

CHAPTER IV

DISCUSSION

In this chapter, the writer presented the data which had been collected from the research. The data are the result of the analyse the quality of the textbooks used by English teachers in MAN Model Palangka Raya based on Education National Standard Council (BSNP) which consists of four elements, these are;(1) content eligibility,(2) presentation eligibility,(3) language eligibility and (4) graphic eligibility side, and the scoring of result in analysing the textbooks quality.

A. Discussion

1. Content Eligibility

In content eligibility, according the theory of Mansur Muslich on his book entitles “textbook writing; *Dasar-Dasar Pemahaman, Penulisan dan Pemalkaian Buku Teks*” on page 292 mention that there are three indicators that must be considered, namely (1) compliance with the description of the material standard of competence (SK) and basic competence (KD) contained in the relevant curriculum subjects; (2) the accuracy of the material; and (3) learning support materials.

a) “Contextual English” textbook

Firstly, focused on the compliance with the SK and KD. We know in creating a textbook cannot be separated from the applicable

curriculum. Therefore, the authors in creating a textbook should refer to applicable curriculum.

Looking from its compliance with the curriculum, most of chapters of “Contextual English” textbook have fulfilled the Competence Standard and Base Competence formed in the curriculum, although the other chapters load presenting the materials beside of the materials formed by Competence Standard and Base Competence.

MAN Model applies 2013 curriculum. In 2013 curriculum nothing Competence Standard but Core Material. Below is the Core Material and Base Competence that should be used as reference material for three English textbooks used by English teachers for the tenth grade of MAN Model Palangka Raya, these are: “Contextual English” published by Platinum, “BUPENA” published by Erlangga, and “Bahasa Inggris” published by *Kementrian Pendidikan dan Kebudayaan*.

Suitability Core and Basic Competence in each aspect contained in the 2013 curriculum of MAN Model Palangka Raya with the contents of the textbook.

Table 4.1

Suitability table of Core Competence and KD in curriculum of MAN Model with the textbooks of “Contextual English”

textbook

CLASS: X

Core Competence	Base Competence	Page That Answers
1. To appreciate and practice their religion		<ul style="list-style-type: none"> - Chapter 1; pg: 3; “preparation” part, no 5 “in your religion...” - Chapter 2; pg: 17; “preparation” part, no 4 “...some people connected the disaster to religion...” - Chapter 3; pg: 31; “preparation” part, no 2”from your religious...” - Chapter 6; pg: 85; “preparation” part, no 4 and 5 “(4) in our religious teaching, we learn that God the Almighty creates the world... and (5)...how do we as member of the society, respect God wishes?...”
2. To develop behaviour (honest, discipline, responsibility, caring, polite, friendly environment, mutual aid, cooperation, peace-loving, responsive and proactive) and demonstrate behaviours as part of a solution to the	2.1 To demonstrate responsible behaviour, caring, responsive and proactive in processing, reasoning and present information about the problems related to the natural environment (floods, tsunamis, earthquakes, etc.) in the form of explanation text	<ul style="list-style-type: none"> - Chapter 1; pg: 3; “preparation” part on “study this picture below...” part. - Chapter 2; pg: 17; “preparation” part => “look at the picture...” - Chapter 3; pg:46; “Mid Semester 1 test” part => hortatory text about “Glaciers” - Chapter 4; pg: 51; “preparation” part => look at the picture...” - Chapter 5; pg: 67; “preparation” part => “look at the picture...” - Chapter 6; pg: 92; “activity 3” part “read the text...(about big flood)” (in this chapter focus on recount text) - Chapter 7; pg: 107 “preparation” part => “in this lesson we will going to talk about volcanoes...” - Chapter 8; pg:126 ; “exercise” part (write a summary about pollution, but this chapter focus on descriptive text)

<p>various problems of the nation in interacting effectively with the social environment and nature and put themselves as a reflection of the nation in the association world.</p>	<p>2.2 To demonstrate the behaviour of responsibility, caring, responsive and proactive in processing, reasoning and present information about the problems related to social environment (fights / conflicts between people, poverty, ignorance, etc.) in the form of explanation text.</p>	<p>- Chapter 9; ph: 155; “lesson9 text “part “read the text below and...(About the Earth needs to be nourished...)”</p> <p>- Chapter 1; pg:7. “Activity 2” part. Note: this chapter presenting the information about the problems related to social environment in explanation text form but in this chapter presenting in dialogue expression form about “greeting”</p> <p>- Chapter 2; pg:22 “activity 2” part; Note: this chapter presenting the information about the problems related to social environment in explanation text form but in this chapter presenting in dialogue expression form about “introduction”</p> <p>- Chapter 3; pg: 31 on “core material “part and pg: 42 on “lesson 3 test” part. Note: this chapter presenting the information about the problems related to social environment in explanation text form but in this chapter presenting in hortatory text about “ the students should become good member of the society”</p> <p>- Chapter 4; pg: 57 on “activity 2” part and 58 on “get the expression” part. Note: this chapter presenting the information about the problems related to social environment in explanation text form but in this chapter presenting in dialogue expression form about “Expressing Sympathy”</p> <p>- Chapter 5; pg: 73 on “activity 3” part. Note: this chapter presenting the information about the problems related to social environment in explanation text form but in this chapter presenting in dialogue expression form about ”offer expression”</p> <p>- Chapter 6; pg: 85 on “core material” part. Note: this chapter presenting the information about the problems related to social environment in explanation text form but in this chapter presenting in dialogue expression form about “ caring expression”</p> <p>- Chapter 7; pg: 113-114 on “point 2” of “activity 1” part. Note: this chapter presenting the information about the problems related to social environment in explanation text form but in this chapter presenting in announcement form</p> <p>- Chapter 8; pg: 132 on “activity 3” part and pg 134 on “get the expression”</p>
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		<p>part.</p> <p>Note: this chapter presenting the information about the problems related to social environment in explanation text form but in this chapter presenting in dialogue expression form about “praising and congratulating expression”.</p> <p>- Chapter 9; pg: 143 on “core material” part. Note: this chapter presenting the information about the problems related to social environment in explanation text form but in this chapter presenting in reading text about household problems.</p>
	<p>2.3 To demonstrate honest behaviour, responsibility, caring, responsive and proactive in processing, reasoning and propose solutions to anticipate and solve problems related to the natural environment in the form of hortatory text</p>	<p>- Chapter 1; pg: 3 on the questions of the “preparation” part. Note: reasoning and propose solutions to anticipate and solve problems related to the natural environment not in hortatory text form (this chapter focus on explanation text)</p> <p>- Chapter 2; pg: 17 on the questions of the “preparation” part. Note: reasoning and propose solutions to anticipate and solve problems related to the natural environment not in hortatory text form (this chapter focus on explanation text)</p> <p>- Chapter 3; pg: 46 on the questions after reading activity in hortatory text form of “MID Semester 1 test” part.</p> <p>Note: reasoning and propose solutions to anticipate and solve problems related to the natural environment on the questions after reading text in the hortatory text form.</p> <p>- Chapter 4; pg: 51 on the questions of the “preparation” part. Note = reasoning and propose solutions to anticipate and solve problems related to the natural environment not in hortatory text form (this chapter focus on explanation text)</p> <p>- Chapter 6; pg: 67 on the questions of the “preparation” part. Note: reasoning and propose solutions to anticipate and solve problems related to the natural environment in hortatory text form</p> <p>- Chapter 7; pg: 92-93 on the questions after reading on “activity 3” part.</p> <p>Note: reasoning and propose solutions to anticipate and solve problems related to the natural environment not in hortatory text form (this chapter</p>

