
TEXTBOOK ANALYSIS OF STUDENT'S BOOK ENTITLED "CAN DO: LEVEL 1" USED IN SEVENTH GRADE OF JUNIOR HIGH SCHOOL

WISNU HUSADA PRATAMA¹, ABDUL MUTH'IM², JUMARIATI³

^{1,2,3}Universitas Lambung Mangkurat

¹wisnuengdept17@gmail.com

²abdul_muthim@ulm.ac.id

³jumariati01@ulm.ac.id

First Received:

Final Proof Received:

Abstract

Cunningsworth (1995) stated that textbook is a resource material in achieving aims and objectives based on learner needs. Therefore, this research aims to discover whether the materials of "Can Do" students' textbook meet the criteria of a good textbook by Greene and Petty and is appropriate based on Curriculum 2013. Textbook analysis is defined as the study to decide the quality and study the features of a textbook by focusing the study with detailed analysis. The researcher used qualitative approach with descriptive method. The object of this research is an English textbook for students entitled "Can Do" which was used in the seventh grade of Junior High School. The instruments of this research are rubric assessment and document. Based on the findings, the majority of the quality of the textbook fulfilled 8 criteria from 10 criteria of the 10 criteria of a good textbook by Greene and Petty. For the relevancy to the syllabus, the majority of materials in the textbook match to Curriculum 2013 as there are 49 from 75 syllabus indicators that are present in the textbook. In conclusion, the majority of student's textbook has a good quality based on Greene and Petty criteria of a good textbook. Furthermore, the majority of the textbook are relevant to Curriculum 2013 as the majority of topics and indicators from the syllabus match with the materials in the textbook. It is suggested to use the textbook in the teaching and learning process as the main material with additional material from other relevant textbooks to cover the missing topics from the syllabus.

Keywords: Textbook, Textbook Analysis, Greene and Petty Criteria of A Good Textbook, and Curriculum 2013.

INTRODUCTION

Background of the Study

A good content for students is the key component of teaching and learning (Mahmudah, 2016: 16). Since a variety of textbooks are available, it is important for the teachers to choose an appropriate textbook for the students; teachers should select the most suitable textbook to be used (Suryani, 2018: 258).

The researcher tries to find out the degree quality of the textbook based on indicators from adapted Greene and Petty's 10 criteria of a good textbook and to find out the degree of the relevancy of the textbook based on indicators of basic competencies of curriculum 2013.

This research is meant to discover whether the materials in "Can Do" student's textbook for seventh grade students are appropriate based on curriculum 2013 or not and to discover the quality of "Can Do" student's textbook for seventh grade students based on Greene and Petty's criteria of a good textbook.

Textbook

Definition of Textbook

Textbook is a source of material in forms of instructions for the teachers and activities for the students. The materials from the textbook are used to provide the text and items that are appropriate with level of students' abilities. Besides that, the textbook helps the students to learn new knowledge that they never known before (Mahmudah, 2016: 19)

The Function of Textbook

Basically, the essence of a textbook is to assist both teachers and students in many respects. For educators, it allows them to plan and improve the teaching materials. On the other hand, it allows students to retain and track their learning feedback back to them.

Criteria of a Good Textbook Based on Greene and Petty

Greene and Petty (as cited in Masrupi et al., 2020: 57) developed the way to structure the textbook with 10 criteria; they are:

1. The contents are interesting for students.
The material is presented in various ways to avoid boredom, such as deductive (general to specific) and inductive (particular to the general). (Sari, 2019: 24)
2. It develops the motivation.
Pair work has a good impact on students' motivation. This suggests that more teachers apply pair activities in their classrooms, the stronger the students' motivation will be. This increase of motivation can highly affect the way students participate in class and what they can accomplish. (Baleghizadeh and Farhesh, 2014: 6)
3. It has good illustration.
Greene and Petty state that children are attracted to the book with a colorful binding and like to turn through the pages admiring colorful artwork. In addition, Tomita (2015) describes visual design elements as line, shape, form, value, color, space, texture, and typeface.
4. It has to consider linguistics aspect.
Tarigan (2009) in Masrupi et al. (2020) stated that one of the functions of textbook was the textbook should consider the linguistic aspect. So it will be suitable with the learner's ability.
5. It has to relate to another subject.
Greene and Petty stated that language skills are made habitual through use in practically all school activities. The use of correct oral and written expression is just as important in the science, mathematics, music, art, and social studies class as it is in the class in which language is supposed to be the central activity.
6. It stimulates the students, illustrative, and communicative.
Sadiku (2015) states that the learners will become better listeners, speakers, readers, and writers as a result of the integration of the four language abilities, allowing them to communicate successfully.
7. The concept is clear enough.
Greene and Petty explain that a common fault in presenting instructional material in textbooks is the use of novel and complex concepts, that are often meaningless to the child. In addition to that, Rosi (2019) states that if the instruction is written well, the message of the instruction can be delivered clearly to the students without confusing them.
8. It has a good point of view.
Greene and Petty stated that the textbook provides an organized and catalogued source of information on the language skills considered suitable for instruction in a particular grade.
9. It has morale value.
A moral value is a standard for behavior that serves as a guideline for a person's actions. It is to maintain the students' attitude or behavior as teenagers since moral education serves an important purpose in the adult world. (Ayub, 2019).
10. Appreciate the differences.
Engaging students' own cultural experiences and values into language instruction can improve learning outcomes. On the other hand, excluding local cultural information from textbooks may lead to assumptions that students' own experiences and values are marginalized. (Parlindungan et al., 2018).

