
Analysis on an English Textbook for the Eleventh Grade Students Entitled “Bahasa Inggris” Used in High School

Lely Yopana Siagian, Abdul Muth'im, Elvina Arapah
Lambung Mangkurat University
Lelysiagian29@gmail.com

Abstract

The textbook is an essential component that supports the educational process. EFL tutors can find a suitable and appropriate textbook in the educational process by analyzing the textbook. This research is intended to discover whether the materials in the English textbook implemented in SMA Negeri 1 Banjarmasin fulfil the good textbook criterion based on rubric assessment from Cunningsworth. This research applied a mixed method. The object of this research was an 11th grade EFL pupils textbook entitled “*Bahasa Inggris*.” The writer implemented herself, rubric assessment of textbook analysis that has adapted, and documentation as the instrument. In analyzing the data, the writer applied descriptive elucidation and interpreted it into a numerical percentage form. The result indicated that 70.58% of the materials and exercises in the 11th grade EFL pupils textbook entitled “*Bahasa Inggris*” fulfilled the rubric assessment of textbook analysis by Cunningsworth (1995) that has adapted. Based on the result, the writer categorized the “*Bahasa Inggris*” textbook as “fair” with an average score of 70.58%. The score did not reach up to 100% because the textbook was a lack of listening material. There were no materials or exercises in terms of listening skills for EFL pupils to practice. In conclusion, the textbook content was suitable to be implemented in the educational process. In terms of listening skills, EFL tutors should use another source to add additional elucidation to complement listening material or exercise in the textbook.

Keywords: Analysis, Textbook, Cunningsworth Rubric Assessment.

INTRODUCTION

Research Background

Most of the EFL tutors use instructional materials as the primary teaching resource. It means that the materials provide the basic content of the lesson, the language skills that will be taught, the kinds of language practice that EFL pupils can take part in, and the end of all the chapters where there will be the evaluation. For EFL pupils, materials as another source besides the teacher. Therefore, the role of materials is a significant aspect of the educational process.

Instructional materials consist of two (Richards, 2001), authentic materials, and created materials. Authentic materials mean a real thing, which not only served educational purposes, like photos or videos, while created materials refer to one that made specifically for education.

Based on the teaching practice the writer has done, most EFL tutors prefer to use created materials rather than authentic materials since it contains simpler vocabulary, which makes EFL pupils comprehend the materials easily. Created materials usually designed in an attractive way of making EFL pupils interested in learning it. Created materials generally arranged according to the syllabus, and it suitable for the latest situation in teaching-learning.

Hence, one of the instructional materials in the educational process that can be the main component to support and help EFL tutors is the textbook. According to

Cunningsworth (1995), educational text implemented for educational purposes was provided by textbooks. It means that textbooks provide the materials for EFL pupils as well as EFL tutors. Hence, the textbook helps teachers to achieve the learning objectives in the educational process.

Based on the previous elucidation, it is important for the teacher to first analyze the textbook before class starts. Hence, EFL tutors can find a suitable and appropriate textbook in the educational process by analyzing the textbook. Thus, the result of analyzing the textbook may be implemented for EFL tutors as evaluation. In this context, evaluation means if there is no necessary material or assignment that does not contain in the textbook. Therefore, EFL tutors could prepare material needed before class start. EFL tutors can find or add the material or assignment from other sources, like the internet, another book, magazine, or CD.

Many publishers compete to issue the textbook which suitable to the educational situation in Indonesia. Even the Ministry of Education and Culture of Indonesia provides an English textbook for each degree of education from elementary school until upper secondary education and distributes it to schools in Indonesia as well. Nowadays, unfortunately, EFL tutors cannot decide which textbook they want to use in their class because it has been set by the Ministry of Education and Culture of Indonesia.

Even though the government has set the textbook that EFL tutors have to use in the educational process, EFL tutors need to analyze the textbook itself before class starts. Those mean although the textbook has been set by the government, EFL tutors need to look carefully whether it is textbook appropriate or good enough to be implemented in the educational process. Through textbook analysis with using rubric assessment, EFL tutors can evaluate the textbook and decide whether the textbook is good or not to be implemented in the educational process. Therefore, if in the middle analyzing the textbook, EFL tutors find the materials from the textbook were not suitable or complete enough, then EFL tutors can find or add materials from another source.

Based on the writer's experience when did teaching practice, the writer felt the materials in the textbook which implemented by that school were not complete enough also there was no any special listening material in "*Bahasa Inggris*" textbook. The writer also found that many EFL pupils grumbled about the content of the textbook, they said the materials in the textbook were not complete and difficult to understand. Therefore, it made them lazy to research English or repeat the lesson through that textbook at home. As a result, the writer needed to look for the materials from other sources then added it with the materials in the textbook for making EFL pupils become interested in the lesson and comprehend the materials easily and clearly whereas Richards (2001) stated that textbook is the key component in the language program. It means that the textbook is important in the educational process. The textbook is an essential thing for EFL pupils and EFL tutors as well. Hence, EFL tutors need to discover deeper toward the content of the textbook they use in the educational process.

Therefore, the writer wants to research analyzing the textbook which has been distributed by the government and implemented by public schools in Banjarmasin. It is because the writer found the materials from the textbook were not complete enough and difficult to comprehend for EFL pupils.

In this research, The writer implemented adapted Cunningsworth's (1995) textbook evaluation checklist to analyze "*Bahasa Inggris*" textbook instead of using other experts' textbook evaluation checklist. It is because many experts provide different ideas toward the good textbook criterion. Even the Government through Education National Standard Board, *BSNP*, also proposed the criterion of a good English textbook for helping EFL tutors choosing the appropriate textbook. All of the textbook evaluation checklist mentioned above explain the name of each criterion differently. However, whatever the term that they use for

each criterion, all of them refer to the same ideas that are Cunningsworth's (1995) textbook evaluation checklist. Therefore, in this research, the writer decides to adapt Cunningsworth's (1995) textbook evaluation checklist because it has covered all criteria that will be implemented and needed in this research. In this research, the writer applies seven out of eight criteria of a good English textbook proposed by Cunningsworth (1995) in analyzing "*Bahasa Inggris*" textbook.