		<p>focus on recount text)</p> <ul style="list-style-type: none"> - Chapter 7; pg: 107 on the questions of “preparation” part. Note: reasoning and propose solutions to anticipate and solve problems related to the natural environment not in hortatory text form (this chapter focus on explanation text) - Chapter 8; pg: 126 on “exercise” part in point (a). Note: reasoning and propose solutions to anticipate and solve problems related to the natural environment not in hortatory text form (this chapter focus on descriptive text) - Chapter 9; pg: 155 on questions after reading text. Note: reasoning and propose solutions to anticipate and solve problems related to the natural environment not in hortatory text form (this chapter focus on kind of reading text only)
	2.4 To demonstrate honest behaviour, responsibility, caring, responsive and proactive in processing, reasoning and propose solutions to anticipate and solve problems related to social environment in the form of hortatory text	<ul style="list-style-type: none"> - Chapter 1; pg: 8-9 on “exercise 1” part. Note: processing, reasoning and propose solutions to anticipate and solve problems related to social environment in the questions form of the dialogue expression about “greeting” - Chapter 2; pg: 22 on questions of “activity 2” part. Note: processing, reasoning and propose solutions to anticipate and solve problems related to social environment in the questions form of the dialogue expression about “introduction” - Chapter 3; pg: 32 on questions of “core material” part. Note: processing, reasoning and propose solutions to anticipate and solve problems related to social environment in the questions form of hortatory text about “ the students should become good members of the society” - Chapter 4; pg: 58 on the questions of “activity 2” part. Note: processing, reasoning and propose solutions to anticipate and solve problems related to social environment in the questions form of the dialogue expression about “expressing sympathy” - Chapter 5; pg: 73 on t questions of “activity 3” part. Note: processing, reasoning and propose solutions to anticipate and solve

		<p>problems related to social environment in the questions form of the dialogue expression about “expressing offers”</p> <ul style="list-style-type: none"> - Chapter 6; pg: 87 on “exercise 1” part. Note: processing, reasoning and propose solutions to anticipate and solve problems related to social environment in the questions form of the dialogue expression about “caring expression” - Chapter 7; pg: 114-115 on the questions of announcement form. Note: processing, reasoning and propose solutions to anticipate and solve problems related to social environment in the questions form of the announcement text - Chapter 8; pg: 132 on question of dialogue on “activity 3” about “praising expression” and pg:134 on questions of dialogue on “exercise 2” about “expression”. <p>Note: processing, reasoning and propose solutions to anticipate and solve problems related to social environment in the questions form of the dialogue expression about “praising and congratulating expression”</p> <ul style="list-style-type: none"> - Chapter 9; pg: 144 on “part 1” of the core material. <p>Note: processing, reasoning and propose solutions to anticipate and solve problems related to social environment in the questions form of the kind of reading text about “household problems”</p>
	<p>2.5 To demonstrate behavioural discipline, responsibility, and love peace in expressing the main ideas using a variety of idioms, proverbs and poetic language derived from English-language poetry</p>	<ul style="list-style-type: none"> - Chapter 1; pg: 8 on “get expression” part, it is “what’s up?” Note: in this chapter in expressing the main ideas using a variety of idioms but it is use slang word where it use the language which has similarity with idiom where the meaning of the sentence is different from the meaning individually word. - Chapter 2; pg: 27 on “enclosure” part in point 2, the word is “howdy?” Note: in this chapter in expressing the main ideas using a variety of idioms but it is use slank word - Chapter 3; pg:36 on “” get the expression” part with the words “thanks a million!” and pg:37 on “activity 2” part of the instruction explanation with word “come up” - Chapter 4; pg: 59 on “activity 3” part number 2 and 3, the words are “get

		<p>on”, “get out” and “go off”. Note: in this chapter in expressing the main ideas using a variety of idioms presented in slang words.</p> <ul style="list-style-type: none"> - Chapter 5; pg: 75 on “get the expression” the words are “you bet”. Note: in this chapter in expressing the main ideas using a variety of idioms presented in slang words. - Chapter 6; pg: 86 on “ get the expression” part with the word “get well soon” and pg: 91 on “ activity 2” part, the words are ”morning has broken”, ”blackbird has spoken”, etc... poetic language from lyric. Note: for pg: 86 the word in expressing the main ideas using a variety of idioms presented in slang words. - Chapter 7; pg: 112 on “exercise 3” with the word “look for”. Note: in expressing the main ideas using a variety of idioms presented in slang words. - Chapter 8; pg: 132 on “activity 3” part with the word “Cheerio”. Note: in expressing the main ideas using a variety of idioms presented in slang words. - Chapter 8; pg: 144 on the table presented in the core material, the words are “shut off”. Note: in expressing the main ideas using a variety of idioms presented in slang words.
3. To understand and apply factual knowledge, conceptual, procedural, in science, technology, arts, culture and humanities with insight into humanity, nationhood, statehood and civilization-related phenomena and events, as well as	3.1 To understand how to watch explanation text about the problems related to the natural environment (floods, tsunamis, earthquakes, etc.)	<ul style="list-style-type: none"> - Chapter 1; pg: 3 on the “core material” part of reading text presented and pg: 13 on “lesson 1 test” part in reading section. - Chapter 2; pg:20 on “activity 1” of “language use” part - Chapter 3; pg: 46 on reading text of “MID Semester 1 test”. Note: this chapter in presenting about the problems related to the natural environment (floods, tsunamis, earthquakes, etc.) is in text hortatory text form. - Chapter 4; pg:52 on “preparation” part. Note: this chapter in presenting to understand and how to watch explanation text about the problems related to the natural environment (floods, tsunamis, earthquakes, etc.) is in picture form (this chapter focuses on narrative text). - Chapter 5; pg: 67 on reading activity of “core material” part and pg: 80 on reading activity of “lesson 5 test” part.

