CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Textbook

2.1.1 The Definition of Textbook

Textbook plays an important role in teaching and learning activities. Similar with the statement above, Riazi (2003) stated that textbooks are very crucial factor in teaching and learning proccess for ESL/EFL classroom.

Textbooks assist students in learning proccess to increase their knowledge and helps the teacher to prepare and developing the materials. As Cunningsworth (1995) describe, that textbooks are effective sources for self-directed learning,source of idea for activities,have appropiate syllabus, and support for teachers to gain in confidence when teaching proccess.

Accepteness and appropiateness of textbooks are much dependent on satisfying the learners' needs. As Cunningsworth (1995) argued that good texbooks should reflect the learners' needs.

From those definitions about textbook, it can be reffered that a textbook is a book that serves as a standard guideline for students and teacher in supporting in teaching and learning process.

2.1.2 The Function of Textbook

Textbook has a very important and positive part in teaching and learning process. Hutchinson and Torres (1994) stated that textbook provide classroom lessons necessity through different activities, readings, and explanations. In addition, Cunningswoth (1995) identifies several functions and roles of textbook as a source of presentation material, a source of practice and communicative interaction, a reference book, a syllabus, a source for self-directed learning, a support for less experienced teachers.

Basically, the function of textbook is to help both teacher and students in teaching and learning proccess. For teacher, it helps them in preparing and deveope the teaching materials. As for the students, it helps them to gain the knowledge and input in learning.

2.1.3 Criteria of Good English Textbook

Textbook is important media in teaching and learning process. So it must have a good quality. To know the textbook have a good quality, the researcher provides the criteria from the experts.

According to BSNP (2014), the standards of recomended textbook must cover :

1. Content Worthiness

    a. Compatibility materials with core and basic competence

        In this aspect divided into two sub aspect. Those are material completeness and material depth. In materials completeness, textbook must contain interpersonal text, transactional text, and

functional text. In material depth, textbook must contain exposure, retention and production in learning every type of text.

b. Material accuracy

In this aspect divided into three sub aspect, those are social function,generic structure and linguistic feature. In social function, the texts given in the textbook or from the results of learners exploration directed for social function achievement which related to learners daily life. In generic structure, the texts given in the textbook directed to developing the ability thinking coherently and systematically. In linguistic feature, the texts in the textbook directed to developing the communication ability with acceptable language.

c. Supporting materials

In this aspect divided into three sub aspect, those are relevance, development of life skills, and development of diversity insight. In relevance aspect, judges the relevance of illustrations, tables and picture used in exercises or text in supporting the materials. In development of life skills is related to the usefulness of materials and text assist in developing learners skills in social life. In development of diversity insight, texts and communicative activities motivated learners to developing their diversity attitude.

2. Presentation Worthiness

a. Technique of presentation

In this aspect, divided into two sub aspect. Those are systematic and chapter equilibrium.

b. Learning presentation

In this aspect, divided into four sub aspect. Those are learner center, development of learners' initiative, creative, and critical thinking,development of reflection and self evaluation.

c. Completeness of presentation

In this aspect, divided into three sub aspects. Those are introduction part, content part and closing part.

2.2 Textbook Evaluation and Checklist

The implementation of textbook in teaching and learning proccess becomes very important. It can help the teacher to prepare the materials for teaching. It is important that teachers make appropiate choices when selecting textbook for their learners. While the process of selecting an appropiate textbook is not easy for them, they have carefully selected textbook to teach in the classroom. Nunan states, the selection process can be facilitated by the use of systematic materials evaluation procedures which help ensure that materials are appropiate with the needs and interests of the learners.

McDonough and Shaw (1993) provide a flexible two stage model for the textbook evaluation. An external evaluation includes criteria which gives an overview of the organizational of the textbook, as stated by the author through the cover, introduction, and table of contents. For internal evaluation of the textbook, to see how far the materials in questions match up with the aims and objectives of a given teaching program.

Cunningsworth (1995), Richard (1998), and Miekley (2005) suggest to use a checklist to evaluate the textbook. This can make easy to educators to determine an appropiate textbook and make the process of evaluating more efficient.

