ENGLISH TEXTBOOK RELEVANCE TO THE 2013 ENGLISH CURRICULUM: A CONTENT ANALYSIS

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Abstract: The materials of a textbook often found do not represent well the goal targeted in the curriculum. Given this thinking, then this study is aimed at finding out that the English textbook fulfilling textbook evaluation criteria proposed by the expert and the relevance of the materials with the 2013 English curriculum materials. This study is in general qualitative. It bases its analysis on the textbook evaluation criteria proposed by Harmer (2007). This study found out that the textbook meets the criteria of a good EFL textbook in terms of price and availability, add-ons and extras, layout and design, instructions, methodology, syllabus, language skill, topics, cultural appropriateness, and teacher’s guide. And the English textbook used had been relatively relevant to the 2013 curriculum with few lack of relevance to the 2013 curriculum. Therefore, it is expected that the teacher can complete such few lack with other materials to achieve the goal targeted in the 2013 curriculum as well.

Keywords: content analysis, EFL Textbook, 2013 curriculum

INTRODUCTION

Textbook is one of the important things that must be in the classroom when there is a teaching learning process, not only in language lesson, but also in all lesson. So, we as a teacher need to be smart to choose what the best textbook that we need for our students. Textbook unquestionably plays a major contribution in supporting the existing curriculum being implemented. However, it is often found out that the materials are not always representative and comprehensive enough to support the demand of the curriculum itself in this case the 2013 curriculum that has become the newest curriculum applied in Indonesia. In other words, it can be said that there might still exist the irrelevance between the textbook materials with the demand of the curriculum materials as the basis for teaching and learning. Hence, to know well the relevance of the materials of the English textbook itself with the 2013 curriculum materials, then it is crucial to conduct a research on analyzing the English textbook materials.

There are some checklists of textbook evaluation proposed by some experts such as Cunningsworth (1995), Harmer (2007), and Brown (2001). Those textbooks evaluation checklists usually analyze the content of the textbook which are based on some criteria as proposed by experts. A good English textbook should fulfill physical appearance criteria such as appropriateness of the textbook’s design and completeness of the textbook package (Cunningsworth, 1995).

The Indonesian government has already given schools free textbooks in order to support the curriculum change. The government provided the school with two different textbooks, the students’ textbooks and the teachers’ textbook, which are based on the 2013 Curriculum (Permendikbud, 2014). Besides, some private publishers have also already published textbooks for compulsory subject in order to support the compulsory textbooks from government. However, textbooks for compulsory subject from private publishers are allowed to be used in classroom as long as they are not used as the main guidance in the classroom, unless they are used as the supporting textbooks for government compulsory textbooks (Mulyasa, 2013).

Curriculum should be fit with the textbook as the result of curriculum and its implementation in school. What curricula and textbook should be like is one of the questions when we want to analyze how the textbook influence the progressing of the implementation of new curriculum in school. Concern has been expressed that students learn better in some classrooms, whereas in other classrooms, they under achieve instead of using one curriculum. Some teachers do some development in the textbook. Considering that some teachers continue to develop their skill, while others do little to improve their professional skills in spite of teaching the same curriculum. The characteristic of 2013 Curriculum emphasizes four Core Competencies. They are spiritual, social, cognitive, and skill. In the academic year of 2014/2015, all schools should implement the 2013 Curriculum. To prepare the teachers towards the implementation of 2013 Curriculum, the government should train the teacher through PPG or other training to improve the teacher’s competencies to face the issues in new curriculum of 2013.

There have been some researches related closely with the textbook and curriculum materials demand. Firstly, in 2008, under his research, Muhammad said that it is in line with the implementation of school-based curriculum which insists that the materials be based on students’ socio-economic cultural backgrounds. The fact in Indonesia above is in line with Ansary & Babaii’s statement (2002). They state that teachers, students, and administers are all consumers of textbooks. All these groups, of course, may have conflicting views about what a good/standard textbook is. However, the question is where they can turn to for reliable advice on how to make an informed decision and select a suitable textbook.

Given the above thinking that English textbook played an important role in succeeding the
implementation of the recent curriculum (in this case the 2013 curriculum) then it leads us to the problem whether the textbook used by the teacher has been relevant with the 2013 curriculum materials or not. Accordingly, referring to all of the above explanations, this study is carried out to see the English textbook fulfilling textbook evaluation criteria proposed by the expert and the relevance the English textbook used by the teacher in an SMA in Purwakarta with the 2013 curriculum materials.

With respect to the aforesaid reason, this research then is aimed at finding out that the English textbook fulfilling textbook evaluation criteria proposed by the expert and analyzing the relevance of English textbook used at the tenth Grade in an SMA in Purwakarta to the 2013 English curriculum materials demand.