<p>applying procedural knowledge in specific areas of study that suitable with talent and fatherly interest in solving the problem.</p>		<p>Note: this chapter in presenting to understand about the problems related to the natural environment (floods, tsunamis, earthquakes, etc.) in hortatory text form</p> <ul style="list-style-type: none"> - Chapter 6; pg: 92 on reading activity of “activity 3” part. Note: this chapter in presenting to understand about the problems related to the natural environment (floods, tsunamis, earthquakes, etc.) in recount text form. - Chapter 7; pg: 107 on reading activity of “core material” part and pg: 119 on reading activity of “lesson 7 text” part. - Chapter 8; pg: 126 on “exercise” part presenting a text to understand about the problems related to the natural environment (floods, tsunamis, earthquakes, etc.) but in descriptive text form. - Chapter 9; pg: 155 on reading activity of “lesson 9 text” part. Note: this chapter in presenting to understand about the problems related to the natural environment (floods, tsunamis, earthquakes, etc.) in hortatory text.
	<p>3.2 To analyse explanation text regarding the issues related to social environment (fights/ conflicts between people, poverty, illiteracy, etc.)</p>	<ul style="list-style-type: none"> - Chapter 1; pg: 9-10 on “activity 3” part. Note : in this chapter to analyse the issues related to social environment (fights/ conflicts between people, poverty, illiteracy, etc.) in listening activity form - Chapter 2; pg: 23-24 on “exercise” activity. Note: in this chapter to analyse the issues related to social environment (fights/ conflicts between people, poverty, illiteracy, etc.) is to complete the dialogue - Chapter 3; pg: 31 to analyse the questions from the reading text of the “core material” part and pg: 42 to analyse the questions from the reading text of the “lesson 3 test” part. Note: this chapter to analyse regarding the issues related to social environment (fights/ conflicts between people, poverty, illiteracy, etc.) is in hortatory text form. - Chapter 4; pg: 58 on the questions of the dialogue on “activity 2” part. Note: this chapter to analyse regarding the issues related to social environment (fights/ conflicts between people, poverty, illiteracy, etc.) is to answer the questions from the dialogue expression about “expressing

		<p>sympathy”</p> <ul style="list-style-type: none"> - Chapter 5; pg: 75-76 on “exercise 1 and 2”. Note: in this chapter to analyse the issues related to social environment (fights/ conflicts between people, poverty, illiteracy, etc.) is to complete the dialogue - Chapter 6; pg: 87 on “exercise 1” part. . Note: in this chapter to analyse the issues related to social environment (fights/ conflicts between people, poverty, illiteracy, etc.) is to complete the dialogue - Chapter 7; pg: 114; on questions of announcement text form of “activity 1”. Note: in this chapter to analyse the issues related to social environment (fights/ conflicts between people, poverty, illiteracy, etc.) is from announcement text form - Chapter 8; pg: 133 on “exercise 1” part and pg: 135 on “exercise 1” part. Note: in this chapter to analyse the issues related to social environment (fights/ conflicts between people, poverty, illiteracy, etc.) is to complete the dialogue - Chapter 9; pg: 148 on “exercise” part. Note: in this chapter to analyse the issues related to social environment (fights/ conflicts between people, poverty, illiteracy, etc.) is to complete the dialogue
	3.3 To understand how to present hortatory text for solutions to anticipate and overcome problems related to an environmental nature	<ul style="list-style-type: none"> - Chapter 1; pg: 13 on reading text of “lesson 1 test “part .Note: this chapter to understands and for the solution related to an environmental nature not in hortatory text but explanation text. - Chapter 2; pg: 21 on part I, II and III. Note: this chapter to understand the solutions to anticipate and overcome problems related to environmental natures to answer the questions of the reading text in explanation text form. - Chapter 3; pg: 46. understand the solutions to anticipate and overcome problems related to an environmental natures to answer the questions of on the multiple choices of the reading text - Chapter 4; pg: 51 understand the solutions to anticipate and overcome problems related to an environmental nature to answer the questions of the

		<p>picture presented that give information about environment nature of “water cycle”.</p> <ul style="list-style-type: none"> - Chapter 5; pg: 68 on part I, II and III. Note: this chapter to understand the solutions to anticipate and overcome problems related to an environmental nature to answer the questions of the reading text in hortatory text form. - Chapter 6; pg: 92 on part I and II. Note: this chapter to understand the solutions to anticipate and overcome problems related to an environmental nature to answer the questions of reading text on “activity 3” part about “flood” in recount text form. - Chapter 7; pg:108 on the questions of reading text in explanation text form about “ volcano” part I, II and III - Chapter 8; pg: 126 on “exercise” part in point (a). Note: this chapter to understand the solutions to anticipate and overcome problems related to an environmental natures to write a summary based on the reading text descriptive text” form. - Chapter 9; pg: 155 on the multiple choices of reading text in hortatory text form. Note: to understand the solutions to anticipate and overcome problems related to an environmental natures is to answer the questions of the reading text in hortatory text about “ Earth needs to be nourished”
	3.4 To analyse hortatory Text for solutions to anticipate and overcome problems related to social environment	<ul style="list-style-type: none"> - Chapter 1; pg: 8-9 on “exercise 1” part. Note: this chapter to analyse for solutions to anticipate and overcome problems related to social environment is to complete the dialogue. - Chapter 2; pg: 23-24 on “exercise “part. Note: this chapter to analyse for solutions to anticipate and overcome problems related to social environment is to complete the dialogue - Chapter 3; pg:32 on part I, II and III ,the questions of reading text activity in hortatory text form and pg: 42 on the questions of the reading activity in hortatory text form - Chapter 4; pg: 58 the question of the dialogue. Note: this chapter to analyse for solutions to anticipate and overcome problems related to social environment is to complete the dialogue.

		<ul style="list-style-type: none"> - Chapter 5; pg: 75-76 on “exercise 1 and 2” part. Note: this chapter to analyse for solutions to anticipate and overcome problems related to social environment is to complete the dialogue. - Chapter 6; pg: 87 on “exercise 1”. Note: this chapter to analyse for solutions to anticipate and overcome problems related to social environment is to complete the dialogue about “caring expression”. - Chapter 7; pg: 116 on “exercise” part, point (a) “where the five above announcements in the example can be found? Mention...!” Note: this chapter to analyse for solutions to anticipate and overcome problems related to social environment is to analyse based on the announcement text form. - Chapter 9; pg: 133 and 135 on “exercise 1” part. Note: this chapter to analyse for solutions to anticipate and overcome problems related to social environment is to complete the dialogue. - Chapter 9; pg: 149 on “exercise” part. Note: this chapter to analyse for solutions to anticipate and overcome problems related to social environment is to complete the dialogue.
	3.5 To analyse the main ideas in various idioms, proverbs and poetic language derived from English-language poetry.	<ul style="list-style-type: none"> - Chapter 1; pg: 8-9 on “exercise” part. Note: in this chapter to analyse the main ideas in various idioms, proverbs and poetic language is to complete the dialogue and it using slang word that have a similarity that sentence is different from the meaning individually word. - Chapter 2; pg: 23-24 on “exercise” part. Note: in this chapter to analyse the main ideas in various idioms, proverbs and poetic language is to complete the dialogue and it using slang word that have a similarity that sentence is different from the meaning individually word. - Chapter 3; pg: 37 on “exercise” part. Note: in this chapter to analyse the main ideas in various idioms, proverbs and poetic language is to complete the dialogue and it using slang word that have a similarity that sentence is different from the meaning individually word.