Several studies relate to this research. The writer takes two relevant studies from Rani (2015) and Linda (2018). First, Rani researched to discover whether the themes and materials of the English textbook conform to the basic competencies of the 2013 curriculum. The result of her research indicated that not all themes and materials in every chapter in that English textbook are appropriate for the 2013 Curriculum's basic competencies. As for Linda (2018), she measured the quality of a textbook by good textbook criterion proposed by experts (Skierso (1991), Garinger (2001), Miekley (2005), Sheldon (1988), Jahangard (2007), and Cunningsworth (1995)). The analyst combined it to get which aspects have similarities in the material evaluation as her research. There are four aspects implemented in this research. They are objective, facilitate the teaching-learning process, exercise, and vocabulary. The result of the research indicated that the objectives of the lessons in textbooks meet the criterion of a good English textbook.

Both of the previous studies above are related to textbook analysis, which tends to know the quality of the English textbook by analyzing the textbook, referring to the several theories proposed by experts.

Based on the previous elucidation, the writer is interested in researching analyzing the textbook implemented for the 11th grade EFL pupils in Chosen upper secondary education. The textbook implemented in Chosen upper secondary education is an English textbook provided by said Ministry (2014).

Research Question

"Do the materials in English 11th grade EFL pupils textbook entitled "*Bahasa Inggris*" fulfil the good textbook criterion based on rubric assessment from Cunningsworth?" is the research question implemented as the core of this research.

Objective

of the Research

This research is meant to discover whether the materials in the English textbook fulfil the good textbook criterion based on rubric assessment from Cunningsworth or not.

Research Significances

This research is expected to give a valuable contribution to the EFL tutors, publisher, and next analysts.

1. For EFL tutors, this can be a reference in choosing an appropriate textbook which conforms with the objectives of the latest learning or teaching situation for the next academy year.
2. For the publisher, this can be as input and guideline in compiling the next English textbook to make it a good English textbook for EFL pupils and EFL tutors in the future.
3. For the next analysts, it is also expected this research can be implemented as a reference in doing similar research or conducting further research in the future.

Research Scopes

To make the research-focused, the analyst wanted to focus on:

- a. This research aims to analyze the textbook content with the rubric assessment from Cunningsworth that have adapted.
- b. This research deals with analyzing the content of materials (chapter 1-8) in English 11th grade EFL pupils textbook entitled "*Bahasa Inggris*" as the sample of the research.

RESEARCH METHOD

Research Approach and Type

Mixed method research is implemented as an approach for this research. This approach implemented due to its' capability of applying both qualitative and quantitative. It analyzes the materials in an English textbook for the eleventh-grade EFL pupils entitled "*Bahasa Inggris*" using Cunningsworth rubric assessment that has been adapted. Then, the result of the textbook analysis interpreted in numerical percentage form.

Research Object

The textbook implemented in this research is an English textbook entitled "*Bahasa Inggris*" for the 11th grade EFL pupils of upper secondary education published by *Kementerian Pendidikan dan Kebudayaan Indonesia* and implemented in Chosen upper secondary education. This English textbook has eight chapters. The writer decides to research all chapters in the chosen English textbook. This English textbook is implemented by the EFL tutors in Chosen upper secondary education who teach English in the 11th grade EFL pupils as the main textbook.

Instrumentation

The instrument is a device data gathering in the research. It helps the writer data gathering from the object of the research. In this research, the writer is the main instrument in the research. The writer has to comprehend the problem that wants to be solved in the research to get a reliable and valid result. The writer does not work alone without any other instruments. To get reliable and valid data, the writer is helped with rubric assessment of textbook analysis by Cunningsworth (1995) that has adapted and documentation. Documentation here implemented because this research analyzes recorded material like a textbook. Hence, the analyst implemented documentation that can help in data gathering.

Rubric Assessment of Textbook Analysis

In this research, the writer was helped by the rubric assessment of textbook analysis by Cunningsworth (1995). This rubric assessment has been validated by the writer's lecturer for making the data valid. The use of this rubric is for helping the writer in deciding whether the textbook fulfils the requirement of an excellent textbook proposed by Cunningsworth (1995) or not, by analyzing each criterion that is contained in "*Bahasa Inggris*" textbook. Each criterion in this rubric was measured using a Likert Scale. To reduce the number of invalidity of the result of the research, the writer only uses 4 scales instead of 5 scales. The writer implements 4-Point Likert Scale:

- a. Score 4 is given if the textbook materials fulfil 76%-100% from the rubric assessment criteria.

- b. Score 3 is given if the textbook materials fulfil 51%-75% from the rubric assessment criteria.
 - c. Score 2 is given if the textbook materials fulfil 26%-50% of the rubric assessment criteria.
- Score 1 is given if the textbook materials fulfil 0%-25% from the rubric assessment criteria.

Documentation

The documentation here consists of the textbook itself and the English syllabus for the 11th grade EFL pupils. This research deals with analyzing the content of materials in English 11th grade EFL pupils textbook entitled “*Bahasa Inggris*”.

Data Collection

The analyst gathers the data through documentation. Documentation consists of English 11th grade EFL pupils textbook entitled “*Bahasa Inggris*”, English syllabus of curriculum 2013, and the rubric assessment.

Data Analysis

After data collection, the data are identified based on a rubric assessment from Cunningsworth (1995). The rubric assessment of textbook analysis adapted from the evaluation checklist by Cunningsworth (1995) will be the main guideline to determine whether the textbook is good. The procedures in analyzing “*Bahasa Inggris*” 11th grade EFL pupils textbook are:

1. Reading the English textbook.
2. Identifying the content of materials (8 chapters) in the textbook based on the rubric assessment from Cunningsworth (1995).
3. Scoring each criterion based on analysis of the content of materials and interpreting the data using descriptive elucidation.

In deciding the score of each criterion in rubric assessment, data classified based on the following categories (4-Point Likert Scale):

| Score | Qualification |
|-------|---|
| 4 | fulfil 76%-100% from the rubric assessment criteria |
| 3 | fulfil 51%-75% from the rubric assessment criteria |
| 2 | fulfil 26%-50% from the rubric assessment criteria |
| 1 | fulfil 0%-25% from the rubric assessment criteria |

4. Summing up the suitability, the content of the textbook's material in the textbook is quantitative, showing the result in the numerical percentage form. The writer will use this following formula to help to present the qualitative data in the form of numbers:

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

Note:

P : Percentage

F : Frequency

N : The Sum of the Frequency

(Bluman, 2009:38)

That formula implemented for calculating the percentage score of the result after analyzing the textbook by using a rubric assessment from Cunningsworth (1995). Data interpretation needed to describe the significant meaning of data. Thus, the analyst could decide the quality of the textbook itself according to Likert Scale as follows.

