot be overlooked. Textbook is a framework for teachers and students to tell them where they are going and what to do next. Hence, there is a sense of structure and progress. Textbooks can also become EFL / ESL syllabuses, as they even provide student texts and work. Textbooks are a source of learner practice and interaction. Books are comfortable in the EFL / ESL creation process because the components of textbooks are organized and structured together. Textbooks can also provide guidance for inexperienced teachers or teachers who are sometimes unsure about their language knowledge. In other words, it can provide support for inexperienced teachers. Finally, text books can be used as references and sources, where learners can use textbooks to learn new material, review and progress progress with a certain degree of autonomy.

In conclusion, textbooks play a very important role in the learning process. Textbooks are an inseparable unity between teachers and students. In English courses, three important roles of textbooks govern English. New teacher and student books, teacher and student reference books, and syllabus are available for teachers.

4. Textbook Criteria

Assessing the quality of textbooks (in this case, ELT textbooks) is a difficult task, because every ELT textbook or textbook has its own advantages and disadvantages, and no textbook is perfect. Does not use good and bad, but is used effectively and ineffectively. As a result, many experts and researcher have studied textbooks during the course development process in order to find the best textbooks. Experts, researcher and teachers usually book to find the best and most suitable text for a particular group.

The purpose of the textbook becomes an important criterion for evaluation. In the evaluation checklists of many experts, evaluation questions about the purpose of the textbook are always placed at the beginning of the list. When writing a textbook, the intent, purpose, or purpose of the textbook must be included in the first batch of books. In addition, the purpose of the textbook must be in accordance with the syllabus and objectives of the course. However, because teachers, students, material developers and sponsors are involved in management, conflict of purpose cannot be avoided. It is found in textbooks that there is always conflict between teachers, students, material developers, and goal initiators. This conflict can contribute in several ways, but it cannot contribute to the goal.

The textbook evaluation method also takes into account the textbook evaluation method. Several questions for the criterion of this text, namely whether the book is suitable for each situation and the method it establishes. The approach to this problem is slightly different in that the evaluator or teacher must be able to measure the maximum benefit from current management of material activities. However, it does embed an important clause that textbooks can and do contribute to processes (including methods), but are unlikely to resolve many important decisions that teachers make in the attributes of their various situations.

Regarding textbook content, language skills introduced in textbooks should be considered carefully. Effective textbooks should provide students with a wide range of listening. Experience and / or extensive reading skills. His opinion strongly supports the input hypothesis.

Many experts in the field of textbook evaluation share ideas about textbook standards. They interpret and name each standard in different ways.¹⁵ However, no matter what term they use for each standard, they are actually referring to the same idea. Therefore, in this study, the researcher which includes almost all the criteria used in this study. Researcher also compiled a list, considering that textbooks must be in accordance with the 2013 Curriculum, the 2013 Curriculum was implemented for several reasons put forward by the

¹⁵ Ayu Lestari, *Content Feasibility in English Textbook for Senior High School Grade XI*, (Medan, University of Muhammadiyah Sumatra Utara Medan, 2020), p. 5

Minister of Education and Culture. That is the current global challenge, the skills needed and the current negative phenomenon, especially among young people, and the disappointment of Indonesians in education.

5. Purpose of Textbook

In teaching English, textbooks usually have several purposes: (a) a source of presentation materials (oral/written), (b) a source of learning practices and communicative interaction activities, (c) a reference source, (d) a syllabus, (e) a resource resources for independent study or self-study work, and (f) support for less experienced teachers.¹⁶

ELT textbook is one of the main factors affecting students' English performance. The content of English textbooks affects what teachers teach and what students learn. It should not be too advanced or too simplistic, nor should it contain local cultural taboos. The content should be what students can associate before the teacher can understand it. does not matter. Then, textbooks are considered as an important element in teaching English.¹⁷

Textbooks are the main source of guidance for teachers and students, so textbooks are said to be the backbone of every education system. They assist in the design of assessment and evaluation systems for students and shape the teaching and learning process in the classroom.¹⁸ Meanwhile, textbooks in certain fields, which are standard books, compiled by experts. In that case, for instructional purposes and objectives, which are equipped with facilities that make it easy and easy for the user to understand in schools and colleges can provide supporting programs.