		<ul style="list-style-type: none"> - Chapter 4; pg: 59 on “activity 3” part. Note: this chapter to analyse the main ideas in various idioms, proverbs and poetic language is to practice writing a sequence even with use some slang word. - Chapter 5; pg: 75 on “exercise 1” part. Note: in this chapter to analyse the main ideas in various idioms, is to complete the dialogue and it using slang word that have a similarity that sentence is different from the meaning individually word. - Chapter 6; pg: 87 on “exercise 1” part. Note: in this chapter to analyse the main ideas in various idioms, is to complete the dialogue and it using some slang words like “get well soon”, ”thanks a million”, etc that have a similarity that sentence is different from the meaning individually word. And pg: 91 the questions of ‘activity 2” part about lyric where most of the words are proverbs and poetic language, like “morning has broken...” blackbird has spoken...” etc. - Chapter 7; pg: 112 on “exercise 3” part. Note: in this chapter to analyse the main ideas in various idioms is to fill the blank and it using slang word that have a similarity that sentence is different from the meaning individually word. - Chapter 8; pg: 132 on “exercise 1” part. Note: in this chapter to analyse the main ideas in various idioms, is to complete the dialogue and it using some slang words like”what a wonderful!” - Chapter 9; pg: 149 “exercise” part. Note: in this chapter to analyse the main ideas in various idioms, is to complete the dialogue and it using some slang words like “it has really taken me by surprise”, “ they must be kidding”
4. To cultivate, reasoning and serving in the realm of the concrete and the abstract realm, related to the development of self had learned at	4.1 To get the main idea of a text explanation and present information about the problems associated with nature environment (floods, tsunamis, earthquakes, etc.) in the	<ul style="list-style-type: none"> - Chapter 1; pg: 3 on the reading activity “core material” part and pg: 13 on reading activity of “lesson 1 test” part. - Chapter 2; pg:17 on “core material“ part in listening activity about “tsunami” in explanation text form; pg:20 on “activity 1” of “language use” part and pg:27 listening activity about “tsunami” in explanation text form - Chapter 3; pg: 46 on reading text of “MID Semester 1 test”. <p>Note: this chapter in presenting about the problems related to the natural</p>

<p>school independently, and MAMP using the method according to the rules of science.</p>	<p>form of text explanation</p>	<p>environment (floods, tsunamis, earthquakes, etc.) is in text hortatory text form.</p> <ul style="list-style-type: none"> - Chapter 4; pg: 51 on “preparation” part. Note: this chapter to get the main idea of a text explanation and present information about the problems associated with nature environment (floods, tsunamis, earthquakes, etc.) in picture form. - Chapter 5; pg 67 on reading activity of “core material” part and pg: 80 on reading activity of “lesson 5 test”. Note: this chapter to get the main idea of information about the problems associated with nature environment (floods, tsunamis, earthquakes, etc.) is presented in hortatory text form. - Chapter 6; pg: 92 on reading activity of “activity 3”. Note: this chapter to get the main idea for information about the problems associated with nature environment (floods, tsunamis, earthquakes, etc.) is presented in recount text form - Chapter 7; pg:107-108 on reading activity of “core material” part and pg:119-120 on reading activity of “ lesson 7 test” part about “volcanoes” in explanation text for - Chapter 8; pg:126 on reading text of “exercise” part - Chapter 9; pg:155 on reading activity of “lesson 9 test” part in hortatory text form
	<p>4.2 To generate information in the explanation text coherent regarding the problems related to social environment fights/ conflicts between people, poverty, illiteracy, etc.)</p>	<ul style="list-style-type: none"> - Chapter 1; pg:8 on “exercise 1” part. Note: this chapter to generate information in coherent regarding the problems related to social environment fights / conflicts between people, poverty, illiteracy, etc.) in complete the dialogue - Chapter 2; pg: 23-24 on “exercise” part. Note: this chapter to generate information in coherent regarding the problems related to social environment fights / conflicts between people, poverty, illiteracy, etc.) in complete the dialogue - Chapter 3; pg: 37 on “activity 2” part. Note: this chapter to generate information in coherent regarding the problems related to social environment fights / conflicts between people, poverty,

		<p>illiteracy, etc.) in hortatory text form</p> <ul style="list-style-type: none"> - Chapter 4; pg: 64 on point B of the lesson 4 test” part. Note: this chapter to generate information in coherent regarding the problems related to social environment fights / conflicts between people, poverty, illiteracy, etc.) in putting the correct answer to create a coherent paragraph in narrative text form - Chapter 5; pg: 77 on “exercise 3” part. Note: this chapter to generate information in coherent regarding the problems related to social environment fights / conflicts between people, poverty, illiteracy, etc.) in making a dialogue about “expression offering” - Chapter 6; pg: 88 on “exercise 2 “part. Note: this chapter to generate information in coherent regarding the problems related to social environment fights / conflicts between people, poverty, illiteracy, etc.) in making dialogue about “caring expression”. - Chapter 7; pg: 116 on exercise” part point 2. Note: this chapter to generate information in coherent regarding the problems related to social environment fights / conflicts between people, poverty, illiteracy, etc.) in making announcement text. - Chapter 8; pg: 133 on: “exercise 2” part and pg: 135 on “activity 2” part. Note: this chapter to generate information in coherent regarding the problems related to social environment fights / conflicts between people, poverty, illiteracy, etc.) in making a dialogue about “praising expression” and “congratulating expression” - Chapter 9; pg: 151 on “exercise” part. Note: this chapter to generate information in coherent regarding the problems related to social environment fights / conflicts between people, poverty, illiteracy, etc.) in writing a complaint text form.
	<p>4.3 To get the main idea of a hortatory text and propose solutions to overcome problems</p>	<ul style="list-style-type: none"> - Chapter 1 - Chapter 5; pg:67 and pg:80 in reading activity of core material” part “ lesson 5 test” part in hortatory text form