Final Calculation of Textbook Analysis

| Range of Fulfillment Score | Category |
|----------------------------|------------|
| 76% - 100% | Good |
| 51% - 75% | Fair |
| 26%- 50% | Sufficient |
| 0% - 25% | Poor |

5. Concluding the result of the research.

RESEARCH FINDINGS AND DISCUSSION

Description of the Data

The approach of this research is the mixed-method research. Through content analysis, data were analyzed for identifying specified characteristics of the materials. Then, the result of textbook analysis interpreted in numerical percentage form. The analyst analyzed the textbook implemented in SMA Negeri 1 Banjarmasin for discovering whether the materials in the English textbook fulfil the good textbook criterion based on rubric assessment from Cunningsworth or not.

Research Findings

The textbook has analyzed to find whether the textbook fulfils the good textbook criterion based on rubric assessment from Cunningsworth (1995). The process of data analysis has done through analyzing the textbook with the rubric assessment from Cunningsworth (1995) by scoring each criterion based on analysis of the content of materials and interpreting the data using descriptive elucidation. 17 categories have been analyzed by the writer. Then, conclude the suitability the content of the material in the textbook in quantitative output to show the result in the numerical percentage form.

Aims

Through this criterion, Cunningsworth wants to emphasize the textbook has to correspond with teaching aims itself and with EFL pupils’ needs. Besides, the textbook should be suitable for an educational situation.

| No. | Item | Score | | | |
|-----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | The aims of the textbook correspond closely with the aims of the teaching program in the syllabus | | | | √ |

Remarks:

Chapter 1, covered the stated requirement. EFL pupils are expected to compose whether transactional or interpersonal interaction text of giving and asking information about offering help and giving suggestion; through the appropriate general structure, language feature, as well as social function either spoken or written. For the second chapter, the

lesson material was complete based on basic competence list, EFL pupils expected to compose whether transactional or interpersonal interaction text: giving and asking information relates to opinions and thoughts; using its appropriate general structure, social function and language feature. In chapter 3, it is included the requirement stated in the basic competence, EFL pupils expected to comprehend the social function, general structure and language feature, as well as compose spoken and written special text in form of formal invitation text about school activity or workplace activity. For the next chapter, it covers the material as proposed in the basic competence; comprehend the social function, general structure and language feature, and composes spoken and written exposition analytical text about the actual issue. In chapter 5, the material as proposed in the basic competence, was covered. EFL pupils expected to comprehend the social function, general structure and language feature, as well as compose spoken and written special text in the form of personal letter related to self-activity and others' activity. Chapter 6, This chapter covered the stated requirement; compose whether transactional or interpersonal interaction texts about asking and giving information related to cause and effect through the appropriate general structure, language feature, as well as social function, either spoken or written. Chapter 7, The basic competence for this chapter is for EFL pupils be able to comprehend social function, general structure and language feature of contextual meaning from song lyrics about teenage life. The songs which provided are a little bit complicated because the songs are about teenage life like about love, motivation, fear, choice and dream. Lastly, chapter 8, the material was complete based on the table of basic competence. EFL pupils are expected to be able to compose whether transactional or interpersonal interaction text: asking and giving information about an activity without mentioning the subject through the appropriate general structure, language feature, as well as social function either spoken or written. Also, EFL pupils are expected to comprehend the social function, general structure and language feature of elucidation text in spoken and written related to natural or social phenomena. Those basic competences are related to each other and it was revealed in elucidation text.

| No. | Item | Score | | | |
|-----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 2 | The textbook allows different educational styles | √ | | | |

Remarks:

Chapter 1, this chapter did not fulfil this criterion. The textbook delivered the materials according to the latest educational style in Indonesia, scientific approach. For chapter 2, the chapter's material presented with the latest educational style, scientific approach. It emphasizes on how EFL pupils be a centre in the class. The material presented based on steps of scientific approach. They are observing, formulating the question, collecting data, analyzing data, and the last is communicating the conclusion. Chapter 3, this chapter did not fulfil this criterion. This chapter presented only with one educational style. The textbook delivered the materials according to the latest educational style in Indonesia, scientific approach. Chapter 4, the chapter's material presented only with one educational style namely scientific approach. It emphasizes on how EFL pupils be a centre in the class. The material presented based on steps of scientific approach. Chapter 5, this chapter did not fulfil this criterion. The textbook delivered the materials according to the latest educational style in Indonesia, scientific approach. The material of this chapter delivered according to each step in the scientific approach. This educational style encouraged EFL pupils to be responsible in the class' educational process. Chapter 6, this chapter did not fulfil this criterion. This chapter presented only with one educational

style. The textbook delivered the materials according to the latest educational style in Indonesia, scientific approach. Chapter 7, the chapter's material presented only with one educational style namely scientific approach. It emphasizes on how EFL pupils be a centre in the class. In this approach, the teacher is not to be a centre anymore. Therefore, it encouraged EFL pupils to be responsible for the educational process. Chapter 8, the chapter's material presented with the latest educational style, scientific approach. It emphasizes on how EFL pupils be a centre in the class. The material presented based on steps of scientific approach.