Related to the experts' statement above, the researcher will analyze the textbook uses the checklists which contains a criteria of good textbook based on BSNP (National Standard Board of Education) instrument. It is a valid instrument for evaluating the textbook including English textbook for senior high

school. The instrument consists of two main components; the worthiness of the content and the worthiness of the presentation.

2.3 Rubric Assessment for Textbook

The rubric assessment is design from BSNP (2014) to evaluate the worthiness and suitability of a textbook. These are component of instruments in evaluating a textbook :

2.3.1 Worthiness of Content

The components of worthiness of contents includes three sub components which are compatibility materials with core competence snd basic competence, the accuracy of materials, and supporting materials.

A. The Compatibility Materials with Core and Basic Competence

This sub component is divided into two aspects which are completeness and in-depth.

1. Completeness

In completeness consist of interpersonal expression, transactional expression, and functional text in communication.

a. Interpersonal

Textbook must contain expressions in interpersonal communication with teacher and classmates in polite and caring. Score 4 is given when textbook contain 91% -100% expressions in interpersonal communication with teacher and classmates in polite and caring. Score 3 given when textbook contain 76% -100% expression in interpersonal communication with teacher and classmates in polite

and caring. Score 2 is given when textbook contain 61% - 75% expressions in interpersonal communication with teacher and classmates in polite and caring. Score 1 is given when textbook contain 0% - 60% expressions in interpersonal communication with teacher and classmates in polite and caring.

b. Transactional

Textbook contain of expressions to communicate in honestly, dicipline, confidence and responsible in transactional communication. Score 4 is given when textbook contain 91% - 100% expressions in transactional communication in honestly, discipline, confidence and responsible. Score 3 is given when textbook contain 76% - 90% expressions in transactional communication in honestly, discipline, confidence and responsible. Score 2 is given when textbook contain 61% - 75% expressions in transactional communication in honestly, discipline, confidence and responsible. Score 1 is given when textbook contain 0% - 60% expressions in transactional communication in honestly, discipline, confidence, and responsible.

c. Functional

Textbook also must contain functional text which use in functional communication which showed of responsible, care, cooperate and peaceful. Score 4 is given when textbook contain 91% - 100% functional text in functional communication which showed responsible, care, cooperate and peaceful. Score 3 is given 76% - 90% functional text in functional communication which showed responsible, care, cooperate, and peaceful. Score 2 is given when textbook contain 61% - 75% functional text in functional communication which showd responsible,

care, cooperate, and peaceful. Score 1 is given when textbook contain 0% - 60% functional text in functional communication which showed responsible, care, cooperate and peaceful.

2. Materials In-depth

In material depth, consist of exposure, retention and production.

a. Exposure

Textbook should contains and demand learners to explore many kinds of text that relevant with their daily life in order to help them to accustomed with the type of text. Score 4 is given when textbook contains 3 examples of text that relevant with learners daily life. Score 3 is given when textbook contains 2 example of text that relevant with learners daily life. Score 2 is given when textbook contain 1 example of text that relevant with learners daily life. Score 1 is given when textbook has no example of text that relevant with learners daily life.

b. Retention

Textbook should contains guidance for learners to understanding the tree elements of text formation. Those are social function, element and structure of meaning, and linguistic features. Score 4 is given when all of the elements of text formation are taught. Score 3 is given when only 2 elements of text formation are taught. Score 2 is given when only 1 element of text formation is taught. Score 1 is given if there is no element of text formation is taught.

c. Production

Textbook should contain guidance for the learners in producing both verbal and written text to achieve three elements of text formation which are social function, elements and structure of meaning and linguistic feature that relevant with the type of text. Score 4 is given when textbook produce text that load all the elements of text formation. Score 3 is given when textbook produce text that load only 2 elements of text formation. Score 2 is given when textbook produce text that load 1 element of text formation. Score 1 is given if textbook produce text that has no contain the elements of text formation.

B. The accuracy of the materials

This sub components are divided into three aspects which are social function, element and structure of meaning, and linguistic feature.