	related to the natural environment in the form of hortatory text.	
	4.4 To generate hortatory text coherent for solutions to anticipate and overcome problems related to social environment	<p>- Chapter 1; pg: 8 on “exercise 1” part. Note: this chapter to generate and for solutions to anticipate and overcome problems related to social environment is to complete the dialogue expression about “greeting” in order to be good dialogue.</p> <p>- Chapter 2; pg: 23-24 on “exercise” part. Note: this chapter to generate and for solutions to anticipate and overcome problems related to social environment is to complete the dialogue expression about “introduction” in order to be good dialogue.</p> <p>- Chapter 3; pg: 37-38 on “activity 2” part.</p> <p>- Chapter 4; pg: 64 on point B of “lesson 4 task” part. Note: this chapter to generate and for solutions to anticipate and overcome problems related to social environment is to complete the paragraph with the right answer in order to be a good paragraph but in narrative text form.</p> <p>- Chapter 5; pg: 71-72 on “ activity 1” part</p> <p>- Chapter 6; pg: 88 on “exercise 2” part. Note: this chapter to generate and for solutions to anticipate and overcome problems related to social environment is to construct a dialogue about “caring expression”.</p> <p>- Chapter 7; pg: 116 on “exercise” part point 2. Note: this chapter to generate and for solutions to anticipate and overcome problems related to social environment is to make spoken announcement,</p> <p>- Chapter 8; pg: 133 on “exercise 2” part and pg: 135 on “exercise 2” part. Note: this chapter to generate and for solutions to anticipate and overcome problems related to social environment is to make a dialogue about “ praising expression” and “congratulating expression”</p> <p>- Chapter 9; pg: 151 on “exercise” part. Note: this chapter to generate and for solutions to anticipate and overcome problems related to social environment is to make some announcements text.</p>
	4.5 To express the subject	- Chapter 1; pg: 8-9 on “exercise” part.

	<p>matter using a variety idiom, proverbs and poetic language derived from English-language poetry.</p>	<p>Note: in this chapter to express the subject matter using a variety idiom, proverbs and poetic language is to complete the dialogue and it using slang word that have a similarity that sentence is different from the meaning individually word.</p> <ul style="list-style-type: none"> - Chapter 2; pg: 23-24 on “exercise” part. <p>Note: in this chapter to express the subject matter using a variety idiom is to complete the dialogue and it using slang word that have a similarity that sentence is different from the meaning individually word.</p> <ul style="list-style-type: none"> - Chapter 3; pg: 37 on “exercise” part. <p>Note: in this chapter to express the subject matter using a variety idiom is to complete the dialogue and it using slang word that have a similarity that sentence is different from the meaning individually word.</p> <ul style="list-style-type: none"> - Chapter 4; pg: 59 on “activity 3” part. Note: this chapter to express the subject matter using a variety idiom, proverbs and poetic language is to practice writing a sequence even with use some slang word. - Chapter 5; pg: 75 on “exercise 1” part. Note: in this chapter to express the subject matter using a variety idiom is to complete the dialogue and it using slang word that have a similarity that sentence is different from the meaning individually word. - Chapter 6; pg: 87 on “exercise 1” part. Note: in this chapter to express the subject matter using a variety idiom is to complete the dialogue and it using some slang words like “get well soon”, ”thanks a million”, etc...That have a similarity that sentence is different from the meaning individually word. And pg: 91 the questions of ‘activity 2” part about lyric where most of the words are proverbs and poetic language, like “morning has broken...” blackbird has spoken...” etc. - Chapter 7; pg: 112 on “exercise 3” part. Note: in this chapter to express the subject matter using a variety idiom is to fill the blank and it using slang word that have a similarity that sentence is different from the meaning individually word. - Chapter 8; pg: 132 on “exercise 1” part. Note: in this chapter to express the
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		<p>subject matter using a variety idiom is to complete the dialogue and it using some slang words like "what a wonderful!"</p> <p>- Chapter 9; pg: 149 "exercise" part. Note: in this chapter to express the subject matter using a variety idiom is to complete the dialogue and it using some slang words like "it has really taken me by surprise", " they must be kidding"</p>
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“Contextual English” textbook for the tenth grade for SMA/MAN level which has been a core derived from the principle of 2013 curriculum has some 9 chapters of 12 chapters fulfilled Core Competence and base competence (KD) used for the tenth grade student of MAN Model Palangka Raya. So, most of conformity can support the achievement of KI and KD predetermined. Materials presented fairly broad and deep well of concepts, definitions and examples because the description of the material in this textbook is quite describe to explore the depths of the materials contained in the books of each chapter and reasonably so help building student understanding of the materials presented , strengthened with a interview that was distributed to students stating that they quite felt helped in understanding the material being discussed in each chapter with a description that is so spelled out pretty deep. Over all, the materials presented in this textbook are good because most of the materials are suitable with Core Competence and Base Competence. Integration of Core Competence and Base Competence, teaching materials for the achievement of indicators. It is suitable enough with one of good book criteria with the theory of Mansur Muslich on his book entitles “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku*” on page 292-293.

Secondly, it also regarding about the accuracy of the material, based the writer’s result of research that the “Contextual English” textbook

presented accurately thus avoiding the misconceptions, concept, definition and principle defined precisely formulated to support the achievement of KI and KD, but because of the curriculum used in MAN Model Palangka Raya is 2013 curriculum so nothing Standard Competence but Core Competence. Besides that, the examples, facts and the illustrations presented accurately. So that the students not only to understand the materials in verbalists. This strongly supported by the students and the English teacher from the result of review said that the material in the textbook presented with the concept, definition and principle accurately be equipped by the examples, facts and the illustrations presented accurately thus avoiding the misconceptions especially for the students.

Table 4.2

The examples of the accuracy of facts, and illustration



The procedure in each chapter in achieving specific goals is formulated well. We know in the beginning of each chapter there are some goals that should be achieved by the students based on the

materials that will be learnt in each chapter and the “Grid Map” that can help the students to achieve these goals easily. (Table 4.3)

Table 4.3

The example of presenting the chapter and the goals that should be achieved by students and the “Grid Map” that can help the students in achieving the goals in the chapters based on the material that should be learnt

Section 1

1

The Earthquake

After finishing this lesson, you will be able to:

- identify signs, symptoms and supporting sentences;
- explain objects;
- use grammar;
- relate disaster to religious contribution.

Grid Map

You can see the direction how the materials are presented in this unit in the map below.