English Textbook “Can Do”

For junior high school students, Can Do is an English learning sequence consisting of 3 stages. Can Do makes the process of learning and teaching English in the classroom more exciting with an action-oriented approach. Using Can Do can enhance the ability of students to listen, speak, read and write in 4 language skills. The Can Do sequence fulfills the needs of the Indonesian syllabus and meets the requirements of the International Common European Framework of Reference (CEFR).

Rubric Assessment for Textbook

This rubric assessment has been validated by the expert for making the data valid. The rubric helps the writer to decide whether the textbook fulfills the requirement of a good textbook proposed by Greene and Petty or not and whether the textbook is relevant based on curriculum 2013 in Indonesia, by analyzing each criteria in “Can Do” student’s textbook.

Textbook Analysis

Analysis of textbooks can be described as a detailed investigation of textbooks using a consistent assessment method to identify specific strengths and weaknesses in textbooks that are already in use. (Lawrence, 2011).

Curriculum 2013 in Indonesia

In Wahyuni (2016), Indonesia’s government has defined curriculum as a set of plans and systems about the goals/objectives, contents and materials, and methods used to carry out teaching and learning process to achieve certain education goals (The Act No. 20/2003, National education system).

The 2013 curriculum is a curriculum focused on integrity and character. The 2013 curriculum was born as a reaction to the different critiques of the 2006 School-Based Curriculum. It is in line with the needs of growth and the world of work.

Previous Studies

The first related research was conducted by Siagian (2019) entitled “*Analysis on an English Textbook for the Eleventh Grade Students Entitled “Bahasa Inggris” Used in High School*”. results showed that 70.58% of the materials and exercises in the students’ textbook entitled “Bahasa Inggris” fulfilled the rubric assessment by Cunningsworth (1995) that has been adapted. Even though the textbook did not get score of 100%, the textbook has fulfilled all the core and basic competence of curriculum 2013.

The second related research was conducted by Sari (2019) entitled “*An Analysis of Textbook Entitled “Headline English” Published by Srikandi Empat of Seventh Grade of Junior High School*”. results showed that 93.75% as the quality of the textbook based on BSNP. The study concluded that the textbook for the seventh grade students entitled “*Headline English*” is very good and suggested to be used.

The previous studies from Siagian (2019) and Sari (2019) are related to this research on textbook analysis that is to discover the quality and relevancy of English textbook by analyzing the content of the textbook. Furthermore, this research has several differences and similarities with previous research that has been done already. First, the aims of the research by Siagian aims to find out the suitability and feasibility of “*Bahasa Inggris*” textbook based on Cunningsworth’s criteria of a good textbook. Meanwhile, the study by Sari aims to know the quality and feasibility of “*Headline English*” textbook for seventh grade based on BSNP. On the other hand, this research aims to discover

the quality and relevancy of “Can Do” textbook based on ten criteria of a good textbook by Greene and Petty and Curriculum 2013. Second, the assessment of English textbook from those studies used the criteria by Cunningsworth that has been adapted and assessment based on BSNP. Meanwhile, this research uses assessment by Greene and Petty and Curriculum 2013.

METHOD

Approach and Type of Research

This research used qualitative approach with descriptive method. Lincoln and Guba (1988), define qualitative approach as “Naturalistic Inquiry” which means that the data is gathered without any manipulation to the object of the research (as cited in McInnes et al., 2017). Furthermore, descriptive method is used among the methods used in qualitative research. The descriptive method is a method that describe and summarize information from various conditions, situations, or phenomena in society, then it attempts to draw the information as a description. (Bungin, 2007, as cited in Simanjuntak, 2016).