6. Indicators of Good Textbook

In principle, textbooks have certain characteristics that indicate that they are suitable for use in the teaching process. Good teaching materials must have the following indicators:

¹⁶ Ayu Lestari, *Content Feasibility in English Textbook for Senior High School Grade XI*, (Medan, University of Muhammadiyah Sumatra Utara Medan, 2020), p. 7

¹⁷ Ayu Lestari, *Content Feasibility in English Textbook for Senior High School Grade XI*, (Medan, University of Muhammadiyah Sumatra Utara Medan, 2020), p. 8

¹⁸ Ayu Lestari, *Content Feasibility in English Textbook for Senior High School Grade XI*, (Medan, University of Muhammadiyah Sumatra Utara Medan, 2020), p. 8

- e. Materials must have an impact, materials must help students feel comfortable, materials must help students develop self-confidence
- f. The content taught must be considered relevant and useful by students
- g. Materials should be required and promote student self-investment
- h. Learners must be prepared to get to the main points to be taught, and the material must expose students to the actual language used
- i. The learner's attention should be focused on the features of the input language input
- j. Materials should provide opportunities for learners to use the target language to achieve their communicative goals
- k. Materials should take into account that learners have different learning style
- l. Materials should take into account that positive effects of instruction are usually delayed
- m. Materials should take into account that learners differ in affective attitudes
- n. Materials should permit a silent period at the beginning of instruction
- o. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities
- p. Materials should not rely too much on controlled practiced, materials should provide opportunity for outcome feedback.¹⁹

Textbooks consist of five components, namely the (a) title, (b) basic competencies or subject matter, (c) supporting information, (d) training, and (e) assessment. In addition, the contents of the content must also refer to the basic competencies that have been determined based on the applicable curriculum. Although textbooks

¹⁹ Ayu Lestari, *Content Feasibility in English Textbook for Senior High School Grade XI*, (Medan, University of Muhammadiyah Sumatra Utara Medan, 2020), p. 9

are written and compiled by a team of experts, these textbooks are not necessarily good and true in terms of structure and content.²⁰

Textbook assessment indicators are proposed for indicators, textbooks should contain:

- a. Objectives are explicitly stated in the introduction and implemented in the material
- b. An educatively and socially acceptable approach for the target community
- c. Attractive clear layout, easy to read print
- d. Interesting topics and tasks
- e. Varied topics and assignments, to cater for different learner levels, learning styles, interests, etc
- f. Clear instructions
- g. Systematic syllabus coverage
- h. Content is clearly organized and graded (ordered by difficulty)
- i. Periodic review and testing section
- j. Many native languages
- k. Good explanation and pronunciation practice
- l. Good explanation and vocabulary practice
- m. Good presentation and grammar practice
- n. Fluency practice in all four skills
- o. Encourage students to develop their own learning strategies and be independent in their learning
- p. Adequate guidance for teachers, the burden of preparation is not too heavy
- q. Audio cassette
- r. Available locally.²¹

²⁰ Ayu Lestari, *Content Feasibility in English Textbook for Senior High School Grade XI*, (Medan, University of Muhammadiyah Sumatra Utara Medan, 2020), p. 9

²¹ Ayu Lestari, *Content Feasibility in English Textbook for Senior High School Grade XI*, (Medan, University of Muhammadiyah Sumatra Utara Medan, 2020), p. 10

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

Textbooks played an important strategic role in improving education, so a government policy on student books was needed.²² Therefore, in the evaluation and evaluation of textbooks, *BSNP* has published titles in accordance with the latest curriculum standards. The title is coded and qualitatively designed by *BSNP*. Evaluation is divided into three main parts which become an evaluation tool, content feasibility, and language feasibility. In terms of content feasibility, the description of the instruments used in the evaluation of the junior high school English textbooks includes:

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

1) Completeness of material (*Kelengkapan Materi*)

In this section, the textbook must contain and require students to at least be familiar with texts commonly used in English communication (interpersonal, transactional, and functional texts).²³ The text must be appropriate for the student's class, so that students have the understanding to understand and produce spoken and written phrases in interpersonal or pedagogical communication, as well as functional elements that support context and other features (including religious and aesthetic values) to be accepted. in context.

2) In-Depth of material (*Kedalaman Materi*)

Basically in-depth of material, the feasibility of a textbook is to meet certain requirements. The first is exposure (*paparan*), that is textbooks must contain exploratory content, which requires many types of text relating to the daily life conditions of students, especially in terms of the information conveyed. Information can be in the form of a good social or spiritual attitude, which is also related to the text that is introduced.