For the objectives to be clearly seen, then it is considered important to propose the problem that are going to be searched. Thus, the research questions are:

1. How do the features of the textbook for the tenth Grade in an SMA in Purwakarta represent the criteria of good EFL textbook?
2. Why do the materials in the textbook used relevant to the 2013 English curriculum materials?

As mentioned earlier, this study focuses on the textbook evaluation in Indonesian context. This study limits its investigation to English textbook for Senior High School students, particularly the textbook for the tenth grade students of Senior High Schools written for the 2013 Curriculum. The analysis focuses on how the textbook fulfilling textbook evaluation criteria proposed by the expert and meet the general textbook writing criteria as well as the requirements stipulated in the curriculum.

Furthermore, this research is expected to make the following contributions.

1) Theoretically, it will give helpful information for maximizing the appropriate usage of English textbook used in English teaching and learning practices in Indonesia.  
2) Practically, this will become the useful information for the teacher to make their teaching activities more effective through the appropriate textbook they use.  
3) Professionally, this will become powerful information for the school party in selecting appropriate textbook in teaching English for the success of the teaching activity based on the demand of the 2013 curriculum nowadays.

In order to avoid misunderstanding of terms found in this study, there are some definitions given as follow. 

a. Textbook is a book used for instructional purposes, especially in school and colleges (Harris & Hodges, 1995).  
b. Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use (Krippendorf, 2013).  
c. 2013 curriculum is the newest curriculum being implemented in Indonesia which centers on character- and competence-based (Mulyasa, 2013).

The basic concept of textbook

Here, the guidance for the teacher to choose the textbook:

1. Options for course book use

When teachers open a page in their course book, they have to decide whether or not they should use the lesson on that page with their class. Is the language at the right level? Is the topic/content suitable for the students? Are there the right kinds of activities in the book? Is the sequencing of the lesson logical? There are many questions of the teacher only for choosing the materials from the course book for their students.

If the language, content and sequencing of the course book are appropriate, the teacher will want to go ahead and use it. If, however, there is something wrong with the course book, the teacher has to decide what to do next. Even, there is nothing wrong with omitting lessons from course book. Teachers do it all the time, developing a kind of "pick and choose" approach to what is in front of them.

According to Harmer (2007), there are four alternatives to consider if we decide that part of a course book is not appropriate. Firstly, we might simply decide to omit the lesson. That solves the problem of inappropriateness and allows us and our students to get on with something else. However, if they omit too many pages, the students may begin to wonder why they are using the book in the first place, especially if they have bought it themselves. Another alternative is to replace the course book lesson with one of our own. This has obvious advantages: our own material probably interest us more than the course book and it may well be more appropriate for our students. If we cover the same language or topic, the students can still use the book to revise that particular language/vocabulary. But as with omitting pages, if too much of the course book is replaced, both students and teacher may wonder if it is worth bothering with it at all.

The third option is to add to what is in the book. If the lesson is rather boring, too controlled, or if it gives no chance for students to use what they are learning in a personal kind of way, the teacher may want to add activities and exercises which extend the students’ engagement with the language or topic. We are using the course book’s strengths but marrying them with our own skills and perceptions of the class in front of us. The final option is for teachers to adapt what is in the book. If a reading text is dealt with in a boring or uncreative way, if an invitation sequence is too predictable or teachers simply want to deal with the material in their own way, they can adapt the lesson by rewriting parts of it, replacing some of the activities, reordering activities or reducing the number of activities in the sequence.

Using textbooks creatively is one of the premier teaching skills. However good the material is, most experienced teachers do not go through it word for word. Instead, they use the best bits, add to some exercises and adapt others. Sometimes, they replace textbook material with their own ideas or ideas from
other teacher and books, and occasionally they may omit the textbook lesson completely.

2. **Adding, adapting, and replacing**
   
   Example of adding:
   
   The following word list occurs after three lessons of intermediate material.
   
   Table 1.
   
<table>
<thead>
<tr>
<th>Admire</th>
<th>Exciting</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Experience</td>
<td>Leader</td>
</tr>
<tr>
<td>Attractive</td>
<td>Factor</td>
<td>Lovely</td>
</tr>
<tr>
<td>Bad</td>
<td>Hair-haired</td>
<td>Lover</td>
</tr>
<tr>
<td>Beautiful</td>
<td>Hair-skinned</td>
<td>Magnificent</td>
</tr>
<tr>
<td>Boring</td>
<td>Fantastic</td>
<td>Melanin</td>
</tr>
<tr>
<td>Cute</td>
<td>Fascinating</td>
<td>Memorable</td>
</tr>
<tr>
<td>Dangerous</td>
<td>Flight attendant</td>
<td>Motorway</td>
</tr>
<tr>
<td>Dark-haired</td>
<td>Freckles</td>
<td>Moving</td>
</tr>
<tr>
<td>Dark-skinned</td>
<td>Gang</td>
<td>Newscaster</td>
</tr>
<tr>
<td>Die</td>
<td>Good-looking</td>
<td>Picturesque</td>
</tr>
<tr>
<td>Doctor</td>
<td>Handsome</td>
<td>Pig</td>
</tr>
<tr>
<td>Dramatic</td>
<td>Impressive</td>
<td>Place</td>
</tr>
<tr>
<td>Elegant</td>
<td>Interesting</td>
<td>Pretty</td>
</tr>
<tr>
<td>Event</td>
<td>Killer</td>
<td>Professor</td>
</tr>
</tbody>
</table>