In this research, the researcher uses qualitative approach with descriptive method since this research tends to analyze the quality and relevancy of the materials in “Can Do” students’ textbook for the seventh grade using Greene and Petty criteria of good textbook and Indonesian’s curriculum 2013. Then, the result of the textbook analysis is interpreted in description form.

Object of The Research

The textbook published in this analysis is an English textbook entitled “Can Do” published by PT. ASTA Ilmu Sukses for 7th grade Junior High School students in 2011. There are fourteen chapters in this English textbook. The researcher chose to examine all chapters in the selected English textbook.

Instrumentation of The Research

Rubric Assessment for Textbook

The rubric assessment consists of 85 items. There are two parts in this rubric assessment; a part that analyzes the textbook quality consisting of 10 items and a part that analyzes the textbook relevancy to curriculum 2013 which consists of 75 items. The rubric helps the writer to decide whether the textbook fulfills the requirement of a good textbook proposed by Greene and Petty or not, and indicators in basic competencies of English subject in curriculum 2013 by analyzing each criterion that is contained in the textbook.

Documentation

Irjayanti (2019) defines documentation is a research data from non-human source. This source is quite useful because it is a stable and accurate source as a mirror of the actual situation/ condition and can be analyzed repeatedly without experiencing changes. The documentation here consists of the textbook itself, English syllabus for the seventh grade students (see Appendix 1), and Rubric Assessment for textbook (see Appendix 2). This research focuses on analyzing the content materials in English textbook for the seventh grade students entitled “Can Do”.

Data Collection Procedures

Kabir (2016) stated that data collection is the process of gathering and measuring information on variables of interest to answer stated research questions, test hypotheses, and evaluate outcomes. The researcher gathers the data using an instrument namely documentation. Documentation consists of English textbook for the seventh grade students entitled “Can Do”, English syllabus of curriculum 2013 for Junior High School, and rubric assessment based on 10 Criteria of Good Textbook from Greene and Petty. In collecting the data, this study was done some steps as follows:

1. The researcher borrows the “Can Do” students’ textbook.

2. The researcher limits the documentation from textbook’s cover until Unit 14 or approximately 95 pages.
3. The researcher scans the 97 pages of the textbook including the textbook’s cover, and stores the result in researcher’s laptop.
4. The researcher browses the internet to find digital copy of Curriculum 2013’s syllabus for English subject in the seventh grade of Junior High School.
5. The researcher downloads the digital copy of Curriculum 2013’s syllabus for English subject in the seventh grade of Junior High School, and stores the file in researcher’s laptop.
6. The researcher retrieves the rubric assessment from researcher’s textbook analysis’s course file and stores the file in researcher’s laptop.

Data Analysis

The researcher analyzes the data to create understanding of the data and to enable the researcher to present the result of this study to the readers. Therefore, data analysis is useful to find the results of the research question. In analyzing the data, this study was done some procedures as follows:

1. Reading the full content of “Can Do” student’s textbook for the seventh grade school of Junior High School.
2. Matching the contents with the rubric assessment of criteria of good textbook based on Greene and Petty and curriculum 2013 in Indonesia in the working table form for each criteria (see Appendix 2).
3. Giving a checkmark in the table, it means that a checkmark (√) is used as a sign that a data has fulfilled the criteria.
4. Summarizing the result for each criteria shown in the tables.
5. Describing a conclusion of the result of each component based on criteria of good textbook based on Greene and Petty and relevancy based on curriculum 2013 in Indonesia.
6. Concluding the whole result of the research.

FINDINGS AND DISCUSSION

There are 10 categories for quality of a good textbook that have been analyzed by the writer and 8 categories for relevancy to Curriculum 2013. Then, the writer concludes the quality and relevancy of the content in the textbook in qualitative output to show the result in descriptive form.

Textbook Quality Based on 10 Criteria of Good Textbook by Greene and Petty *The Contents Are Interesting for Students*

Table 1. Findings on the First Criteria

No	Chapter	Indicator	Fulfill the criteria		Page Number
			Yes	No	
1	Unit 1	The chapter has varied content	√		4,5,6,7,8
2	Unit 2		√		10,11,12,13,14
3	Unit 3		√		18,19,20,21,22,23
4	Unit 4		√		24,25,26,27
5	Unit 5		√		30,31,32,33,34,35
6	Unit 6		√		38,39,40,41,42
7	Unit 7		√		44,45,46,47,48
8	Unit 8		√		52,53,54,55,56,57
9	Unit 9		√		58,59,60,61,62

10	Unit 10	√	64,65,66,69
11	Unit 11	√	70,71,72,73,74,75
12	Unit 12	√	76,77,78,80
13	Unit 13	√	84,85,86,88,89
14	Unit 14	√	90,91,92,93,94,95

The variation of contents could be concluded into the reading and listening skills presented in the textbook. The reading skill is shown as reading passage in various forms: speech bubble, a membership card, a passport, a boarding card, an identity badge, a paragraph, an e-mail, a brochure, picture comprehension, a card, a letter, a note, a leaflet, a table, a slogan, a conversation, and an article. Furthermore, the listening skill is shown as a listening section in spelling, conversation, talk, and pronunciation.