²² Rezu Betri, *Content Analysis of English Textbook Entitled "Talk Active" Used by The Senior High School (Student's Book)*, (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 29

²³ Rezu Betri, *Content Analysis of English Textbook Entitled "Talk Active" Used by The Senior High School (Student's Book)*, (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 29

The second is retention of text formation (*Retensi pembentukan teks*) which means textbooks must contain new elements so that students clearly understand the meaning of ordering elements as a social function, text structure, and language characteristics.

The last one is production (*Produksi*). Taking into account the relevant text forms, social and spiritual elements, textbooks should be able to encourage and guide students to produce spoken or written texts that are contextually relevant.²⁴

b. The accuracy of materials

1) Social function (*Fungsi sosial*)

This standard must be applied by students as a form of student exploration of the textbooks being studied by students. Therefore, the content of textbooks must be able to guide students to implement social, trade and communication functions based on relevant functional textbooks, such as narration, narrative, procedures, descriptions, news, discussion, and reporting.²⁵

2) Generic Structure

This standard states that textbooks must have a systematic mindset when introducing material. Therefore, it is expected that students can think systematically in everyday life. As in interpersonal and transactional texts, these activities can be in the form of communication activities to proactively communicate asking questions and providing information.²⁶

3) Linguistic Feature

In this linguistic function, textbooks are expected to provide and guide students with appropriate and relevant language elements. In this way, students can actively

²⁴ Rezu Betri, *Content Analysis of English Textbook Entitled "Talk Active" Used by The Senior High School (Student's Book)*, (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 30

²⁵ Rezu Betri, *Content Analysis of English Textbook Entitled "Talk Active" Used by The Senior High School (Student's Book)*, (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 30

²⁶ Rezu Betri, *Content Analysis of English Textbook Entitled "Talk Active" Used by The Senior High School (Student's Book)*, (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 31

communicate with high-quality language functions in relevant contexts to realize all parts of social functioning.²⁷

c. **Supporting Materials**

In the next evaluation of English books, another method is to study the supporting materials whose contents must contain 3 elements which become the standard of application used in this book.²⁸ These are the up-to-datedness and relevance sources, the development of life skill and the development of diversity insight.

1) **Up-to-Datedness and Relevance Sources**

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

2) **Development of Life Skills**

The learning material in the textbook must contain content that encourages students to develop life skills. Like any personal skill, can be weaker weaknesses and strengths. Social skills are a place where students can rely on their environment properly and correctly. Academic skills, using good information, making wise decisions, and managing problems. As well as vocational skills that can encourage students to develop their abilities in future career development

3) **Diversity Insight**

Another tool that should be included in a good textbook is a textbook which should include things that encourage students to develop their own insights into diversity. For example, respecting cultural diversity, local wisdom, awareness of cultural development, and cultivating cultural love with a full understanding of culture and ethnicity.

²⁷ Rezu Betri, *Content Analysis of English Textbook Entitled "Talk Active" Used by The Senior High School (Student's Book)*, (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 31

²⁸ Rezu Betri, *Content Analysis of English Textbook Entitled "Talk Active" Used by The Senior High School (Student's Book)*, (Jambi: State Islamic University Sultan Thaha Sifuddin Jambi, 2018) p. 31

8. “Bahasa Inggris Think Globally Act Locally” English Textbook

An English textbook is an essential role in English as a Foreign Language (EFL) classrooms. The use of English textbook is a prominent merit for both teachers and students. The most important aspect of textbook use for teachers to try to engage students with the content they are going to be dealing with. Textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process. In sum, a textbook was the complete package of English skills and components that help teachers and learners as their source of materials and exercises in EFL learning.

The English textbook "Bahasa Inggris Think Globally Act Locally" used for junior high school grade IX is an English textbook published by the Ministry of Education and Culture. This is a book used by students and teachers. The list of materials provided in the textbook was presented in the following table:

Table 2.1

The Materials Included in the “Bahasa Inggris Think Globally Act Locally” Textbook of First Semester

Chapter	Topic
1	Congratulations!
2	Let's live a healthy life!
3	Be healthy, be happy
4	This is how you do it!
5	Everybody is always in the middle of something
6	We have been to an orphan. We went there last Sunday

9. Textbook Analysis

Textbook analysis is a compelling research technique that is valid and can be copied from text (or other stated material) into context.²⁹ A technique of analyzing, textbooks involve a special process. It can be scrutinized and removed from the personal researchery of the researcher. As a research technique, textbook

²⁹ Ratih Heriati, *The Relevance Analysis of “Think Globally Act Locally” Book to 2013 English Curriculum and Bloom’s Taxonomy*, (Palangkaraya: State Islamic Institute of Palangkaraya, 2017) p. 16

analysis also provides new insights, enhances researcher's understanding of certain phenomena, or provides information for actual actions. Textbook analysis will likely be a research tool.