There are a number of things that we can do with such an apparently static piece of text. Harmer (2007) said that they fall into three categories:

- **Personal engagement:** the teacher can ask students to discuss question like ‘Which words have a positive meaning for you?’ and ‘Which words have a negative meaning for you?’. The teacher can ask students to list their five-favorite meaning, sound, spelling, etc. They then have to explain to the class why they have chosen those particular words. We can ask students which words they find easy to pronounce and which they find difficult. The moment we ask them question like this, we are, in a sense, saying that these words belong not to the teacher or the book, but to the students themselves.

- **Word formation:** we can ask a number of questions about how the words (in any list) are constructed. Students can be asked to make a list of words which are stressed on the first, second or third syllables. They can be asked how many of the adjectives can be changed into verbs and/or what endings the verbs are stressed on the first, second or third syllables. The words would need if they were changed into adjective.

- **Word games:** there is almost no limit to the games we can play with a collection of words from the wordlist. For example, the words can be written on cards which are then put into a hat. When a student pulls one of the cards out of the hat, they have to make up a good sentence on the spot with the word on the card.

3. **Reason for (and against) course book use**

Some teachers have a very poor opinion of course books. They say they are boring, stifling (for both teacher and students) and often inappropriate for the class in front of them. Such people would prefer to rely on their own ideas, snippets from reference books, pages from magazine, ideas from the students themselves and a variety of other sources.

Other teacher feels much more positive about course books. For them, course books provide good teaching material which is often attractively presented. It takes less time to prepare a good course book lesson than to start from the beginning each time and prepare brand new material. Most course books have an accompanying teacher’s guide to help teachers with procedure and give them extra ideas.

And students often feel extremely positive about course books, too. For them, the course book is reassuring. It allows them to look forward and back, giving them a chance to prepare for what’s coming and review what they have done.

For teachers too, course books have many advantages. In the first place, they have a consistent syllabus and vocabulary will have been chosen with care. Good course books have a range of reading and listening material and workbooks, for example, to back them up. They have dependable teaching sequences and, at the very least, they offer teachers something to fall back on when they run out of ideas of their own.

Even teachers who are enthusiastic course book users, however, need to see them as proposals for action, rather than instruction for action. In other words, we can look at the possibilities the course book offers us and then decide between the options for course book use which we discussed at the beginning. However, good a course book is, it only really comes to life when it is used by students and teachers, and it is they, not the book, who should determine exactly how and when the material is used.

**A good textbook criteria**

At many stages during their careers, teachers have to decide what books to use. How should they do this, and on what basis will they be able to say that one book is better or more appropriate than another?

Harmer (2007) mentioned that there are ten main areas which teachers will want to consider in the books which they are looking at. Then, Harmer (2003) talks about teachers should try to follow this 4-stage procedure when completing the questions from the ten main areas.

- **Analysis:** the teacher can look through the various books on offer, analyzing each for answers to the questions on the next page. It helps to have a chart to write down the answers for this so that the information is clearly displayed.
- **Piloting:** by far the best way to find a book’s strengths and weaknesses is to try it out with a class, seeing which lessons work and which don’t. if teachers are teaching more than one group at the same level, they may want to teach two different books to compare them.
- **Consultation:** before choosing a book, teacher should try and find out if any of their colleagues have used the book before and how well they got on with it. Through discussion, they can get an idea
about whether or not the book is likely to be right for them.

- Gathering opinions: anyone who might have an opinion on the book is worth speaking to, from the publisher and bookshop owners, to colleagues and friends. It is also a good idea to let students look through the book and see how they react to a first sight of it. If they express a preference which you agree with, they are likely to be more committed to the textbook.

Although choosing a textbook is an important step, it is what a teacher does with such a book once it has been selected that really matters.