The Activities Develop the Motivation

Table 2. Findings on the Second Criteria

No	Chapter	Indicator	Fulfill the criteria		Page Number
			Yes	No	
1	Unit 1	The chapter contains activities which allow students to discuss and share their ideas	√		5,7,9
2	Unit 2		√		11,13,15
3	Unit 3		√		19,20,21
4	Unit 4		√		25,27
5	Unit 5		√		31,33
6	Unit 6		√		38,39,41
7	Unit 7		√		45
8	Unit 8		√		53,55
9	Unit 9		√		59,61,63
10	Unit 10		√		65,67
11	Unit 11		√		71,73,75
12	Unit 12		√		77,79
13	Unit 13		√		85,87,89
14	Unit 14		√		91,95

The individual activities are scattered throughout the chapters in various forms which allow students to explore the materials and practice their knowledge by themselves. Pair and group activities are located in a certain part of each chapter. Some of the pair and group activities are presented as the activities about asking questions about identity, making a membership card, making a passport, making a quiz, interviewing friends, discussing a holiday plan, asking for directions on a map to partner, and making suggestions as a group.

The Chapter Has Good Illustration

Table 3. Findings on the Third Criteria

No	Chapter	Indicator	Fulfill the criteria		Page Number
			Yes	No	
1	Unit 1		√		4,5
2	Unit 2		√		10,11,12,13
3	Unit 3		√		18,19,20,21,22,23
4	Unit 4		√		24,25,27,28
5	Unit 5		√		30,31,32,33,34,35

6	Unit 6	The chapter contains colorful and attractive illustrations scattered through the chapter to add to the interest of the presentation	√		38,39,40,42
7	Unit 7		√		44,45,46,48,49
8	Unit 8		√		52,53,54,56
9	Unit 9		√		58,60,61,62,63
10	Unit 10		√		64,65,66,67,68
11	Unit 11		√		70,71,72,73,74,75
12	Unit 12		√		76,77,78,79,80,81
13	Unit 13		√		84,85,86,87,88,89
14	Unit 14		√		90,91,92,93,94,95

Based on the findings, all of the chapters fulfilled the third criteria of a good textbook by Greene and Petty that the chapters contain colorful and attractive illustrations as in chapter 1, there is an illustration of several teenagers telling their origins with an illustration of world countries behind them as the chapter talks about identity.

The Chapters Have to Consider Linguistic Aspect

Table 4. Findings on the Fourth Criteria

No	Chapter	Indicator	Fulfill the criteria		Page Number
			Yes	No	
1	Unit 1	The chapter contains activities that represent the aspect of linguistics based on 7 th grade vocabularies	√		4,6,7,8
2	Unit 2		√		10,12,13,14
3	Unit 3		√		18,19,21
4	Unit 4		√		25,26,29
5	Unit 5		√		31,32
6	Unit 6		√		38,40,41
7	Unit 7		√		44,45,47
8	Unit 8		√		52,55
9	Unit 9		√		59,60,61
10	Unit 10		√		64,65,67
11	Unit 11		√		70,71
12	Unit 12		√		76,80
13	Unit 13		√		84,87
14	Unit 14		√		93

The finding based on the fourth criteria resulted that the majority of the chapter fulfilled this criteria, which mean that at least one linguistics aspect from phonetic, morphology, and syntax is present with the vocabularies for seventh grade students in each chapter of the textbook.

The Content Has to Relate to Another Subject

Table 5. Findings on the Fifth Criteria

No	Chapter	Indicator	Fulfill the criteria		Page Number
			Yes	No	
1	Unit 1	The chapter contains activities or illustrations that relate to Math, Natural Science, Social Science, Bahasa Indonesia, English, Civics Education, Religious Education, Art and Culture, Physical Education, or Information and Communication Technology in Junior High School	√		4,5
2	Unit 2		√		12
3	Unit 3		√		22
4	Unit 4			√	-
5	Unit 5		√		34
6	Unit 6		√		38
7	Unit 7			√	-
8	Unit 8			√	-
9	Unit 9			√	-

10	Unit 10	√	66
11	Unit 11	√	-
12	Unit 12	√	-
13	Unit 13	√	85, 86
14	Unit 14	√	

Based on the findings, this textbook contains contents related to the subjects of social science, physical education, mathematic, and natural science. The materials are related to Social Science about countries, world map, history of a famous person and place, Physical Education about the name of sports and sports equipment, Mathematics about counting, and Natural Science about an animal.