1. Social Function

The text provided in the textbook although the result of learners exploration are directed to achieve social function related to the daily life. The social function must occur in interpersonal communication, transactional communication and functional communication. Score 4 is given if 91% -100% text in the textbook useful to achieve the social function in interpersonal, transactional and functional communication. Score 3 is given if 76% - 90% text in the textbook useful to achieve the social function in interpersonal, transactional and functional communication. Score 2 is given if 61% - 75% text in the textbook useful to achieve the social function in interpersonal, transactional, and functional communication. Score 1 is given if 0% - 60% text in the textbook useful to achieve the social function in interpersonal, transactional and functional text.

2. Elements and structure of meaning

The text provided in the textbook although the result of learners exploration are expected to develop learners' ability to think coherently and sistematically in producing text. Score 4 is given when 91% - 100% text provided in the textbook give learners an idea to think coherently and systematically in producing text. Score 3 is given when 76% - 90% text provided in the textbook give learners an idea to think coherently and systematically in producing text. Score 2 is given when 61% - 75% text provided in the textbook give learners an idea to think coherently and systematically in producing text. Score 1 is given when 0% - 60% text provided in the textbook give learners an idea to think coherently and systematically.

3. Linguistic Feature

The text provided in the textbook although the result of learners exploration are expected to develop the learners ability in communication in polite and acceptable language for learners daily life. Score 4 is given when 91% - 100% text provided in the textbook are develop learners ability in communication in polite and acceptable language. Score 3 is given when 76% - 90% text provided in the textbook are develop learners ability in communication in polite and acceptable language. Score 2 is given when 61% - 75% text provided in the textbook are develop learners ability in communication in polite and acceptable language. Score 1 is given when 0% - 60% text provided in the textbook are develop learners ability in communication in polite and acceptable language.

C. Supporting Materials

This sub component is divided into three aspect. Those are up-to-date of the materials, development of life skills, and development of diversity insight.

1. Up-to-date of The Materials

This aspect consists of relevance materials toward topic discussed and up-to-date reference.

a. Relevance materials toward topic discussed

Teaching materials (texts, tables, pictures) are taken from sources which relevance toward topic discussed. Score 4 is given when 91% - 100% teaching materials are taken from sources which relevance toward topic discussed. Score 3 is given when 76% - 90% teaching materials are taken from sources which relevance toward topic discussed. Score 2 is given when 61% - 75% teaching materials are taken from sources which relevance toward topic discussed. Score 1 is given when 0% - 60% teaching materials are taken from sources which relevance toward topic discussed.

b. Up – to – date references

Teaching materials (texts, tables, pictures) are taken from up-to-date sources toward topic discussed. Score 4 is given when 91% - 100% sources published at last 4 years. Score 3 is given when 76% - 90% sources published at last 4 years. Score 2 is given when 61% - 75% sources published at last 4 years. Score 1 is given when 0% - 60% sources published at last 4 years.

2. Development of Life Skills

Every texts and communication acts should motivate learners to do several things in developing of life skills such as personal skills, social skills, academic skills, and vocational skills. Score 4 is given if the texts in textbook consist of 91% - 100% of life skills development. Score 3 is given if the texts in textbook consist of 76% - 90% life skills development. Score 2 is given if the texts in textbook consist of 61% - 75% life skills development. Score 1 is given if the texts in textbook consist 0% - 60% life skills development.

3. Development of Diversity Insight

Every text and communication acts should motivate learners to do several things to developing their diversity insight such as appreciate the cultural diversity, awareness in potential and wealth of regions, appreciation of democratic values, understand about national insight. Score 4 is given if the texts in textbook consist of 91% - 100% diversity insight development. Score 3 is given if the texts in textbook consist of 76% - 90% diversity insight development. Score 2 is given if the texts in textbook consist of 61% - 75% diversity insight development. Score 1 is given if the texts in textbook consist of 0% - 60% diversity insight development.

2.3.2 The Worthiness of Presentation

The worthiness of presentation includes three sub components, which are technique of presentation, learning presentation, and completness of presentation.

A. Techniques of Presentation

This criteria is divided into two sub criteria which are systematic and chapter equilibrium.