<table>
<thead>
<tr>
<th>Possible areas for consideration</th>
<th>Possible questions for coursebook analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price and availability</td>
<td>How much does the coursebook cost? Will students have to buy any extra material (workbook, etc)? Are all the components (coursebook, workbook, teacher’s guide, audio, etc) available? What about other levels? Is this good value for money? How much does the whole package (with all the components) cost?</td>
</tr>
<tr>
<td>Add-ons and extras</td>
<td>Apart from a workbook, what other extras are offered with the course? Are there Internet sites with extra material (exercises, texts, etc), or with ‘meeting places’ for users? What else does the publisher offer to support the course? What value should we place on the extras that are available?</td>
</tr>
<tr>
<td>Layout and design</td>
<td>Is the book attractive? Is its design appropriate for (a) the students, and (b) the teacher? Does the design of the book make it easy to follow?</td>
</tr>
<tr>
<td>Instructions</td>
<td>Are the instructions clear and unambiguous? Are they written in language that the students will understand? Can the coursebook be used by students working on their own, or is a teacher necessary to show them how to use it?</td>
</tr>
<tr>
<td>Methodology</td>
<td>What kind of teaching and learning does the coursebook promote? Is there a good balance between study and activation? How do the authors appear to think that people learn languages and do we agree with them?</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Is the syllabus appropriate for our students? Does it cover the language areas (grammar, vocabulary, functions, pronunciation, etc) that we would expect? Do we and our students like the sequencing of language and topics, etc? Does the coursebook build in a feeling of progress?</td>
</tr>
<tr>
<td>Language skills</td>
<td>Does the coursebook have the appropriate balance of skills? Is the skills work really designed to promote the skills (e.g. writing-for-writing, not writing-for-learning)? Are there possibilities for both study and activation in the skills areas? Are the skills activities likely to engage students?</td>
</tr>
<tr>
<td>Topics</td>
<td>Does the book contain a variety of topics? On balance, are the topics appropriate for the kind of students who will be using the coursebook? Are the topics likely to engage the students?</td>
</tr>
<tr>
<td>Cultural appropriateness</td>
<td>Is the material appropriate for the cultural situation that the students are in? Do the texts contain culturally insensitive materials? Are the activities appropriate for the learning culture? Is the coursebook unprejudiced in the way it deals with different customs, ethnicities, races, and sexes?</td>
</tr>
<tr>
<td>Teacher’s guide</td>
<td>Does the coursebook have an accompanying teacher’s guide? Is it easy to use? Does it explain things clearly? Does it offer alternatives to the coursebook activities? Does it have all answers that teachers and students need? Does it provide differentiated activities for fast and slow learners?</td>
</tr>
</tbody>
</table>

**Textbook and curriculum**

Textbook is related to the curriculum in some ways. First, the textbook functions as the map of the curriculum. The textbook usually contains the topics, concepts and skills considered to be relevant to the topics selected, including the sequence and pace in which the students will experience the topics. Textbook is the map of the curriculum (Lopez, 2003). Since, it is a map of the curriculum, the content of the textbook should reflect the content of curriculum which involves the selection of the topics, concepts, skill which contains in the curriculum.

Second, the textbook is the implementation of the curriculum. The curriculum is implemented through the textbooks and learning material and through the environment of the school, known as the hidden curriculum (Mirza, 2004). The textbook, as the implementation of the curriculum should contain the content of the curriculum in order to implement the curriculum practically.

**The role of textbook in the 2013 curriculum**

In the 2013 curriculum that is recently applied in Indonesia, textbook is considered as one among thirteen aspects that determines the success of the
implementation of the 2013 curriculum (Mulyasa, 2013: 44). The other key successes are headmaster leadership, teacher creativity, students’ creativity, socialization, conducive environment, and all parties’ participation in the school (p.39). This is in line with what has been claimed by Syahmadi that textbook is important enough in the 2013 curriculum to increase the efficiency and effectiveness of the curriculum itself (p.71). Again, Mulyasa adds that textbook used in the 2013 curriculum is very important for the students (2013: 49). Therefore, he suggested that the selection of textbook be based on the accomplishment of certain competencies required in the 2013 curriculum. In this case, teacher should select the textbook use by referring to the guidance or recommendation having been formulated in the 2013 curriculum document.

This section focuses on the relevance of the English textbook used with the 2013 English curriculum. There are four criteria being used here. These are:

a. the integration of four skills in learning English (reading, listening, speaking and writing) (Syahmadi, 2013) and as is recommended in 2013 English curriculum document (p. 14)

b. the inclusion of two main language components (grammar and vocabulary) (Syahmadi, 2013, p. 29)

c. the integration of scientific approach (observing, questioning, exploring, associating, and communicating) (Syahmadi, 2013, p. 37)

d. the integration of character value and cultural awareness (Kemendikbud, 2013, p. 1; Syhamadi, 2013)

The related research report

A common element in the teaching of English as a second or foreign language is the course book (Tsipplakides, 2011). Indeed, it has been argued that the course book is an almost universal element of ELT teaching (Hutchinson & Torres, 1994). In this light, and according to UNESCO, the course book is “the core learning medium composed of text and/or images designed to bring about a specific set of learning outcomes; traditionally a printed and bound book including illustrations and instructions to facilitating sequences of learning activities”.

Course books are important artifacts in the educational landscape, a key element in determining learning outcomes in combination with other factors, such as the participants (learners and teachers), the processes (the actions or activities that occur within the learning-teaching space) and the structures (institutions, curricula, power-holders); working together this non-exclusive list of factors shapes what has been called “the classroom ecology” (Guerrattaz & Johnston 782), an approach which stresses the interrelatedness of classroom life.