The Content Stimulates Students Illustrative and Communicative

Table 6. Findings on the Sixth Criteria

No	Chapter	Indicator	Fulfill the criteria		Page Number
			Yes	No	
1	Unit 1	The chapter contains several activities that cover four language skills: reading, writing, listening, and speaking	√		4,5,6,7,8,9
2	Unit 2		√		10,11,12,13,14,15
3	Unit 3		√		18,19,20,21,22,23
4	Unit 4		√		24,25,26,27,29
5	Unit 5		√		30,31,32,33,35
6	Unit 6		√		38,39,40,43
7	Unit 7		√		44,45,46,47,48
8	Unit 8		√		52,53,54,55
9	Unit 9		√		58,59,60,61,62
10	Unit 10		√		64,65,66,67,68,69
11	Unit 11		√		70,71,72,73,74,75
12	Unit 12		√		76,77,78,79,80
13	Unit 13		√		84,85,86,87,88,89
14	Unit 14		√		90,91,92,93,94,95

Based on the findings above, it is known that more than one language skills are present in the chapters of the textbook. Furthermore, several activities in the textbook contain more than one language skill. It means that language skills in this textbook are integrated into the teaching and learning material.

The Concept Is Clear Enough

Table 7. Findings on the Seventh Criteria

No	Chapter	Indicator	Fulfill the criteria		Page Number
			Yes	No	
1	Unit 1	The activities in the chapter have clear instructions	√		4
2	Unit 2		√		10
3	Unit 3		√		18
4	Unit 4		√		24
5	Unit 5		√		30
6	Unit 6		√		38
7	Unit 7		√		44
8	Unit 8		√		52
9	Unit 9		√		58
10	Unit 10		√		64
11	Unit 11		√		70

12	Unit 12	√	76
13	Unit 13	√	84
14	Unit 14	√	90

Based on the findings, all of the chapters fulfilled the seventh criteria of a good textbook by Greene and Petty that chapters use simple sentences and short instructions to avoid confusion from students as chapter one, the researcher found the example of simple sentence and short instruction on page 4 (see Appendix 3): “Find the teenagers’ countries on a map.”, “Match the questions to the answers.”, and “Listen and check.”

The Chapter Has a Good Point of View

Table 8. Findings on the Eighth Criteria

No	Chapter	Indicator	Fulfill the criteria		Page Number
			Yes	No	
1	Unit 1	The chapter provides all of the important expression needs to show what the chapter is about	√		4,6
2	Unit 2		√		10,12
3	Unit 3		√		18,20
4	Unit 4		√		24,26
5	Unit 5		√		30,32
6	Unit 6		√		38,40
7	Unit 7		√		44,46
8	Unit 8		√		52,54
9	Unit 9		√		58,60
10	Unit 10		√		64,66
11	Unit 11		√		70,72
12	Unit 12		√		76,78
13	Unit 13		√		84,86,88
14	Unit 14		√		90,92

Based on the findings, all of the chapters fulfilled the eight criteria of a good textbook by Greene and Petty that the chapters have good point of view as in chapter one, the expressions are suitable to the contents about introducing and asking for other people’s personal information as the expressions on page 4 and 6 (see Appendix 3 and 5) are “I am...”, “My name’s...”, “Where are you from?”, “How old are you?”, “Am/ is/ are.”, and “His/ her/ your.”

The Content Has Morale Value

Table 9. Findings on the Ninth Criteria

No	Chapter	Indicator	Fulfill the criteria		Page Number
			Yes	No	
1	Unit 1	The chapter contains a passage, an activity or an illustration that represent morale value	√		4,5
2	Unit 2		√	√	14
3	Unit 3			√	-
4	Unit 4			√	-
5	Unit 5			√	-
6	Unit 6			√	-
7	Unit 7			√	-
8	Unit 8			√	-
9	Unit 9			√	-
10	Unit 10			√	-
11	Unit 11			√	-

12	Unit 12		√	-
13	Unit 13		√	-
14	Unit 14		√	-

Based on the findings, the majority of the chapters do not fulfill the ninth criteria of a good textbook by Greene and Petty that the content of the chapters has morale value.