Elements	Materials	Glossary
A. Preparation	Warm-up questions	bold, cause, chance, damage, detail, disaster, earthquake entirely, even, experience
B. Core Material	<ul style="list-style-type: none"> • Explanation text about earthquake • Parts of explanation text 	
C. Language Usage	Simple present tense	
D. Language Use	<ul style="list-style-type: none"> • Supporting sentence • greeting 	
E. Summary and Reflection	<ul style="list-style-type: none"> • Parts of explanation text • Supporting sentence • Greeting 	
F. Enrichment	<ul style="list-style-type: none"> • The Lighter Side: Tips of facing an earthquake • Paraphrase: reporting and interviewing 	
G. Enclosure	Vocabulary	

By the same token of the questions presented in each chapter so accurate and contextual in accordance with the concept, principles, procedures described in the section of the material. So that, it can help to improve students' understanding. For example in chapter 1 on page 13, lesson 1 test part in reading activity about Earthquake, and chapter 2 on page 20, activity 1 on language usage part presents some multiple choices where the questions are contextual based on the reading text presented. So do the other chapters presented contextual questions based on the material presented. And it means that it is suitable enough with one of good book criteria with the theory of Mansur Muslich on his book entitles “textbook writing: *Dasar-Dasar Pemahaman*,

Penulisan, dan Pemakaian Buku” where one of good book criteria is should be able to presents the accuracy of the material on page 294.

Thirdly, from the content eligibility side, besides regarding of the compliance with KI and KD and material accuracy, it also regarding about the supporting of learning material. Based the writer’s result of research that the materials includes of the example and exercises presented in the “Contextual English” textbook in accordance with the development of the science and technology. Clearly mention in chapter 9 “Bills, Bills, Bills” which discuss about electronic payment and in chapter 12 is Suramadu Bridge which discuss about the currency building not only in Indonesia (based on the example from the textbook is Suramadu Bridge) but also in the other country (based on the example from the textbook is Golden Gate Bridge in America). It is strongly supported by the student and English teacher’s assumption about this textbook said that the textbook sometime ask them to find the further material and solve the problem using internet, it means that the material in the textbook following the development of the science and technology.

From the pictures and examples we can look at the table 4.2 and 4.3, these enough clearly that thus textbook presents some features reflect current events or conditions as learning supporting materials.

The description, examples, exercises questions on the textbook encouraging the students to make conclusions and answers coherently

in varying strategies which are in line with theory stated in previous chapters such as; chapter 1 on page 4 and 12, chapter 2 on page 22 point III, chapter 3 on page 31, chapter 4 on page 61, “portfolio” part, chapter 5 on page 71, activity 1 on language usage part and so on. Of course before giving and doing the exercise presented on the textbook there is the instruction base on the needed answer of the question. It is suitable with the result of the interview from some students and the teachers that the textbook ask them to improve their critical thinking to solve kinds of problems served in.

Concepts are presented in each chapter there is a link to one another looks at exposure descriptions, examples and questions that the interconnections based on the material being discussed. For example, in chapter 4 material discussed is about natural events about flood, in addition to describing the discussion that discussed about the flood in the form of explanation text, example and duty was not separated from the mixture discussions related on natural events as stated on page 61 in the "portfolio" asks students to create a clipping of the group's work by collecting articles a lot of information about events related to the forest, such as forest fires, floods and others. In fact there are linkages concept discussion of material between chapters, namely Chapter 1 discusses the natural occurrence of earthquake, in further discussion chapter 2 is about tsunami , and chapter 3 on social assistance as a form of care to the disaster which demonstrates and teaches a sense of concern to

students, be continued next chapter pertaining about natural events, namely; chapter 4 with the theme "flood" and chapter 5 with the theme "pollution", so do chapter 6 discuss about the about natural event in an activity that is related to the previous chapter, as on page 92 in the section activity 2 which presents the reading material in the form of recount text about floods, be continued next chapter that still have relevance a discussion with a different focus, in chapter 7, which focus the discussion on the explanation text as well as the deepening of the material from the previous chapters and chapter 8 eight no present task for students related to the discussion of similar ones on natural events with a different focus, namely reading texts about the "pollution" in the task of writing a summary, as well as chapter 9 although the matter primarily about "bills, bills, bills" there remains a strand a task that is still related to the previous discussion related environmental natural events listed on page 155 in the lesson 9 test presented reading test about Earth need to be nourished in the form of hortatory text. Although these chapters discusses the state of the natural environment that is happening but also cannot be separated from the discussion related about the social life in the forms of expression-expression, as well as in chapter 10, 11 and 12 regarding the state of the social environment and the development of science and technology.

The material in the form of descriptions and exercises and assignments delivered in good looks which in any task or the material

presented there is a communication early in the form of instructions or notices to be clear and easy to understand the intent and purpose of material or task. Presented before conducting study or work tasks For example in chapter 1 page 24 on activity 3 writes one sentence or two explaining each picture The first is done for you as an example You may use the words to help you; you may use your own words. You may even use your own pictures and chapter 11 page 177 look at the following explanation carefully ". From these examples that the book is quite communicative so there is no miscommunication in teaching and learning in the classroom by using this textbook. It is strongly supported by the result of interview from some students and the English teachers said that the language in the textbook is understandable.

In this textbook also presents a description of the material or which requires students to apply in daily life is visible on each chapter in addition to presenting the material nature of the incident also serves a variety of forms of expression which requires students to practice in the classroom as a result of the task presented on textbooks. As shown on pages 133 and 135 that requires students to create a dialogue on praising expression and congratulating expression. Automatically it was very influential with their daily life using expressions presented in the book.

Beside of the currency and attractiveness of the images that could inspire students to learn the spirit, the textbook also presents a task to

get students thinking away from the scope in the book. As on 11 pages in chapter 1, chapter 2 page 26 and others. Equipped with the enrichment in each chapter that can increase the level of students' understanding of the material that has been presented in each chapter. In Chapter 1 on page 11, chapter 2 on page 26, chapter 3 on page 40, chapter 4 on page 60, chapter 5 on page 78, chapter 6 page 117 97. Chapter 7, Chapter 8 on page 116, chapter 9 on page 153, chapter 10 on page 172, chapter 11 on page 185 and chapter 12 on page 202. It is suitable enough with one of good book criteria with the theory of Mansur Muslich on his book entitles “entitles “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku*” where one of good book criteria is the material must have learning supporting on page 295-297. Overall, for all of the indicators and items of content eligibility are fulfilled by “Contextual English” textbook

b) “BUPENA” textbook

Firstly, focused on the compliance with the Core Competence and Base Competence of 2013 curriculum used in MAN Model Palangka Raya, but because of the curriculum used in MAN Model Palangka Raya is 2013 curriculum so using Core Competence not Standard Competence. We know in creating a textbook cannot be separated from the applicable curriculum. Therefore, the authors in creating a textbook should refer to applicable curriculum. For “BUPENA” textbook published Erlangga for the tenth grade of SMA/MAN level

which has been a core derived from the principle of 2013 curriculum no one chapter that complies with Core Competence and Base Competence predetermined in MAN Model Palangka Raya. Whereas, based on the theory of Mansur Muslich on his book entitles “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*” on page 292-293.