To reach the objectives of the English teaching-learning process, therefore, the English teaching materials must be suitable with the teachers of English, students, and environments. It is in line with the implementation of school-based curriculum which insists that the materials be based on students’ socio-economic cultural backgrounds (Muhammad, 2008). The fact in Indonesia above is in line with Ansary & Babaii’s statement (2002). They state that teachers, students, and administrators are all consumers of textbooks. All these groups, of course, may have conflicting views about what a good/standard textbook is. However, the question is where they can turn to for reliable advice on how to make an informed decision and select a suitable textbook.

Synthesis

There are some checklists of textbook evaluation proposed by some experts in their books and one of the checklist criteria for evaluating textbook is about curriculum. There are many experts that the textbook should be relevant to the curriculum. Harmer (2007) states that the textbook should have appropriate syllabus for students. Brown (1995) also states that the materials in the textbook should fit to the curriculum. Therefore, it is of great significant to conduct the study about the relevance of the textbook used by the teacher in accordance with the demand of the existing curriculum in Indonesia nowadays. The result will be beneficial enough to improve teaching and learning practices so that students’ learning outcome can be increased well.

**METHOD**

This part presents the research design, data collection techniques that consist of sample, instrumentation, and the procedure as well as data analysis.

**Research design**

This study focused on how the English textbook fulfilled textbook evaluation criteria which are based on the 2013 Curriculum. The method used in this research is qualitative approach. According to Bogdan & Taylor (1975, p. 5), qualitative method is a research procedure that produces descriptive data such as written words or verbal expression from the people and their behavior that have been observed. Since this study is aimed at describing and analyzing the content of the English textbook based on textbook evaluation criteria proposed by the experts and their relevancies’ on the 2013 Curriculum categories, the qualitative method was chosen.

Moreover, this study also used content analysis research technique. Content analysis is a research technique for making replicable and valid inferences from data to their context (Krippendorf, 2013). Content analysis has been used to analyze the content of a text, including any bias, stereotypes, similarities, and differences (see Weber, 1990). In this case, content analysis used to analyze the content of the English textbook including their differences which are based on textbook evaluation criteria.

**Data collection**

The sample was English textbook for Senior High School for tenth grade students which title is *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* which is
published by KEMENDIKBUD RI 2016. This sample mentioned above is the English textbook that claims that the materials are already based on the 2013 Curriculum. This sample mentioned is also English textbook which is used at one of Senior High School in Purwakarta that is already implemented the 2013 Curriculum for their tenth grade students.

Since the source of data in this research was in the form of textbook, the instrument which were used in this research are in the form of the textbook evaluation criteria adapted from Harmer (2007) and written document analysis. Regarding the checklist from suggestions of Harmer (2007), the checklist contains ten textbook evaluation criteria, i.e. (1) price and availability, (2) add-ons and extras, (3) layout and design, (4) instructions, (5) methodology, (6) syllabus, (7) language skill, (8) topics, (9) cultural appropriateness, and (10) teacher’s guide. And analyze the relevance of the English textbook used with the 2013 English curriculum. There are four criteria being used here. These are: (a) the integration of four skills in learning English and as is recommended in 2013 English curriculum document, (b) the inclusion of two main language components (grammar and vocabulary), (c) the integration of scientific approach (observing, questioning, exploring, associating, and communicating), and (d) the integration of character value and cultural awareness.

The data of this research were collected by doing some steps. First, the school that has already implemented the 2013 Curriculum was selected. After the permission from the school to collect the data had been given, checking and asking the syllabus for their tenth grade students and the textbook which is used by the teacher were conducted. Next, copying the syllabus and collecting the English textbook was undertaken. Then, the step was followed by designing the textbook evaluation criteria checklist containing a set of standard criteria for evaluating English textbooks which will be derived from the framework proposed by Harmer (2007). After the syllabus and the textbook were collected and all the checklist instruments were made, analyzing the English textbook based on all the checklist instruments was conducted.

**Data analysis**

The instruments used in this research were in the form of the checklist containing a set of standard criteria for evaluating English textbook adapted from the framework proposed by Harmer (2007). The data which was obtained was in the form of the checklist from suggestions of Harmer (2007) which contained ten textbook evaluation criteria, i.e. (1) price and availability, (2) add-ons and extras, (3) layout and design, (4) instructions, (5) methodology, (6) syllabus, (7) language skill, (8) topics, (9) cultural appropriateness, and (10) teacher’s guide. Then, the English textbook materials in terms of their content were analyzed and observed based on those instruments above. In the tables of the instrument checklist, the materials found in each chapter of the textbook were analyzed. Furthermore, the materials found in each chapter of the textbook were also given the further description of each indicator which is stated in that table by adding some examples in each chapter.