According to Ratih, there are three basic methods for textbooks. The first is called the Impressionist method, which involves analyzing textbooks based on general impressions. You can get a general impression by reading the short description and its content pages, and then scanning the book to understand its organization, theme, layout, and visual effects. This method alone is not sufficient, but can be combined with, for example, a second method, the so-called inventory method. This method is systematic because the conditions in the order list are in a certain order. Compared to other methods, comparing different materials is easy and takes less time. The third method, the in-depth method, is the assessment for careful examination or representative features, such as a specific design unit or exercise or considering certain language elements.

Before undertaking a textbook analysis, it is necessary to conduct preliminary analysis of the context where to use these materials and follow the needs of students. Origin of this request from this admission there is a line that distinguishes textbooks from analysis textbooks evaluation. Analysis is a process towards a goal. Evaluation that can be taken from reporting. Evaluation is it is worth comparing the context description and description textbooks. Therefore, special needs must be exercised when carrying out textbook analysis element or set of standards.³⁰

When oral instruction is still used as a means of transmitting information in the classroom, written texts, while in the future they will only be an additional method for independent study, textbooks still play a role as a medium of learning in the classroom. They have been teaching and learning aids for decades, whatever shape they take.

It is almost assured that both teachers and educational experts believe that textbooks are a very interesting source of learning. Besides being a learning resource and media, books can also grow students' curiosity and interest in learning, create student habits and explore new information and new knowledge.

³⁰ Thotapally Anjaneyulu, *A Critical Analysis of the English Language Text Books in Andhra Pradesh India*, (Andhra Pradesh: University of Hyderabad, Gachibowli, Hyderabad, 2014) p. 816

Any of the following points are important to remember about textbooks:³¹

First, our description of textbooks and awareness of the nature of textbooks would affect the process of writing textbooks, such as the model, quantity of content, enrichment material, aesthetics and typography.

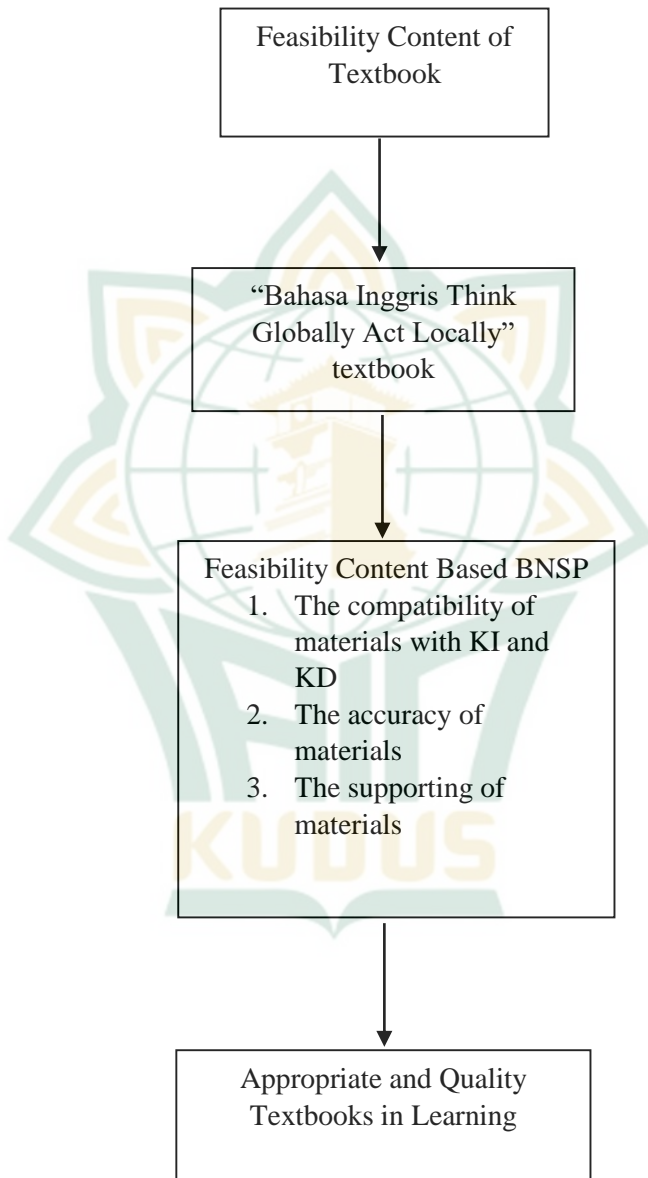
Second, how teachers teach and how students use textbooks is highly affected by what the instructor feels about the textbook. Do students use the textbook individually or in the guidance of teachers and parents.