Design and Organization

In this point, it can be seen that the textbook should be organized well according to structure, functions, topic, and skills.

| No. | Item | Score | | | |
|-----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 3 | The textbook is delivered the content in each chapter systematically (starting with introduction, body, and closing) | | | | √ |

Remarks:

All chapters have compiled systematically. Chapter 1, this chapter is started with the examples in the form of conversations talk about offering help and giving suggestions. It is provided to stimulate EFL pupils to guess what the topic will be discussed in this chapter. Then, there was a lesson material elucidation about the topic in this chapter. Finally, at the end of the lesson, there are exercises that EFL pupils can do to evaluate them to measure whether they could comprehend the lesson material or not. Chapter 2 started with the conversation between Siti and Jane about the expression of giving opinions and thoughts on page 19. In this page, there is pre-activity; they have partner discussion to give them a bit of comprehension about the lesson material in this chapter. Afterwards, on page 20 to 24, there is the elucidation of the material in this chapter. In page 25 to 30, there are several exercises given to check their understanding about the lesson material and at the end of this chapter, there is a formative assessment which makes EFL tutors can monitor EFL pupils' progress in the educational process, gives the feedback to EFL pupils and evaluate the learning process. Chapter 3 has an example as the reference for EFL pupils in starting to learn the lesson material in this chapter on page 33. The example is a short invitation text that can give a piece of general information about what the invitation is. Then, there is material elucidation regarding invitation (page 34). At the end of this chapter from page 39 till 43, there are several exercises EFL pupils can do an evaluation. It is for measuring them whether they could comprehend the material or not. Chapter 4 started with an analytical exposition text entitled "Global Warming" as EFL pupils' pre-activity on page 46. In this part, there are several questions given they have partner discussion for making them more familiar with the material in this chapter. Then, there is the elucidation of the material about elucidation text on page 47. Furthermore, there are some exercises from page 52 until 59 for EFL pupils as their evaluation toward the material. Chapter 5 begins with the example of a personal letter which relates to the material of this lesson on page 62. Afterwards, on page 63 to 67 there is the elucidation of the material in this chapter. At the end of this chapter on page 68 to 72, there are exercises that EFL pupils have to do as the evaluation in learning the material. Chapter 6 started with pre-activity on page 75. In this pre-activity, there is the conversation relates to the lesson material that is cause and effect. Also, there is a discussion that EFL pupils have to do with their partner. After that, there is the elucidation of the

material on page 76 to 78. At the end of this chapter, there are several exercises on page 79 to 84 as an evaluation for EFL pupils in order to check their understanding of the lesson material. Chapter 7 only has one exercise as EFL pupils' evaluation and it is in the form of group exercise. At the beginning of this chapter, there are several pre-activities that EFL pupils can do, those were revealed on page 87 to 95. Unfortunately, all pre-activities task had the same pattern. All of them are in the form of pair, they have to discuss several questions related to the song lyrics. The lesson material is only on page 96. At the end of this chapter on page 97, there is only one exercise as already mentioned above. Chapter 8 started with the elucidation text entitled "Earthquakes" and EFL pupils have to discuss several questions related to that text with their partner on page 100. Furthermore, there is the lesson material on page 101 until 106. At the end of this chapter on page 107 to 112, there are several exercises exist as EFL pupils' evaluation.

| No. | Item | Score | | | |
|-----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 4 | The textbook is provided with the content of the chapter as equal as possible (number of pages, exercise, and illustration within each chapter) | | | | √ |

Remarks:

- Chapter 1**

It was revealed from the illustration of the examples of conversations on page 2 to 3. There are illustrations of the figures in the conversations. In the first conversation, there are two figures, Jane and John. In the second conversation, there are two figures as well, Siti and Jane. Also, the presentation of the lesson material is appealing because they provided in the colourful box which makes EFL pupils become not bored in reading and understanding the lesson material. The illustrations and the presentation of the material colourfully in this chapter help EFL pupils become more interested in researching the lesson material in this chapter.
- Chapter 2**

This chapter fulfilled this criterion. The chapter presented in the form of text, communicative action (like discussing the answer for the exercise given with partner) and illustration in balance. It was revealed that every conversation had illustration beside them. Also, some exercises ask EFL pupils to discuss the questions with their partner or perform their result in front of the class.
- Chapter 3**

This chapter fulfilled this criterion. This chapter presented in the form of text, communicative action and illustration in balance. It can be seen that the invitation texts provided along with an illustration that makes the presentation of it like the real one. Furthermore, there are exercises that make EFL pupils can do communicative action by discussing the exercise.
- Chapter 4**

This chapter fulfilled this criterion. It was revealed that there are several texts relate to the lesson material. On page 46, there is an analytical exposition text entitled "Global Warming" and at beside the text, there are two pictures which illustrate the effects of global warming itself. Furthermore, the elucidation of the chapter's material provided in the diagram that makes EFL pupils be more comprehensive to the material. Also, there

are exercises that make EFL pupils can communicate actively with their classmates.

- **Chapter 5**
This chapter fulfilled this criterion. It was revealed that there are texts relate to the lesson material. On page 62, there is a personal letter which is that is the topic of this chapter. The lesson material is provided in a simple diagram makes EFL pupils easier to comprehend the material. There is one section from several exercises given, that encourage EFL pupils to interact with their classmates.
- **Chapter 6**
This element covered in this chapter. This chapter provides the example of a conversation which relates to the topic of this chapter. It helps EFL pupils to interact with one of their classmates. In this chapter, EFL pupils have more encouragement to have and make conversation with their partner instead of answering the questions based on the text given. The material also served with colourful diagrams which make EFL pupils can comprehend the material easily. But, there is also one illustration in one exercise that can make EFL pupils be more comprehensive to the material The material is illustrated as a tree with its' branches. The stem of the tree is causing. Meanwhile, the branches of the tree are the effects. From that illustration, it makes EFL pupils easier to comprehend that the cause is the main topic that will talk and its only one sentence and the effects are the sub-topic and can be consist of several sentences.
- **Chapter 7**
This element covered enough in this chapter. In this chapter, the lesson material is about finding meaning through music. Therefore, many lyrics found in this chapter for making EFL pupils know the meaning of those songs. The lesson material is simple due to only explaining how to figure out a song's meaning. At the end of this chapter, there is an active conversation part as EFL pupils' exercise for making them interact with their classmates.
- **Chapter 8**
This chapter fulfilled this criterion. In this chapter, we can find an elucidation text whereas the topic of this chapter is elucidation text. The material of this chapter served with the diagrams that make EFL pupils easily to comprehend the lesson material.