**RESULTS AND DISCUSSION**

This part contains results of the research and discussions toward the research results.

**The relevance of material with the textbook’s criteria of good EFL textbook from experts**

As mentioned above, the English textbook was analyzed based on the criteria of good English textbook proposed by Harmer (2007), which cover: (1) price and availability, (2) add-ons and extras, (3) layout and design, (4) instructions, (5) methodology, (6) syllabus, (7) language skill, (8) topics, (9) cultural appropriateness, and (10) teacher’s guide.

**Price and availability**

According to Harmer (2007), an English textbook should meet some criteria in terms of price and availability. First, the cost of an English textbook should represent good value for money. Concerning about the price, this textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* represent good value for money. The whole packages of this textbook (students’ book and teachers’ book) are free. The e-book version of this textbook can be downloaded for free from the Internet so it is not spending money. The students and the teachers can download the book for free from the official website of KEMENDIKBUD. The price of the textbook is also appropriate and reachable for the students to get since it is free.

Second, it talks about the availability of all the components (coursebook, workbook, teacher’s guide, audio, etc). This textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* conforms to the whole package criterion. The whole package of this textbook is not complete but it is still considered complete since it has the main books for students and teacher, i.e. students’ book and teachers’ book. The workbook is covered by the exercises in the students’ book. But, there are no cassette or audio materials in this textbook since this textbook doesn’t cover listening skill.

**Add-ons and extras**

According to Harmer (2007), he says that the textbook should have extra material, for example the exercise or material from the Internet sites. This textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* book facilitates the students and the teachers with extra material from Internet sites. Since nowadays, technology is the important things that must be in the teaching and learning method. The teacher and the students are forced to master the technology. Technology is one of the complementary tools in education world. The more we master technology, the more we master knowledge.
Layout and design
Design deals with whether the layout is clear and easy to follow. According to Harmer (2007), he states that an English book should be easy to follow. In line with Harmer, design also deals with the total content of textbook’s package (Cunningsworth, 1995). Regarding the layout of the textbook as mentioned before, it usually deals with whether it is easy to follow the material through the layout. Then, this textbook is supported in 2 aspects. First, the materials section and exercises section are separated. Second, every skill also has its section. The examples of these two aspects are realized in Chapter 8. Chapter 8 is begun with the example of text related materials (pages 110-111). After the example of text is displayed, the exercises are presented (pages 111-119). Then, the material and the exercises have their own section. Besides, every skill in this chapter has its own section.

Instructions
According to Harmer (2007), an English textbook should meet two criteria in terms of instructions. First, the instructions should be clear and unambiguous. Second, they should be written in language that the students will understand. The instructions which are contained in the textbook should be clear and unambiguous. So the textbook should have understandable, unambiguous, simple, clear and good instructions in order to provide not only good reference sources for students but also supports for less experienced teachers. They also should be written in language that the students will understand. The best activity in the world is a waste of time if the students do not understand what it is they are supposed to do (Harmer, 2007).

Concerning the instruction, in almost exercises in this textbook entitled Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X are very clear and understandable. It is clear about what action that the students should do and what skill that is required by the students in that exercises as exemplified in Chapter 1. One of the instructions in Chapter say: Work in pairs (student A and B) to discuss the text structure, and the share this with the class. Use the following prompts to help (page 10). In this instruction, the actions that the students should do are writing by doing discussion and doing a presentation. The skills which are required in this instruction are writing and speaking.

Methodology
According to Harmer (2007), an English textbook should have a good balance between study and activation. This textbook entitled Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X book facilitates EFL teachers in conducting teaching and learning process by providing teaching procedures as alternative. Suggested activities for each chapter contains in the book start from warmer activity to reflection activity. In warmer activity, for example, the teacher’s book suggests teaching techniques in order to help the teachers to activate students’ background knowledge. Moreover, teaching procedure to organize the learning process based on the activity in students’ book together with teaching instruction for each chapter is also provided.

And also the exercises in this textbook require various learning strategies to activate the students’ motivation. The exercises in this textbook contain individual and also in pairs or group work. Therefore, the exercises respect both autonomous and dependent learning strategies. There is also additional self-study or individual study exercises which can be done at home. So, it can be concluded that the textbook have a good balance between study and activation.

Syllabus
In order to evaluate the book in terms of its suitability of the syllabus, the present study focuses on the extent to which textbook features fulfill the requirement of curriculum 2013 as stated in basic competences which focus on skill and knowledge. Based on the analysis, it can be said that each chapter in the textbook, entitled Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X is linked to the demand of English language teaching and learning process as stated in the basic competences. Each chapter of the book has at least two basic competences which can be found in the document of English based on the curriculum 2013.