1. Systematic

The materials and tasks in the textbook presented in the form of texts, communicative acts, ilustrations and symbols should be systematic. Score 4 is given if 91% - 100% materials and tasks presented in the form of texts, communicative acts, illustrations and symbols are systematic. Score 3 is given if 76% - 90% materials and tasks presented in the form of texts, communicative acts, illustrations and symbols are systematic. Score 2 is given if 61% - 75% materials and tasks presented in the form of texts, communicative acts, illustrations and symbols are systematic. Score 1 is given if 0% - 60% materials and tasks presented in the form of texts, communicative acts, illustrations and symbols are systematic.

2. Chapter Equilibrium

The total page of every chapter in the textbook should be balanced. Score 4 is given if the equilibrium of total page reflected on 91% - 100% chapter in the textbook. Score 3 is given if the equilibrium of total page reflected on 76% - 90% chapter in the textbook. Score 2 is given if the equilibrium of total page reflected on 61% - 75% chapter in the textbook. Score 1 is given if the equilibrium of total page reflected on 0% - 60% chapter in the textbook.

B. Learning Presentation

This criteria is divided into five sub criteria, which are learners center; developing initiative,creativity,and learners' critical thinking; the development of

self-autonomous learners; the development of learners' ability to evaluate themselves.

1. Learner Center

The chapter contains presentation which motivate learners more interactive using English language in among learners, between learners and teacher, and between learners with wider environment. Score 4 is given if 91% - 100% chapter contains presentation which motivate learners more interactive using English language in among learners, between learners and teacher, and between learners and wider environment. Score 3 is given if 76% - 90% chapter contains presentation which motivate learners more interactive using English language in among learners, between learners and teacher, and between learners and wider environment. Score 2 is given if 61% - 75% chapter contains presentation which motivate learners more interactive using English language in among learners, between learners and teacher, and between learners and wider environment. Score 1 is given if 0% - 60% chapter contains presentation which motivate learners more interactive using English language in among learners, between learners and teacher, and between learners and wider environment.

2. Developing of Initiative, Creativity, and Learners' Critical Thinking

The chapter contains presentation which motivate learners to do some communicative activities both oral and written based on their own initiative creatively and critically. Score 4 is given if 91% - 100% chapter contains presentation which motivate learners to do some communicative activities both oral and written based on their own initiative creatively and critically. Score 3 is given if 76% - 90% chapter contains presentation which motivate learners to do

sone communicative activities both oral and written based on their own initiative creatively and critically. Score 2 is given if 61% - 75% chapter contains presentation which motivate learners to do some communicative activities both oral and written based on their own initiative creatively and critically. Score 1 is given if 0% - 60% chapter contains presentation which motivate learners to do some communicative activities both oral and written based on their own initiative creatively and critically.

3. The Development of Self-autonomous Learning

Materials presentation and the tasks motivate the learners to responsible on what they have been learn. Score 4 is given if 91% - 100% materials presentation and tasks motivate learners to responsible on what they have been learn. Score 3 is given if 76% - 90% materials presentation and tasks motivate learners to responsible on what they have been learn. Score 2 is given if 61% - 75% materials presentation and tasks motivate learners to responsible on what they have been learn. Score 1 is given if 0% - 60% materials presentation and tasks motivate learners to responsible on what they have been learn.

4. The Development of Reflection / Self Evaluation Ability

The chapter contains of presentation which develop learners ability in reflection/ self evaluation. Score 4 is given if 91% - 100% chapter contains of presentation which develop learners ability in reflection/ self evaluation. Score 3 is given if 76% - 90% chapter contains of presentation which develop learners ability in reflection/ self evaluation. Score 2 is given if 61% - 75% chapter contains of presentation which develop learners ability in reflection/ self

evaluation. Score 1 is given if 0% - 60% chapter contains of presentation which develop learners ability in reflection/ self evaluation.

C. Completeness of Presentation

This criteria is divided into three sub criteria, which are introduction part, content part, and closing part.