Language and Content

In a textbook, the material of grammar itself has to be appropriate to each level of EFL pupils. The vocabularies that implemented also have to be adjusted to each grade of the EFL pupils.

| No. | Item | Score | | | |
|-----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 5 | The textbook includes the main grammar items that appropriate to the 11th grade EFL pupils | | | | √ |

Remarks:

- **Chapter 1**
Each chapter in this textbook has covered the main grammar items that appropriate to the 11th grade EFL pupils which is suitable for the basic competence in English syllabus of the 11th grade EFL pupils. In this chapter, the main grammar that discussed is about the expressions of offering help and giving suggestion.
- **Chapter 2**
This chapter includes the requirement as stated in the rubric assessment. This chapter is talking about the grammar in expressions of giving and asking information relate to opinion and thought.
- **Chapter 3**
The lesson material in this chapter is suitable as listed in basic competence. The material is about formal invitation text. The grammar in this chapter is about making a good formal invitation.
- **Chapter 4**
Each chapter in this textbook has covered the main grammar items that appropriate to the 11th grade EFL pupils which is suitable for the basic competence in English syllabus of the 11th grade EFL pupils. In this chapter, the main grammar that discussed is about analytical exposition text.
- **Chapter 5**
This chapter includes the requirement as stated in the rubric assessment. This chapter is talking about grammar on how to make a good personal letter.
- **Chapter 6**
The lesson material in this chapter is suitable as listed in basic competence. The material is about formal invitation text. The grammar in this chapter is about the expression of asking and giving information related to cause and effect.
- **Chapter 7**
This chapter includes the requirement as stated in the rubric assessment. This chapter is talking about the general structure and language feature of contextual meaning from song lyrics.
- **Chapter 8**
Each chapter in this textbook has covered the main grammar items that appropriate to the 11th grade EFL pupils which is suitable for the basic competence in English syllabus of the 11th grade EFL pupils. In this chapter, the main grammar that discussed is about elucidation text.

| No. | Item | Score | | | |
|-----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 6 | The textbook includes material for pronunciation works (individual sounds, word stress, sentence stress, intonation) | √ | | | |

Remarks:

All chapters did not cover the requirement of this criterion since mostly only focused about how EFL pupils able to produce the dialogue about the expressions of giving and asking information related to opinion as well as a thought or how EFL pupils able to

comprehend the material about elucidation text.

| No. | Item | Score | | | |
|-----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 7 | The textbook content has values in social function in its relation with EFL pupils daily life | | | | √ |

Remarks:

- **Chapter 1**
 This chapter includes the element of interpersonal and transactional communication. EFL pupils are exposed to have interaction with their classmates through the interpersonal and transactional text by offering help and giving suggestion in their daily lives with the exercises given in this chapter, like the exercise on page 14. This exercise wants to give EFL pupils a picture of social life and wants EFL pupils to have the social value from the task on this exercise.
- **Chapter 2**
 This chapter includes the element of interpersonal and transactional communication. EFL pupils are exposed to explore their opinions and thoughts about something or someone. EFL pupils required to give their opinions in the dialogue form as instructed in the exercise on page 27. All the topics in making the dialogues relate to EFL pupils daily lives and encourage them to have interaction with their classmates to obtain their opinions.
- **Chapter 3**
 In social function, this chapter includes formal and informal invitation text. EFL pupils are taught to comprehend the types of invitation along with how to accept and decline the invitation. Through the act of accepting and declining the invitation or through the act of making the invitation, EFL pupils hoped to be able to acquire the social value on it.
- **Chapter 4**
 This chapter includes functional communication in the form of analytical exposition text. EFL pupils are required to compose analytical exposition text. The topic of analytical exposition text itself has to be related to the issues around them, like smoking, learning English, zero-waste lifestyle, greenhouse effect, etc.
- **Chapter 5**
 This chapter includes the element of interpersonal communication in the form of a personal letter. The task in this chapter specifically required EFL pupils to make a personal letter. The EFL pupils are asked to tell their activity to their friend in the personal letter itself. Later the exercise on page 72 requires EFL pupils to write a personal letter to their parents. This exercise makes EFL pupils show their thankfulness to the parents.
- **Chapter 6**
 The element of interpersonal and transactional communication are covered in this chapter. EFL pupils are required to explore their opinions relate to the cause and effect. EFL pupils asked to make the dialogue about giving their opinions toward something which shows it's cause and effect as shown on page 81. Through those exercises, it

makes EFL pupils develop the social situation in their daily lives.

- Chapter 7**
The chapter includes interpersonal and transactional communication. Even though this chapter deals with contextual meaning through lyric songs, but there is a little element of social function in term of transactional communication. It can be seen from the exercise on page 97 that makes EFL pupils interact with their classmate to discuss each other's favourite songs or singers which the discussion itself still relates to student's daily lives.
- Chapter 8**
The element of functional communication is covered in this chapter. This element is in the form of elucidation text. The tasks in this chapter require EFL pupils to produce the elucidation texts by paying attention to the usage of information which relates to the activity or situation without mentioning the subject. It can be seen from page 108, there is an exercise in making elucidation text with given topics. The exercise requires EFL pupils to present it in front of the class. Through that kind of activity, it makes EFL pupils have interaction with their classmates and create a social situation in their daily lives.

Skills

The textbook has to cover all four skills (LSRW) which correspond to the syllabus. All the activities that include all four skills have to suit to EFL pupils' levels, interests, and background knowledge.

| No. | Item | Score | | | |
|-----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 8 | All four English skills adequately covered in the textbook (the aims of the course and syllabus requirements) | | | √ | |

Remarks:

- Chapter 1**
The chapter's material did not cover all four English skills. This chapter only covered three English skills; speaking, reading, as well as writing. There was no material or exercise in terms of listening skill for EFL pupils to practice within this chapter. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. All four skills in English should have been presented here since they have a strong relation to each other.
- Chapter 2**
This chapter did not cover the requirement of this criterion because it only focused on three English skills; speaking, reading, and writing. In this chapter, EFL pupils did not give the opportunity to learn the listening skill in terms of material or exercise.
- Chapter 3**
The lesson material in this chapter did not include all four English skills. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. All four skills in English should have been presented here since they have a strong relation to each other. This chapter only focused on speaking, reading, as well as writing skills.
- Chapter 4**

This chapter did not cover the listening skill. This chapter only focused on speaking, reading, as well as writing skills. There was no material or exercise in terms of listening skill for EFL pupils to practice within this chapter.

- **Chapter 5**

The chapter's material did not cover all four English skills. This chapter only covered three English skills; speaking, reading, as well as writing. There was no material or exercise in terms of listening skill for EFL pupils to practice within this chapter. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. All four skills in English should have been presented here since they have a strong relation to each other.

- **Chapter 6**

This chapter did not cover the requirement of this criterion because it only focused on three English skills; speaking, reading, and writing. In this chapter, EFL pupils did not give the opportunity to learn the listening skill in terms of material or exercise. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. By way of presenting four English skills in a balanced way, it helps EFL pupils to learn English easily and it can reach the target of the educational process.