The Content Appreciates The Differences

Table 10. Findings on the Tenth Criteria

No	Chapter	Indicator	Fulfill the criteria		Page Number
			Yes	No	
1	Unit 1	The chapter contains a passage, an exercise, or an illustration that included multiple people with different skin colors or origins	√		4
2	Unit 2		√		10
3	Unit 3		√		18,20
4	Unit 4		√		24,26
5	Unit 5			√	-
6	Unit 6			√	-
7	Unit 7		√		46
8	Unit 8		√		54
9	Unit 9		√		60,61
10	Unit 10		√		68
11	Unit 11		√		72
12	Unit 12		√		80,81
13	Unit 13			√	-
14	Unit 14			√	-

Based on the findings, the majority of the chapters fulfilled the tenth criteria of a good textbook by Greene and Petty that the content of the chapters appreciates the differences as illustrations of four famous people with different nationalities.

On the relevancy of the textbook to Curriculum 2013, it is found that the majority of research findings on relevancy to Curriculum 2013 resulted the majority of the content from the textbook match to the basic competencies and indicators of the English subject that set in the syllabus of curriculum 2013 for the seventh grade of junior high school. As can be seen in research findings, the majority of basic competencies were found in the textbook, but not all of the basic competencies. Some of the basic competencies that can be found in this book were 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6. However, the basic competencies that cannot be found were 3.7, 3.8, 4.7, and 4.8. as the textbook does not have any related materials with the required material from the syllabus. There are 49 out of 75 indicators that can be found in the content of the textbook as displayed in Table 4.19.

Table 11. Summary of the Number of Indicators in the Textbook

BASIC COMPETENCES	NUMBER OF INDICATORS	NUMBER OF MATCHABLE INDICATORS IN THE TEXTBOOK
3.1 and 4.1	6	5
3.2 and 4.2	6	6
3.3 and 4.3	6	6
3.4 and 4.4	10	10
3.5 and 4.5	17	16
3.6 and 4.6	19	6
3.7 and 4.7	7	0
3.8 and 4.8	4	0

The researcher found that the topics of the textbook do not follow the sequence of topics in the syllabus (see Appendix 1). Moreover, there are several topics from the syllabus that cannot be found in this textbook such as song lyrics related to teenage life in SMP/ MTs. Even so, topics like the act of giving and asking related information about the name of the day, month, numeric time, date, and year are present in this textbook.

The Research Discussion

In this study, the majority of the research findings indicated that the textbook quality has fulfilled the criteria while few chapters have not fulfilled some criteria. Based on Sari (2019), the students claim that they are bored of many materials but little variation in textbook that made the lesson stifling. This statement aligns with the research findings on the first criteria as it can be seen that all 14 chapters are interesting for students as the 14 chapters have varied content. By having variations with interesting and attractive illustrations, the textbook could interest students to keep opening the pages as the variations tackle any monotone in delivering the content.

Similar to research findings on the first criteria, the second criteria resulted that all 14 chapters contain activities that can develop motivation as the 14 chapters contain individual, pair, and group activities that allow students to discuss and share their ideas. Even if it is only located in a certain part like the second or fourth page of each chapter, pair and group activities have a significant impact on students' motivation (Baleghizadeh and Farhesh, 2014). From 21 forms of pair and group activities, most of them create a situation where students are instructed to create an idea toward the activity and discuss it with the partner or the group. These kinds of activities that allow students to discuss and share their ideas play a big role in motivating students toward the lesson. Those individual, pair and group activities are present in this textbook which made this textbook a medium to develop students' motivation.

This textbook has colorful and attractive illustrations. The third criteria resulted that all 14 chapters have good illustrations which contain colorful and attractive illustrations to add to the interest of the presentation. In addition to the elements of visual design by Tomita (2015), the principal visual elements of line, shape, tone, color, texture, form, scale, space, and light are present in this textbook which makes the illustrations look colorful and attractive. Therefore, the illustrations in this textbook are colorful and attractive. In addition, physical evidence can be found on each page of the textbook.

As a language textbook, this textbook must possess the aspect of linguistics based on the vocabulary level of targeted students. By possessing those aspects, the textbook allowed an easier process to remember the vocabularies and comprehend the materials in the language textbook. Tarigan (2009) in Masrupi et al (2020) stated that one of the functions of textbook was the textbook should consider the linguistic aspect. So it will be suitable with the learner's ability.

Yesterday's language book was formal. Rules and usages were memorized as part of the work of the language class but were rarely considered in other classes. Today the language class as presented in the modern textbook overlaps into practically every subject in the classroom. Language skills are made habitual through use in practically all school activities. Thus, Greene and Petty mentioned the fifth criteria of a good textbook have to relate to another subject. There are 7 chapters that contain materials related to another subject in which the other 7 chapters do not relate to any other subjects in the seventh grade of Junior High School.