The materials should be presented based on standard competence and base competence set and used in MAN Model Palangka Raya is about mostly information about the problems related to the natural environment (floods, tsunamis, earthquakes, etc.) in the form of explanation text or hortatory text and present information about the problems related to social environment (fights / conflicts between people, poverty, ignorance, etc.) in the form of explanation text or hortatory text (look table 4.1). Whereas, they mostly presented the materials about expressions, kind of reading texts and announcement but nothing information about the problems related to the natural environment (floods, tsunamis, earthquakes, etc.) in the form of explanation text or hortatory text and present information about the problems related to social environment (fights/ conflicts between people, poverty, ignorance, etc.) in the form of explanation text or hortatory text. Clearly look at the table 4.4 below which enough to give information that the material in each chapter no one suitable with Core Competence and Base Competence is set and used in MAN

Model Palangka Raya. It is strongly supported by the result of the review from some students and the English teachers that the textbook is not suitable with the Core Competence and Base Competence used for the tenth grade of MAN Model Palangka Raya on the previous chapter. It means that it is not suitable with one of good book criteria with the theory of Mansur Muslich on his book “entitles “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku*” where one of good book criteria is the material must compliance with SK and KD on page 292-293. But because of the curriculum used in MAN Model is 2013 curriculum so using Core Competence not Standard Competence, but it is not affect fatally.

Table 4.4

The list of contents of “BUPENA” textbook

BUPENA	
Chapter 1	Hi! I’m Elena
Chapter 2	Excellent!
Chapter 3	I care About You
Chapter 4	I’ll Do It
Chapter 5	Congratulation!
Chapter 6	I’ve Had It for Years
Chapter 7	He Has Hazel Eyes
Chapter 8	Visiting Tourist Attractions

Chapter 9	Visiting Historical Buildings
Chapter 10	Announcement
Chapter 11	My Experience
Chapter 12	What Happened Yesterday
Chapter 13	Legends
Chapter 14	What's in a song

Secondly, it also regarding about the accuracy of the material, based the writer's result of research that the "BUPENA" textbook presents the Material and theories in accordance with aspects that are formulated to accurately based on who is in the subtitle is printed on each chapter contained in the "table of contents" so as to avoid misinterpretation. And the material includes examples, illustrations and exercise are suitable with the truth, fact, concept, theories and principle of certain subjects even have a procedure accurately as has been described in the section "how to use the book" located on page iii and vi to aid student understanding in order to achieve a specific goal so as not to cause a lot of interpretations. Student understanding of the material presented each chapter is supported with contextual presentation and accurate material. However, the material presented well and tidy but one of the items of material accuracy is not suitable on concept accuracy where concept and definition should be set accurately to support in achieving the Core Competence and basic

competence (KD) used in MAN Model Palangka Raya. It is strongly supported by the students and English teacher's assumption about this textbook said that although the material is not suitable with Core Competence and Base Competence used in MAN Model Palangka Raya but the material presented avoiding the misconception supported by the accuracy of the principles, procedures, examples, facts, illustrations and tasks so be able to help them to understand the material presented in this textbook. Based on the theory of Mansur Muslich on his book entitles "textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*" on page 294 which discuss about the accuracy of the material, "BUPENA" textbook mostly the indicators of the material accuracy sub-component are fulfilled, just one item of the accuracy concept and definition indicator that unsuitable it is about the compliance of the material in supporting to reach the Standard Competence and Base Competence.

Thirdly, from the content eligibility side, beside regarding of the compliance with KI and KD and material accuracy, it also regarding about the supporting of learning material. Based the writer's result of research the "BUPENA" textbook fairly presents the material that supports the development of science and technology as in Chapter 1 on page 9 " surf the internet. Choose one of the following activities ", Chapter 5 on page 51"..... Write a short message from an email, draw

and colour it like an email..... ", chapter 5 on page 63"... , then share your discussion in front of the class using a power point slide ... "and chapter 6 on page 71 about" blogs ". From Reviews these exercise from some chapters are enough to illustrate that the book is enough to follow the development of science and technology. It is strongly supported by the students and English teacher's assumption from the result of the review on previous chapter said that this textbook sometime ask them to solve the problem and find for further information from internet where it means that the textbook following the development of science and technology. Equipped with pulling and currency of features including pictures, descriptions as well as drawings depicting everyday life in the social life of the community at large, visible also from the material source of the most recent of which was in 2013 where the general reference used is the last 5 years (10 Top tourist Attractions in Indonesia (September 3, 2013). Retrieved from [http; // www.touropia.com/tourist-attraction-in-Indonesia](http://www.touropia.com/tourist-attraction-in-Indonesia)). Even the examples and exercises are presented in each chapter is quite reflect current events based on the description of the material presented by loading about an open question that requires students to provide answers or solving strategies vary. It looks at the task group on each chapter and problem description that requires students to be able to make a valid conclusion from the material presented

automatically in the problem solving demands in improving students' creativity.

Concept existed in textbooks BUPENA is very closely related to everyday life for the majority of present materials related to the expression of the expression commonly practiced in everyday life as an expression of sympathy, introductions and others to include images, tables, diagrams, symbols and illustration so as to enhance students' understanding. Automatically with a variety of features that appear such, students are not only able to understand the material in verbally though the pictures and illustrations presented with not full colour. Besides the material presented requires students to take an active role in it, where every chapter of this book is definitely assigning group work, pair or individual. As stated on page 10 " ... work in pairs ..." and page 11 "...answer the questions carefully ..." which is aimed at individuals and page 63 "work in groups of five" and that other.

No less interesting again, in addition to presenting examples, descriptions, illustrations and issues of interest in increasing students' horizons, this text requires them to seek assignment of internet resources as it appears there is page 9, 51, 63 and 71. Unfortunately the textbook there is no enrichment which as enhancing and strengthening the students' understanding of the material presented in each chapter. Even though, according Mansur Muslich on his book entitles

“textbook writing: *Dasar-Dasar Pemahaman, Penulisan dan Pemakaian Buku Teks*” on page 297, it should be therein to increase the students understanding about the material. Mostly the indicators of the learning supporting material sub-component are fulfilled, just one indicator of the learning supporting material sub-component that unfulfilled it is about the enrichment. Over all, “BUPENA” textbook from three sub-components of the content eligibility component not all of the indicators and items are fulfilled.

c) “Bahasa Inggris” textbook

“Bahasa Inggris” textbook published Culture and Education Minister for the tenth grade for SMA/MAN level which has been a core derived from the principle of 2013 curriculum no one chapter that complies with Core Competence and Base Competence predetermined in MAN Model Palangka Raya. Whereas, based on the theory of Mansur Muslich on his book entitles “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*” on page 292-293 mention that one of the indicator should be fulfilled in content eligibility assessment is the compliance of SK and KD. An additional information, in 2013 curriculum nothing Standard Competence but Core Competence but it is not affect fatally.