- **Chapter 7**

The lesson material in this chapter did not include all four English skills. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. All four skills in English should have been presented here since they have a strong relation to each other. This chapter only focused on speaking, reading, as well as writing skills.

- **Chapter 8**

This chapter did not cover the listening skill. This chapter only focused on speaking, reading, as well as writing skills. There was no material or exercise in terms of listening skill for EFL pupils to practice within this chapter. Whereas, it is important for the textbook to present all four English skills in each chapter for helping them improve their English ability. By way of presenting four English skills balanced, it helps EFL pupils learn English easily and can reach the target of the educational process.

| No. | Item | Score | | | |
|-----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 9 | The textbook provides well recorded (as authentic as possible) listening material accompanied by questions and activities that help EFL pupils to comprehend it | √ | | | |

Remarks:

All chapters did not cover any listening material. Chapter 1, this chapter only emphasized three other English skills; speaking, reading, and writing. Chapter 2, there was no listening material existed in this chapter. Chapter 3, this chapter did not cover the requirement of this criterion. Chapter 4, this chapter did not fulfil this criterion. Chapter 5, this chapter did not cover any listening material. Chapter 6, there was no listening material existed in this chapter. Chapter 7, this chapter did not fulfil this criterion. This chapter only

emphasized other three English skills; speaking, reading, as well as writing. Chapter 8, this chapter did not cover the requirement of this criterion.

| No. | Item | Score | | | |
|-----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 10 | The textbook provides reading texts and associating activities suitable for their levels | | | | √ |

Remarks:

All chapters provide reading texts and associating activities suitable for their levels. In chapter 1, reading the text was presented in the form of conversation. In this chapter, EFL pupils can find two dialogues there on page 2 and 3. The dialogues are about expressions of giving and asking information about offering help and giving suggestion. After the dialogues, there are comprehension questions. The use of comprehension questions after reading text is to check EFL pupils' comprehension of the text, whether they comprehend the text or not. Chapter 2, reading the text was presented in the form of conversation as well. In this chapter, EFL pupils can find two dialogues there on page 19 and 20. The dialogues are about expressions of giving and asking information relates to opinions and thoughts. After the dialogues, it was revealed that there are comprehension questions there. It is for checking EFL pupils' comprehension toward the text, whether they comprehend the text or not. Chapter 3, there were three formal invitation texts can be found. But, there was only a formal invitation text on page 33 which presented along with comprehension questions. Chapter 4 there were two analytical exposition texts can be found. But, there was only a formal invitation text on page 46 which presented along with comprehension questions. Chapter 5, there was a personal letter was revealed on page 62. The letter also presented along with comprehension questions. The use of comprehension questions after reading text is to check EFL pupils' comprehension of the text, whether they comprehend the text or not. Chapter 6, reading the text was presented in the form of conversation. In this chapter, EFL pupils can find a dialogue there on page 75. The dialogue is about expressions of asking and giving information related to cause and effect. After the dialogue, it was revealed that there are comprehension questions there. It is for checking EFL pupils' comprehension toward the text, whether they comprehend the text or not. Chapter 7, reading the text was presented in the form of song lyrics. In this chapter, EFL pupils can find several song lyrics on page 87, 89, 91, 93, 94, 95. It was revealed that there are comprehension questions thereafter the song lyrics. The comprehension questions are presented for checking EFL pupils' comprehension of the song lyrics. Lastly, chapter 8, there were two elucidation texts can be found. But, there was only an elucidation text on page 100 which presented along with comprehension questions.

| No. | Item | Score | | | |
|-----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 11 | The textbook provides well designed spoken material to equip EFL pupils for a real-life situation | | | | √ |

Remarks:

All chapters were provided with "active conversation". For Chapter 1, it was

revealed on page 14. In this section, there is an exercise that suitable to the topic. Through active conversation, EFL pupils asked to be active in making dialogue with their friends. After that, they have to perform it in front of the class. Performing it in front of the class, it helps EFL pupils to practice their ability in speaking skill. Chapter 2, we could find “active conversation” on page 27. In this section, there is an exercise asked EFL pupils to complete the dialogues about the expressions of giving and asking information relates to opinions and thoughts with their friends. Thus, discussing the dialogue with friends, it makes them become active in using their ability in speaking skill. Chapter 3 we could find “active conversation” on page 41. In this section, there is an exercise that suitable to the topic. Through active conversation, EFL pupils asked to be active in making dialogue with their friends. The dialogue is about accepting and declining invitations. After that, they have to perform it in front of the class. Performing it in front of the class, it helps EFL pupils to practice their ability in speaking skill. Chapter 4, we could find “active conversation” on page 53. In this section, there is an exercise asked EFL pupils to make the analytical exposition text with their friends. Thus, discussing their work with friends, it makes them become active in using their ability in speaking skill. Chapter 5, we could find “active conversation” on page 70. In this section, there is an exercise that suitable to the topic. Through active conversation, EFL pupils asked to be active in making dialogue with their friends. The dialogue is about the personal letter. Thus, discussing their work with friends, it makes them become active in using their ability in speaking skill. Chapter 6, we could find “active conversation” on page 82. In this section, there is an exercise asked EFL pupils to make the conversation which relates to cause and effect with their friends. Thus, discussing their work with friends, it makes them become active in using their ability in speaking skill. Chapter 7, we could find “active conversation” on page 97. In this section, EFL pupils were told to form groups of five and after that, they asked to discuss each other's favourite songs, poems, singers, and poets with their friends. Thus, discussing their opinion toward the songs or poems, it makes them become active in using their ability in speaking skill. Lastly, we could find “active conversation” for chapter 8 on page 108. In this section, there is an exercise that suitable to the topic, elucidation text. Through active conversation, EFL pupils asked to make elucidation text based on the topic provided. After that, they have to present it in front of the class. With presenting it in front of the class, it helps EFL pupils to practice their ability in speaking skill.

| No. | Item | Score | | | |
|-----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 12 | Writing activities in the textbook are suitable for their levels | | | | √ |

Remarks:

Chapter 1, 2, 3, 4, 5, 6, as well as 8, were provided with “writing connection”. In Chapter 1, “writing connection” asked EFL pupils with their partner to write a dialogue using suggestions and offers. In chapter 2, “writing connection” section that was revealed on page 28. In this section, EFL pupils asked to choose the topics provided and create a dialogue about EFL pupils’ opinion toward the chosen topic. Chapter 3, “writing connection” section was revealed on page 42. In this section, EFL pupils asked to write a formal invitation for their brother’s wedding. Chapter 4, “writing connection” section was revealed on page 56. In this section, EFL pupils asked to write an analytical exposition text on any of the recent issues in the media. Chapter 5, “writing connection” section was revealed on page 71. In this section, EFL pupils asked to write a personal letter. Through

that section, it helps EFL pupils be able to produce something in writing form and develop their ability in writing skill. Chapter 6, “writing connection” section was revealed on page 83. In this section, EFL pupils asked to create a dialogue about causes and effects. Chapter 8, “writing connection” section was revealed on page 109. In this section, EFL pupils asked to write an elucidation text. Through that section, it helps EFL pupils be able to produce something in writing form and develop their ability in writing skill. As for chapter 7, we could find pre-activity on page 88 that asked EFL pupils to answer the questions. In this section, EFL pupils asked to answer the questions based on the song lyrics provided.

Topic

In choosing a textbook, the teacher also has to consider the topics that exist in a textbook itself. The textbook should has varies topics for making EFL pupils interest in learning the material and to help them to gain the new material.

| No. | Item | Score | | | |
|-----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 13 | The textbook provides enough variety and range of topic | | | | √ |

Remarks:

Chapter 1, this chapter talked about the expressions of offering help and giving suggestion. Chapter 2, this chapter provided the material about the expressions of giving and asking information relates to opinions and thoughts. Chapter 3, this chapter presented the lesson material about formal invitation text about school activity or workplace activity. Chapter 4, this chapter presented the lesson material about exposition analytical text about the actual issue. Chapter 5, this chapter talked about personal letter related to self-activity and others’ activity. Chapter 6 provides the material about the expressions of asking and giving information related to cause and effect. Chapter 7, this chapter presented the lesson material about song lyrics about teenager life. Lastly, chapter 8, this chapter talked about elucidation text.

| No. | Item | Score | | | |
|-----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 14 | The topics in the textbook help expand EFL pupils’ awareness and enrich their experience | | | | √ |

Remarks:

The material and the exercises in all chapters encouraged EFL pupils to be responsible for the educational process. For chapters 1, 2, 3, 4, 5, 6, as well as 8 they need to comprehend the material well, for making them able to deal with several exercises whether it is in form of individual or in pair. Hence, they need to comprehend the material for making them able to deal with the exercises well. As for chapter 7, they need to comprehend the material given in the textbook, then they are asked to do the exercise in the form of group and it still relates to the topic of the lesson.

Methodology

The teacher has to consider what approach is implemented by the textbook and whether that approach suitable or not to the teaching or learning situation.

| No. | Item | Score | | | |
|-----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 15 | The textbook is suitable for the latest teaching program | | | | √ |

Remarks:

Chapter 1, this chapter fulfilled this criterion. This chapter has met the requirements the steps of scientific approach in the educational process, the presentation of this chapter is good because it represents every step in the scientific approach. Chapter 2, this chapter fulfilled this criterion. This chapter has met the requirements the steps of scientific approach in the educational process. There are exercises require EFL pupils to convey their thoughts and outcome for making EFL pupils with EFL pupils, or EFL pupils with the teacher to exchange the information about the lesson material. Hence, the presentation of this chapter is good, because it already represents each step in the scientific approach. Chapter 3, this chapter fulfilled this criterion. There are exercises that require EFL pupils to do that exercise with their partner for making them exchange information about this lesson material. Therefore, the presentation of this chapter is good, because it is already represented each step in the scientific approach. Chapter 4, this chapter already met the requirements the steps of scientific approach in the educational process. There are exercises that require EFL pupils to convey their discussion result which make class members exchange the information about this lesson material. Chapter 5, 6, as well as 7, fulfilled this criterion. It is similar to the previous chapter which requires EFL pupils to convey their discussion result to the others. Chapter 8, this chapter fulfilled this criterion. There are tasks require EFL pupils to observe, discuss, and then convey their results. Therefore, the presentation of this chapter is good, because it is already represented each step in the scientific approach.

Practical Consideration

Through this point, the teacher has to consider the price of the textbook itself, is the price appropriate or not? Furthermore, the textbook should be strong enough for making it long-lasting.

| No. | Item | Score | | | |
|-----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 16 | The textbook is strong and long-lasting | | √ | | |

Remarks:

This textbook is not quite strong. The glue in its body is not secure enough to be stick to the paper. Therefore, there is some paper that already apart of its book. Thus, it makes EFL pupils be difficult to carry it. Furthermore, EFL pupils can be lazier to learn the textbook because it is scattered.

| No. | Item | Score |
|-----|------|-------|
|-----|------|-------|

| | | 1 | 2 | 3 | 4 |
|----|---|---|---|---|---|
| 17 | The textbook is obtained by EFL pupils easily | | | | √ |

Remarks:

EFL pupils obtained this textbook easily. Nowadays, almost all of the public schools in Banjarmasin already provided this textbook for their EFL pupils in a different grade. They can borrow as well as return it from the library. Meanwhile, if EFL pupils want to buy this textbook themselves, they can go to the bookstore, because it is available there. They can go and find it easily whether in a traditional bookstore or modern bookstore like *Gramedia*.

Interpretation of Feasibility of the Content toward Rubric Assessment

From the qualitative descriptions of the remarks toward each criterion, the textbook analysis has done. Here is a table that shows the research findings from the feasibility of the content toward rubric assessment.