Third, the procurement of textbooks is closely connected to owners or policy makers and government researcherities. A variety of social classes and organizations had an interest in textbook writing in the history of textbook writing.

B. Theoretical Framework

Textbook assessments require a lot of experimentation before use. The assessment of textbooks needs to be studied further, considering the number of learning support books from those who judge in society. Therefore, cooperation from various parties is required in the production process and selection of textbooks for learning. Textbook assessment can be seen from several aspects of feasibility including presentation feasibility, language feasibility, and graphic feasibility. However, this thesis is more focused on discussing the feasibility of handling the content.

³¹ Ratih Heriati, *The Relevance Analysis of "Think Globally Act Locally" Book to 2013 English Curriculum and Bloom's Taxonomy*, (Palangkaraya: State Islamic Institute of Palangkaraya, 2017) p. 23

Figure 2.1*Theoretical Framework*

C. Review of Previous Study

Researcher used several related studies as a comparison and recent research.

First, Rani Arba'ati in 2015, had a research untitled "*An Analysis on English Textbook entitled "When English Rings A Bell" for the eighth year student of junior high school based on the 2013 Curriculum*". The purpose of this research is to determine the theme of the English textbook, "When English English Rings A Bell", which is in accordance with the basic skills of the 2013 curriculum. The purpose of this study is also to see the application power of the material in each chapter. Researcher found that the topics and materials of English courses that contained basic competencies in 2013 English courses in English textbooks were not all in accordance with basic competencies of the 2013 Curriculum. The English textbook consists of thirteen chapters, each with its own theme and material. A total of 12 chapters or 92.3% of topics that meet the basic abilities of 2013 subjects, then there are 9 chapters or 69.2% of content that are in accordance with the basic abilities of 2013 Curriculum. Between the previous research and this study, the subject used the Bloom classification level to conduct research and analyze textbook theory, and researcher use this theory to conduct research.

Second, according to Kamila's research in 2013, Erlangga focused on *The relevance of "Bright" English textbook materials used by grade VII junior high school students in Curriculum 2013*. This study aims to analyze the material in class VII English textbooks Correlation. in the class entitled "Bright" published by Erlangga, the 2013 standard of English proficiency. Researcher analyzed the relevance of the material to the cognitive and psychomotor domain. From the analysis it can be denied that the English textbook "Bright" is closely related to the 2013 English Proficiency Standards, and the content the book is closely related to the 2013 curriculum, especially in terms of cognition and psychomotor. There is more material related to the 2013 English Proficiency Standard on unrelated material. Therefore, this textbook is in accordance with the 2013 curriculum and is suitable to assist in class. The difference between research and research conducted is the subject. In his previous research, Erlangga published the English student book "Bright" as a subject. At the same time, this research

will take the student book "Thinking of Global Behavior on a Global Scope" as the research object, and describe the taxonomic level theory that develops in the textbook.

Third, from the research of Ratnasari in 2016, *Analysis of 2013 Curriculum for grade X of Senior High School published by Erlangga under the title "Pathway To English"*. The researcher analyze the correlation with the material in the book with 2013 English Standard Curriculum in terms of Cognitive and Psychomotor field. He conducted descriptive qualitative research designed in the study room. The results show that the material is the textbook " Pathway To English" is cognitively relevant the domain is included in the 2013 English Language Proficiency Standards. From the table analysis, the researcher found that all material is sub-ability related to basic abilities. at the same time, researcher find that the material in the book is relevant psychomotor domain with standard English proficiency in 2013 Curriculum. Between the twelve tables used to analyze basic ability empathy, there are two tables which show that the material in this textbook is not corresponds to the sub-ability of the psychomotor domain.