1. Introduction Part

Textbook are expected to have the preface, and table of content.

a. Preface

Preface means that information which deliver the reader to knowing three elements (the objective of the writer, espression of thanking, and expectation). Score 4 is given if textbook contains of all the elements of preface. Score 3 is given if textbook contains of two elements of preface. Score 2 is given if textbook contain one elements of preface. Score 1 is given if textbook has no preface.

b. Table of content

Table of content is list of information which help learners to find the three elements which are chapter, sub-chapter and topic. Score 4 is given if textbook contain of table of content which help learners to find all of the three elements. Score 3 is given if textbook contain table of content which help learners to find two elements. Score 2 is given if textbook contain table of content which help learners to find only one element. Score 1 is given if textbook has no table of content.

2. Content Part

Textbook are expected to have the introduction, learning load, references, and summary along with self reflection.

a. Introduction

Introduction at the beginning of the textbook contains of three elements. Those are objective of the textbook writng, systematic, and the way of learning process. Score 4 is given if the textbook contains of all of the three elements. Score 3 is given if the textbook contains two elements. Score 2 is given if textbook contain only one element. Score 1 is given if the textbook has no introduction.

b. Learning load

Learning load means that content of the textbook which consist of three elements. Those are face to face, structured tasks, and autonomous activites. Score 4 is given if the textbook contains of all the elements. Score 3 is given if the textbook contains of 2 elements. Score 2 is given if the textbook contain of only one element. Score 1 is given if the textbook has no the elements of learning load.

c. References

Texts, table, and pictures in the textbook consist of three elements. Those are tilte, serial number and reference. Score 4 is given if the texts, table, and pictures in consist of all the elements. Score 3 is given if the texts, table, pictures consist of two elements. Score 2 is given if the texts, table, and pictures consist of one element. Score 1 is given if the texts, table, and pictures has no the elements.

d. Summary and reflection

Summary means that key concept in the chapter which declared with brief sentences, clear and help learners to comprehend the content of the chapter. Reflection contain of conclusion in attitude which should be emulated. Score 4 is given if the summary and reflection help the learners' to comprehend 91% - 100% content in chapter and resume of the attitude which should be emulated. Score 3 is given if the summary and reflection help the learners' to comprehend 76% - 90% content in chapter and resume of the attitude which should be emulated. Score 2 is given if the summary and reflection help learners' to comprehend 61%-75% content in the chapter and resume of the attitude which should be emulated. Score 1 is given if the textbook has no summary or reflection.

3. Closing Part

Textbook are expected to have the glossary, references, and indexes.

a. Glossary

Glossary consists of the important terms with explanation of it and written alphabetically. Score 4 is given if the the textbook has a glossary which contain 91% - 100% important terms and the explanation that written alphabetically. Score 3 is given if the textbook has a glossary which contain 76% - 90% important terms and the explanation that written alphabetically. Score 2 is given if the textbook has a glossary which contain 61% - 75% important terms and the explanation that written alphabetically. Score 1 is given if the textbook has a glossary which contain 0% - 60% important terms and the explanation that written alphabetically, or the textbook has no glossary.

b. Bibliography

The list of the book that used as reference in the textbook begins with author name, the year of published, the title of the book, places, and publisher and written alphabetically. Score 4 is given if the textbook contain of bibliography which 91% - 100% has the complete elements and written alphabetically. Score 3 is given if the textbook contain bibliography which 76% - 90% has the complete elements and written alphabetically. Score 2 is given if the textbook contain bibliography which 61% - 75% has the complete elements and written alphabetically. Score 1 is given if the textbook contain bibliography which 0% - 60% has the complete elements and written alphabetically, or the textbook has no the bibliography.

c. Indexes (subjects and author)

Indexes of subject means that the list of important words followed by page number appearance. Index of author means that the list of author in the materials followed by page number appearance. Score 4 is given if the textbook contain of indexes of subject and author which 91% - 100% the words followed by page number appearance. Score 3 is given if the textbook contain of indexes of subject and author which 76% - 100% the words followed by page number appearance. Score 2 is given if the textbook contain of indexes of subject and author which 61% - 75% the words followed by page number appearance. Score 1 is given if the textbook contain of indexes of subject and author which 0% - 60% the words followed by page number appearance, or the textbook has no indexes of subject or author.