Feasibility of the Content Frequency Table

| No. | Item | Score |
|-----------------------------------|---|-------|
| A. Aims | | |
| 1 | The aims of the textbook correspond closely with the aims of the teaching program in the syllabus | 4 |
| 2 | The textbook allows different educational styles | 1 |
| B. Design and Organization | | |
| 3 | The textbook is delivered the content in each chapter systematically (starting with introduction, body, and closing) | 4 |
| 4 | The textbook is provided with the content of the chapter as equal as possible (number of pages, exercise, and illustration within each chapter) | 4 |
| C. Language and Content | | |
| 5 | The textbook includes the main grammar items that appropriate to the 11th grade EFL pupils | 4 |
| 6 | The textbook includes material for pronunciation works (word stress, individual sounds, sentence stress, intonation) | 1 |
| 7 | The textbook content has values in social function in its relation with EFL pupils daily life | 4 |
| D. Skills | | |
| 8 | All four English skills adequately covered in the textbook (the aims of the course and syllabus requirements) | 3 |
| 9 | The textbook provides well recorded (as authentic as possible) listening material accompanied by questions and activities that help EFL pupils to comprehend it | 1 |
| 10 | The textbook provides reading texts and associating activities suitable for their levels | 4 |
| 11 | The textbook provides well designed spoken material to equip EFL pupils for a real-life situation | 4 |
| 12 | Writing activities in the textbook are suitable for their levels | 4 |

| E. Topic | | |
|-----------------------------|--|---|
| 13 | The textbook provides enough variety and range of topic | 4 |
| 14 | The topics in the textbook help expand EFL pupils' awareness and enrich their experience | 4 |
| F. Methodology | | |
| 15 | The textbook is suitable for the latest teaching program | 4 |
| G. Practical Considerations | | |
| 16 | The textbook is strong and long-lasting | 2 |
| 17 | The textbook is obtained by EFL pupils easily | 4 |

Based on the feasibility of the content frequency table above, from the total 17 criteria has analyzed, there are 12 criteria which obtain score 4 and fulfil the requirement of a good textbook based on the rubric assessment. The criterion that got score 3 is only one as same as score 2. Meanwhile, there are three criteria that got score 1.

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

$$P = \frac{12}{17} \times 100\%$$

$$P = 70.58\%$$

Therefore, it can be concluded that 70.58% of the materials and exercises in “Bahasa Inggris” textbook fulfilled the rubric assessment of textbook analysis by Cunningsworth (1995) that has adapted. Based on the result, the writer categorized “Bahasa Inggris” textbook as “fair” with an average score of 70.58%. That category based on 4 points Likert Scale.

Final Calculation of Textbook Analysis

| Range of Fulfillment Score | Category |
|----------------------------|------------|
| 76% - 100% | Good |
| 51% - 75% | Fair |
| 26% - 50% | Sufficient |
| 0% - 25% | Poor |

Discussion of the Findings

Analyzing the lesson materials from the textbook was necessary. Analyzing the textbook is crucial because it is one of the necessary components that can support the educational process in the school. This research has analyzed the materials of the lesson with the rubric assessment from Cunningsworth. According to Cunningsworth (1995), textbook analysis is useful in teacher development and helps EFL tutors to gain good and useful insights into the nature of the material. Thus, it means that EFL tutors have the concept about what they will teach to EFL pupils from analyzing the materials. EFL tutors also can decide whether the textbook is suitable to be implemented or not and whether the textbook is a good textbook or not for EFL pupils in the educational process. This is related to Cunningsworth (1995) that said there are some criterion need to be included in a good textbook. The criterion consist of the general criterion in analyzing the textbook, like textbook should correspond to learners'

needs, the textbook should match with language learning program's aims as well as objectives, the textbook should reflect the uses that learners will make of the language, and textbook should have a clear role as a support for learning.

In this research, it found that the textbook corresponds to the aims and objectives of the language learning program that set in the syllabus of curriculum 2013. This textbook contains the material that EFL pupils will use it in their real-life situation. The materials of the lesson in this textbook help EFL pupils to practice language effectively in their daily life. This textbook acts as a media that help EFL pupils in facilitating and supporting their learning process.

The research findings indicated that 11th grade EFL pupils textbook entitled "*Bahasa Inggris*" has fulfilled enough the good textbook criterion based on a good textbook criterion by Cunningsworth. It can be said like that because the percentage of the feasibility of the content does not reach up to 100%. The percentage of the feasibility of the content does not reach up to 100% because it found that the textbook is the lack of listening material. There are no materials or exercises in term of listening skill for EFL pupils to practice. The research findings are pursuant to Cunningsworth (1995), who stated no coursebook which created for distribution to general market will be absolutely ideal, since students have their own peculiarity, therefore the aim is to discover the best possible fit, along with trying to adapt or supplement inadequate or unsuitable parts.

Thus, EFL tutors should not depend only with the textbook as teaching material. To overcome the deficiencies of this textbook in the aspect of listening material, EFL tutors should have to look the material or exercise from other sources like internet or cassette for helping EFL pupils to fulfil EFL pupils' needs toward listening skill. It is important for EFL pupils to practice their listening skill from now on because when they promoted to the next grade, twelfth grade, they have to take the National Examination as their graduation requirements. There are listening section that EFL pupils have to do in that exam. Therefore, it is necessary to present four English skills (listening, speaking, reading, as well as writing) in a balanced for helping EFL pupils to prepare themselves in facing the National Exam.

CONCLUSION AND SUGGESTION

Conclusion

It can be concluded from the result of data analysis that 11th grade EFL pupils textbook entitled "*Bahasa Inggris*" is good enough to be implemented although the writer categorized the textbook as "fair" because the percentage of the feasibility of the content did not reach up to 100%. This textbook only got score 70.58%, Even though the textbook did not get score 100%, the textbook has fulfilled all the core and basic competence of curriculum 2013. The textbook also applied a student-centered educational method that is the main concern in curriculum 2013.

The percentage of the feasibility of the content did not reach up to 100% because it found that the textbook is the lack of listening material. There were no materials or exercises in term of listening skill for EFL pupils to practice. Whereas it is important for the textbook to present four skills (listening, speaking, reading, as well as writing) in a balanced way.

In conclusion, to overcome the deficiencies of this textbook in the aspect of listening material, EFL tutors should have to look the material or exercise from other sources like internet or cassette for helping EFL pupils to fulfil EFL pupils' needs toward listening skill.

Suggestions

EFL tutors should not depend only with the textbook as teaching material. It is because the percentage of the feasibility of the content only got a score of 70.58% and it does not reach up to 100%. In order to overcome the deficiencies of the textbook in the aspect of listening

material, EFL tutors can find it from other sources like the internet or cassette. While the publisher has to consider well toward the changing of the curriculum in publishing a textbook especially the textbook that will be used by the school. The publisher also has to provide the materials or exercises in the textbook that present four English skills in a balanced way.

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