According to Harmer (2007), in terms of syllabus, an English textbook should cover the language areas (grammar, vocabulary, functions, pronunciation, etc). Concerning the syllabus, in almost exercises in this textbook entitled Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X covers all language areas. For example in Chapter 1, this chapter contains warmer at the beginning, vocabulary builder, pronunciation practice, reading, vocabulary exercises, text structure, grammar review, speaking, writing, and the last is reflection (pages 2-19).

Language skill
In terms of language skills criteria, according to Harmer (2007), the textbook should cover the four skills and the four skills should be integrated. As regards the inclusion of these four skills in the textbook, this textbook entitled Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X covers four skills based on the syllabus requirements. Regarding the integration of four skills, the four skills in this textbook are integrated into the same material. Each skill in one chapter contains the same material as exemplified in Chapter 6. In Chapter 6 (page 81), all four skills contain expression of giving announcement as their material. Speaking and writing skills present the material to compose spoken and written texts for expression of giving announcement. Listening skill presents the material to identify social function, text structure, and language features of spoken text of giving announcement. Reading skill also presents the material to identify social function, text structure, and language features of spoken text of giving announcement.
**Topics**

According to Harmer (2007), a textbook should have enough variety and range of topic. This textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* has enough variety and range of topic since the contents of this textbook are organized according to topics. Every chapter has its own topic so the topic is varied enough.

The topics in this textbook consist of two common topics and nine less common topics. Two common topics in this textbook consist of natural disaster (page 183) and national heroes (page 145). Nine less common topics consist of three topics about moral values (i.e. chapter 15), one topic about history (page 123), one topic about socio culture (Chapter 2), one topic about technical writing (page 18), one topic about literature aspect (page 157), one topic about music (page 196), and one topic about environment issue (page 53).

**Cultural appropriateness**

In order to get detail analysis in terms of cultural appropriateness, Harmer (2007) states that the material in the textbook should appropriate for the cultural situation that the students are in. There is local culture can be found in chapter 13; that is about the legend of Malin Kundang. In this chapter, the written text is elaborated well since there are comprehension task, vocabulary exercises, and text structure task in order to explore the content of the text. Besides local culture, it can also be found in chapter 10 and 11. The reading passage in chapter 10 talks about B.J. Habibie, the third President of Republic of Indonesia. Meanwhile, chapter 11 talks about Cut Nyak Dien, one of national hero of Indonesia.

Then, based on the analysis, typical Indonesian names appear in most of the chapter in the book. Specifically, there are names which reflect the nuance of local culture, such as Slamet, Deni, Bejo, Alif, Santi (see. p. 17 and 23). Meanwhile, target culture names also found in the book, such as Wilbur (see. p. 97). Besides, it is also found that both Indonesian nuance and target culture nuance can also be found in the textbook in the form of name of the places, such as Jepara (a place in Indonesia) and Niagara Falls (a place in Canada where the target language is used).

Next, there are clothes which show typical Indonesian senior high school uniform (see. p. 3; p. 33; p. 36; p. 179). In target culture, semantic sense can be seen from the weeding grown used by a bride (see. p. 27). The last, it is clear to say that the forms and functions of language presented in the book are the forms and functions of English language. Referring to the data, it is apparent that cultural values, covering local culture, target culture, and international culture exist in the textbook. Specifically, the data shows that local culture content appears predominantly in the textbook.

**Teacher’s guide**

EFL textbook commonly has other components which can be considered as supplementary materials as a complete set. In line with Harmer, he says that the textbook should have an accompanying teacher’s guide. The supplementary materials which accompany textbook can be varied, including teacher’s book, tapes, and/or videos. Relying on this, the relationship that exists between them that can be seen in some aspects, which are: availability of learning objectives in each unit, methodological guidance, etc.

It is clearly stated that learning objectives are stated in the beginning of each chapter in the teacher’s book. Besides, the teacher’s book is also related easily to the relevant sections of the students’ book. Another component provided in the teacher’s book to help the teachers in conducting teaching and learning process is methodological guidance.

**The textbook relevance to 2013 English curriculum**

The integration of four skills is really important in the 2013 English curriculum material. These four skills are: reading, listening, speaking, and writing. In the state document of 2013 curriculum document (Kemendikbud, 2013), it is stated that the integration of required skills in learning a subject is of great important for the students in that the separation of these interrelated skills will not benefit students for their upcoming thinking (p.14).

Given the above thinking, the English textbook that has been analyzed using this criteria shown that in general all the materials had integrated all these four skills in each topic. Take for example, in chapter I about *Talking about Self*, these four skills were integrated as well. In listening, we can find some tasks regarding listening. They were asked to listen to the teacher reading aloud some words and repeat after him/her to improve pronunciation. In reading, there were also some tasks being asked to the students. They were: reading for specific information, reading for the main idea of the text, etc. Again, in writing, students were asked to write an email or a letter responding to the email or letter you’ve read and discussed. Meanwhile for speaking, students were asked to play guessing game-Who Am I?