Language skills are divided into speaking, listening, reading, and writing. When a teacher made a plan for language learning for a specific length of time, it is imperative to make sure that the teaching and learning process includes the four language skills. It aligns with the sixth criteria of a good textbook by Greene and Petty. Based on the findings, it is known that more than one language skills are present in the textbook. In addition, Sadiku (2015) states that four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information,

evidence of their own ability (proof of learning) and, most important, confidence.

Based on the findings, the seventh criteria resulted that all 14 chapters of this textbook use simple instruction. By using simple sentence for the instruction, the students can get a clear image of what they need to do on the activities. Rosi (2019) stated that one of the criteria of a good textbook is it contains clear instructions for carrying out activities clearly and concisely but adequately articulated.

Research findings on the eight criteria resulted that all chapters fulfilled this criteria. The expressions provided are suitable to the contents of each chapter. It means that the materials in the textbook are organized and served the objectives of the chapters in the textbook.

Although the content of this textbook is scattered with attractive illustrations and motivational activities, there are only 2 out of 14 chapters that contain a moral value in their content. In summary, the majority of this textbook does not fulfill the ninth criteria of a good textbook by Greene and Petty. Ayub (2019: 54) stated that it is important to understand that moral values are important to be taught to the students because moral values influence students' achievement and behavior. And hope by the teaching of moral values, the students can learn what they will, they can differentiate what is good or bad, they can solve the problem of their life. And Ayub believes if the students have good morals, characters and principles in their life, their future will be brighter. Unfortunately, this textbook has only 2 contents that has moral value.

A good textbook does not discriminate against any individual or group, the textbook respects the differences of its users which is represented in its contents as mentioned in the tenth criteria of a good textbook by Greene and Petty. When the students use the textbook, it is crucial to make them feel convenient; not discriminated against. Thus, it is important to make sure that the differences are represented. The researcher believes this textbook represents diversity in which is seen from its illustrations and contents. The illustrations represent the diversity of skin colors, cultures, origins, and customs. However, the researcher also found that there are 4 out of 14 chapters that illustrations and contents do not represent any diversity in which the 4 chapters only represent one group of people. Even so, the majority of the 14 chapters represent the diversity of their illustrations and contents.

Parlindungan et al., (2018) stated that it is important for English textbooks to represent diversity and multicultural perspectives in their material. They stated that what cultural knowledge and whose culture are represented in ELT textbooks become crucial because culture is an integral part of the interaction between language and thought.

On the relevancy of the textbook to Curriculum 2013, it is found that the majority of research findings on relevancy to Curriculum 2013 resulted the majority of the content from the textbook match to the basic competencies and indicators of the English subject that set in the syllabus of curriculum 2013 for the seventh grade of junior high school.

The reason that several indicators are not present in this textbook is because the textbook has several different topics. Several materials from indicators that include communicative purpose, language feature, and structure of the text are not in this "Can Do" student's book, but the researcher found that the teacher's book has the guides for the teacher for making further explanation. As long as the textbook has the material that allow the teachers to apply the basic competencies and the indicators such as this textbook has a text about introduction which allow teachers to explain the communicative purpose, language feature, and structure of the text of the introduction text in the classroom. In conclusion, this textbook contains material that relevant to the majority of indicators of the basic competencies in the syllabus.

In comparison to previous studies conducted by Siagian (2019) and Sari (2019), this research has similarities from both previous studies. In Sari (2019), the researcher discusses the result on the suitability of the textbook to syllabus using BSNP. The result shows that the textbook is perfectly suitable to the syllabus based on BSNP. In addition, the result of this research indicated that the majority of the content of the textbook is relevant to the syllabus. In Siagian (2019: 72), the result shows that 70.58% of the materials and exercises fulfilled the rubric assessment of textbook analysis by Cunningsworth that has been adapted. Those numbers are aligned with this research as the

majority of the findings fulfilled the criteria from the rubric assessment based on 10 criteria of a good textbook by Greene and Petty.

CONCLUSION

After analyzing the students' textbook entitled "Can Do" based on 10 criteria of a good textbook by Greene and Petty and Curriculum 2013, the researcher concludes that (1) the majority of the quality of "Can Do" student's textbook fulfill the criteria of a good textbook by Greene and Petty. (2) The majority of the relevancy of the textbook match to Curriculum 2013.

The majority of the quality of the textbook fulfilled the criteria of a good textbook by Greene and Petty as 8 criteria from 10 criteria are present in the textbook. It means two criteria do not meet the 10 criteria of a good textbook by Greene and Petty. The criteria are the textbook related to another subject and consisted morale value from the contents throughout the textbook. Related to another subject and consisted morale value are supplementary needs for textbook contents. It means the textbook can be used while lacking in relation to another subject and lacks moral value.