2.4 Curriculum

2.4.1 Definition of Curriculum

Curriculum is the most essential of teaching learning process. A teacher should teach their learners according to the current curriculum because it designed for the learners' needs. According to the Indiana Department of Education (2010) curriculum means learning arrangement for learners with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

From the definition above, the researcher concludes that curriculum is a plan that is developed to make teaching-learning progress well. It is kind of guidance in the teaching-learning process. The reformation of curriculum is to improve the quality of education.

2.4.2 Curriculum 2013

Curriculum 2013 has been implemented on July 2013 to replace the curriculum KTSP which applied since 2006. Curriculum 2013 is a curriculum which priority the understanding, skill, and character education. Learners are required to understand the materials, active in discussions and presentations and have a good manners and dicipline.

The latest Curriculum 2013 is perhaps the reformed and advanced version of KTSP because many aspects in the Curriculum 2013 are adapted from KTSP. The KD (Kompetensi dasar) are still used in the Curriculum 2013. It also still uses

the KTSP curriculum frameworks as the basis, yet in Curriculum 2013 introduced

new curriculum variable which is KI (kompetensi inti). Basically, the core

competence and basic competence of 2013 Curriculum for second grade of senior

high school as follow:

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya. 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (*extended*), serta responnya, sesuai dengan konteks

KOMPETENSI INTI	KOMPETENSI DASAR
wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	penggunaannya.
	3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya.
	3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya.
	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.
	3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.
	3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.
	3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.
	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
	3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.
	3.12 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara	4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran,

KOMPETENSI INTI	KOMPETENSI DASAR
mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.	dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan harapan dan doa bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.4 Menangkap makna teks undangan resmi. 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.7 Menangkap makna teks surat pribadi. 4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum. 4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal. 4.16 Menangkap pesan dalam lagu.

2.5 Review of Previous Study

Some researches on textbook had been conducted in the previous time. Meta Chairani (2011) analyzed an English Textbook entitled " The Analysis of English Textbook based on Competence Based Curriculum (CBC) for the first year of Senior High School Published by penerbit Erlangga and PT.Intan Pariwara". The result showed that both of two different English textbook that was analyzed are good, but only the book entitled " Bahasa Inggris Kelas 1 SMU " by PT.Intan Pariwara was appropiate in content and evaluation to fulfill the objective of Competence Based Curriculum.

The others researchers from Nestin Vernila Keban (2012) analyzed an English textbook entitled "A Content Analysis on English for Kids Grade 3 ". The result showed 60.86 % of the textbook met the criteria of a good EFL textbook that was categorized as adequately relevant to good EFL textbook criteria.

The last researchers is from Abu Darrin (2014) analyzed English textbook entitled "An Analysis of English Textbook for First Graders of Senior High School Bahasa Inggris untuk SMA/MA dan SMK/MAK Kelas X Published By Putra Nugraha And used in SMAN 18 Surabaya based on Basic Competences of Curriculum 2013". The results showed that all of basic competence in the textbook conform to the basic competences for first graders of Senior High School in the first semester syllabus of English curriculum 2013 but most of the materials in the textbook do not conform to the basic competence in the syllabus of English curriculum 2013

Based on the previous studies above, there are similarities and differences with this research. The similarities are on the subject that used in previous studies with the researcher study is English textbook. And there are some differences in objectives and content between the previous study and the researcher study. The objective of the first previous study is to find out which textbook is appropriate in content and in evaluation in order to fulfill the objective of competence based curriculum. For the second previous study, the objective is to know about how much English for Kids Grade 3, a textbook used in Elementary schools in Malang meets requirements of a good EFL textbook. In third previous study, the objective is How is the conformity between the basic competencies in the English textbook for first graders of senior high school used in SMAN 18 Surabaya entitled "English for SMA / MA and SMK / MAK Class X"Published by Putra Nugraha and the basic competencies in the syllabus of curriculum in 2013? And How is the conformity between the materials in the English textbook for first graders of high school seniors used in SMAN 18 Surabaya entitled" English for SMA / MA and SMK / MAK Class X"Published by Putra Nugraha and the basic competencies in the syllabus of curriculum 2013?. Since the objective of the researcher study itself are to know whether or not the English textbook analyzed met the criteria of a good textbook suggested by BSNP and whether they were relevant to 2013 Curriculum and to find out how those criteria were fulfilled or not by the textbook.