Next relevance is the inclusion of two language components is also of a great importance in the 2013 English curriculum material. These two language components are: grammar and vocabulary. It is stated that the inclusion of grammar and vocabulary in the teaching of English is truly important since it is really required to construct a good text in English to be able to communicate in the three kinds of discourses: interpersonal, transactional, and functional (Syahmadi, 2013, p. 28).

Related to the above statement, the English textbook that has been analyzed using this criteria shown that most of the materials include these two components. Take for example, in chapter III about *What are You Going to Do Today?*, there were some explanations about grammar such as using I would like to and I am going to. And enough exposure to the
vocabulary, use the words you have listed in Vocabulary Builder to make sentences.

In summary, most of the chapters include these two kinds of language components. Among fifteen chapter, just around two chapters which did not include enough explanation about these two components. Therefore, it can be said that the textbook is quite relevant with the 2013 curriculum.

Furthermore, scientific approach is the process which consists of five main steps namely: observing, questioning, exploring, associating, and communicating (Syahmadi, 2013, p. 35). The integration of this approach in the textbook materials is really required because it strongly underpins the process of making decision and choice in teaching the students about attitude, understanding, and communication competence in English (Syahmadi, 2013, p. 37).

Referring to the above description, then this textbook was one hundred percent using scientific approach. In chapter 13 about Narrative Text, scientific approach is also applied completely. In observing, students were asked to listen to various spoken legends, to observe the social function, structure, and language features of spoken legends, and to observe some characters in the legends. In questioning, students were asked to compare the usage of English vocative and Indonesian vocative to increase students’ awareness of cross-culture understanding. Afterwards, in exploring, students were asked to read various legends from various sources, to practice to find the main idea of text, and to fill gaps of various legends. Then, in associating, students were asked to analyze some legends. Finally, in communicating, students were asked to share information about the social function, text structure and language function after reading the legends.

To summarize, it was clearly found out that all the steps of scientific approach were applied in all the topics found in the textbook. Therefore, it can be said that throughout the scientific approach, the textbook being used in the school has been strongly relevant with the 2013 curriculum.

Moreover, cultural awareness and character value are two important elements in the 2013 curriculum which aim at imparting and establishing good characters among students (Syahmadi, 2013, p. 21). These elements are very needed to be integrated in each textbook including English textbook since they are the most effective elements which are mainly addressed to maintain nation’s identity in the middle of the world’s communication (Mulyasa, 2013).

Departing from the above statement, then it is found that this textbook has mostly integrated the character value and the cultural awareness in the topics provided. For example, in chapter 1 about introduction, there was an excerpt about the cultural awareness introduced to the students. Most countries have the rule that foreign citizens need to have their passport or occasionally a national identity card from their country available at any time if they do not have residence permit in the country.

Afterwards, in chapter about Congratulations, there was an excerpt telling about the cultural awareness. Expressing congratulations is universal, although it might differ from culture to culture. However, the way in Indonesian people to congratulation is somewhat different. Indonesian people tend to refuse the gesture. Responding as such is considered polite because agreeing to the other person might be considered bragging. People in English speaking countries may also respond to congratulations by refusing it, but they mostly do it by expressing thanks.

In summary, there were enough exposure to the character value and the cultural awareness in the textbook used in that school. Therefore, it can be said that from the point of integrating the character value and cultural awareness, this English textbook had been quite relevant to the 2013 curriculum.

CONCLUSION
This study was conducted to investigate the way the content of the English textbooks for Senior High School, the official English textbook published by the government, which have been written for the 2013 Curriculum, fulfill textbook evaluation criteria and to investigate the textbook relevant to the 2013 English curriculum. It is found that textbook meets the criteria of a good EFL textbook in terms of the following criteria, (1) price and availability, (2) add-ons and extras, (3) layout and design, (4) instructions, (5) methodology, (6) syllabus, (7) language skill, (8) topics, (9) cultural appropriateness, and (10) teacher’s guide.

And also the English textbook used had been relatively relevant to the 2013 curriculum with few lack of relevance to the 2013 curriculum. Therefore, it is expected that the teacher can complete such few lack with other materials to achieve the goal targeted in the 2013 curriculum as well.

Based on research findings, discussion, and conclusions presented above, this study offers some suggestions. First, identification of strengths and weaknesses of a textbook is an important effort in the teaching-learning process. It is suggested that teachers use the textbooks by benefitting from the strengths and compensating for the weaknesses. Second, it is also suggested that textbook writers and these who have access to textbook writing policy attend to the findings of this study in revising the textbooks, if applicable, or in writing other textbooks in the future.

Based on the result of the current analysis of the English textbook also, it is recommended to the teacher to be critical enough in using English textbook recommended by the school. Not all the aspects in the textbook support or related to the existing curriculum. Therefore, they are expected to understand well the demand of the curriculum materials so that they can use the textbook as well as possible to achieve the educational goal.
REFERENCES