The majority of the relevancy of the textbook matches to the Curriculum 2013. There are 49 indicators from 75 indicators that can be found in this textbook. Although the majority of research findings are relevant to the basic competencies and indicators of Curriculum 2013, there are several topics from the syllabus that do not appear in the textbook.

SUGGESTIONS

Based on the result of the research, the researcher gives some suggestions as follows:

1. For English teachers, they can continue to use the English textbook. They can use the textbook as the main material to teach the four English language skills to students. They should also covered some topics from the syllabus that do not present in this textbook with other sources of material like other relevant textbook.
2. For publishers, it is important for language textbooks to follow the current curriculum. Moreover, the publishers need to include four English skills in their textbook.
3. For other researchers, it is suggested to conduct similar research with deeper analysis based on Greene and Petty criteria or other criteria of good textbooks.

REFERENCES

- Ayub. (2019). *An Analyzing of Moral Value Embodied in Students' English Book At The Second Grade Students of SMAN 1 Campalagian*. Parepare: English Program, Tarbiyah Faculty, State Islamic Institute Parepare.
- Baleghizadeh, S., & Farhesh, S. (2014). The Impact of Pair Work on EFL Learners' Motivation. *MEXTESOL Journal* 38(3), 6
- Bungin, B. (2007). *Penelitian Kualitatif*. Jakarta: Kencana
- Cunningsworth. (1995). *Evaluating and Selecting English Foreign Language (EFL) Teaching Materials*. Macmillan: New York.
- Greene, H. A., & Petty, W. T. (1959). *Developing Language Skills in The Elementary School*. Boston: Allyn and Bacon, Inc.
- Iriyanti, S. (2019). *Peran Home Industry Tahu Dalam Memberdayakan Ekonomi Masyarakat di Desa Nglongsor, Kecamatan Tugu, Kabupaten Trenggalek*. Tulungagung: Institut Agama Islam Negeri Tulungagung.
- Kabir, S. M. S., (2016). *METHODS OF DATA COLLECTION*. retrieved from https://www.researchgate.net/publication/325846997_METHODS_OF_DATA_COLLECTION
- Lawrence, W P. W. (2011). *Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum*. Unpublished master's thesis. Hong Kong: City University of Hong Kong.

- Lincoln, Y. S. and Guba, E. G. (1988). *Criteria for Assessing Naturalistic Inquiries as Reports*. Paper presented at the annual meeting of the American Educational Research Association.
- Mahmudah, R. (2016). *The Quality of English Textbook Used By English Teachers for The Tenth Grade of MAN Model Palangka Raya Based on Education National Standard Council (BSNP)*. Palangka Raya: Institut Agama Islam Negeri Palangka Raya.
- McInnes, S., Peters, K., Bonney, A. & Halcomb, E. (2017). An exemplar of naturalistic inquiry in general practice research. *Nurse Researcher*, 24(3), 36-41.
- Masrupi, Baihaqi, A., & Hakim, M. (2020). The Feasibility of English Textbook for Vocational School. *JELTS* 3(2), 54-63.
- Parlindungan F., Rifai I., & Safriani, A. (2018). The representation of Indonesian cultural diversity in middle school English textbook. *Indonesian Journal of Applied Linguistics*, 8(2). 289-302
- Rosi, I, K., (2019). *TEXTUAL MEANINGS OF ENGLISH TEXTBOOK INSTRUCTION (A Case of Buku Bahasa Inggris Kelas X by Indonesian Ministry of Education and Culture)*. Semarang: Universitas Negeri Semarang.
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature Studies Vol.1* (1). ISSN 2411-4103
- Sari, A. N. (2019). *An Analysis of Textbook Entitled "Hedline English" Published by Srikandi Empat of Seventh Grade of Junior High School*. Lampung: Universitas Islam Negeri Raden Intan Lampung.
- Siagian, L. Y. (2019). *Analysis on An English Textbook for The Eleventh Grade Students Entitled "Bahasa Inggris" Used in SMA Negeri 1 Banjarmasin*. Banjarmasin: Universitas Lambung Mangkurat.
- Suryani, R. W. (2018). "WHEN ENGLISH RINGS THE BELL": An English Textbook Analysis. *English Language Teaching and Research*, 2(1), 258-268. ISSN 2613 1108
- Tarigan, H. G. (2009). *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.
- Tomita, K. (2015). Principles and Elements of Visual Design: A Review of the Literature on Visual Design of Instructional Materials. *Educational Studies* 57. Tokyo: International Christian University.
- Wahyuni, S. (2016). Curriculum Development in Indonesian Context The Historical Perspectives and The Implementation. *UNIVERSUM* 10(1), 73-82. e-ISSN: 2502 8650