The materials should be presented based on standard competence and base competence set and used in MAN Model Palangka Raya is about mostly information about the problems related to the natural

environment (floods, tsunamis, earthquakes, etc.) in the form of explanation text or hortatory text and present information about the problems related to social environment (fights / conflicts between people, poverty, ignorance, etc.) in the form of explanation text or hortatory text (look table 4.1). Whereas, they mostly presented the materials about expressions, kind of reading texts and announcement but nothing information about the problems related to the natural environment (floods, tsunamis, earthquakes, etc.) in the form of explanation text or hortatory text and present information about the problems related to social environment (fights/ conflicts between people, poverty, ignorance, etc.) in the form of explanation text or hortatory text. Clearly look at the table 4.5 below which enough to give information that the material in each chapter no one suitable with Core Competence and Base Competence is set and used in MAN Model Palangka Raya. It is strongly supported by the result of the review from some students and the English teachers that the textbook is not suitable with the Core Competence and Base Competence used for the tenth grade of MAN Model Palangka Raya on the previous chapter. It means that it is not suitable with one of good book criteria with the theory of Mansur Muslich on his book “entitles “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku*” on page 292-293.

Table 4.5**The list of contents of “Bahasa Inggris” textbook**

Bahasa Inggris (1st semester)	
Chapter 1	Talking about self
Chapter 2	Complimenting and showing care
Chapter 3	Expression intention
Chapter 4	Congratulating others
Chapter 5	Describing people
Chapter 6	Visiting ecotourism Destination
Chapter 7	Visiting Niagara Falls
Chapter 8	Describing Historical Place
Chapter 9	Giving Announcement

Secondly, beside regarding of the compliance with Core Competence and Base Competence , it also regarding about the accuracy of the material, based the writer’s result of research that the “Bahasa Inggris “ textbook’s content or theory presented in the "Bahasa Inggris" textbook is presented accurately and in accordance with that formulated in a "learning goals" at the beginning of each chapter before starting the learning activity, so avoid misconceptions and multiple interpretations for the achievement of specific targets for students. Even procedures to achieve these objectives presented fairly

good and accurate anyway so is able to avoid a systematic error of the student in understanding the concept of matter. As structured consistently in the forms of activities presented in the form subtitle that exist in each chapter, which consists of a "warmer, vocabulary builder, pronunciation practice, reading, text structure, vocabulary exercises, grammar review, speaking, writing, reflection, and further activities " as defined in manual "Bahasa Inggris" teachers' guiding textbook on page vi. Nevertheless, there is only one chapter that loads all kinds of activity, for the other chapters that are still there are some activities that are not exposed and some have added other activities in the form of subtitles as well though not meet the provisions of the activities specified in the general instructions have been presented in the "Bahasa Inggris" textbook for the teachers' guide as depicted in the table 4.6 below. Even so does not reduce the level of students' understanding of the material in the present examples and illustrations because in accordance with the facts and reinforced with a grain matters proportionate and contextual. Besides that, all of these are supported by some accurate examples, fact, illustration, pictures and exercises which suitable and proportional with the concept and principle. However, the material presented well and tidy but one of the items of material accuracy is not suitable on concept accuracy where concept and definition should be set accurately to support in achieving the standards of Core Competence and basic competence (KD) used in

MAN Model Palangka Raya. It is strongly supported by the students and English teacher's assumption about this textbook said that although the material is not suitable with Core Competence and Base Competence used in MAN Model Palangka Raya but the material presented with the accuracy of principles and procedures, the proportional fact, exercises, examples and illustrations help them to understand the material presented in this textbook. Based on the theory of Mansur Muslich on his book entitles "textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*" on page 294 which discuss about the accuracy of the material, "Bahasa Inggris" textbook mostly the indicators of the material accuracy sub-component are fulfilled, just one item of the accuracy concept and definition indicator that unsuitable it is about the compliance of the material in supporting to reach the Core Competence and Base Competence.

Table 4.6

List activity of “Bahasa Inggris” textbook in each chapter

Chapter	1	2	3	4	5	6	7	8	9	10	11	Description
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	
2	✓	✓	✓	-	-	-	✓	✓	✓	✓	-	”dialogue of compliment” and ”dialogue of showing care”
3	✓	✓	-	-	-	✓	✓	✓	✓	✓	✓	”dialogue of intention expression”
4	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	-	
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	
7	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	-	
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	

Note:

Warmer
 vocabulary builder
 pronunciation practice
 reading
 text structure
 vocabulary exercise
 7 grammar review

8 speaking
 9 writing
 10 reflection
 11 further activities

Thirdly, from the content eligibility side, it also regarding about the supporting of learning material. Based the writer's result of research the "Bahasa Inggris" textbook's material presented in this book also follows the development of science and technology, are clearly laid out in chapter 1 on page 14 and chapter 5 on page 63 which require the students to apply the concept of using the internet. In addition to assigning students through the Internet to one of the improving understanding and breadth of knowledge of the material presented in the book, examples that reflect circumstances or events and the current conditions in daily life both in the scope of regional and global as it appears on page 84 of the "Niagara Falls" and features including the image table, diagram and more able to attract students to peel, so as to increase the quality of students' understanding of the material presented in the textbook. We know that the most recent source material listed in the bibliography in a "Bahasa Inggris" textbook is the year 2013 in which the general references used the last 5 years ([http; // englishnadine.blogspot.com/2013/01/malin-kundang-folklore.html](http://englishnadine.blogspot.com/2013/01/malin-kundang-folklore.html)).

The descriptions, examples, assignments, questions, or practice questions presented requires students to make a conclusion and answer varies valid look at the activities of "reflection" and "further activities" of each chapter, there is no doubt well before the assignment or delivery of a the material is presented in a way how and

what to do in order to achieve a purpose to be achieved on learning in each chapter or at the beginning of the command execution problems or various types of assignments are presented in each chapter. E.g. "Briefly answer the question", "act out one of the dialogue for the class", and so on. It is also the kinds of communication of a textbook to students or teachers in order to avoid the fatal misunderstanding. It is strongly supported by the students and English teacher's assumption said that the language presented is understandable so can make them can get the point of the material clearly.

Concept that presented in the "Bahasa Inggris" textbook is closely related to everyday life for the majority of present materials related to the expression of a phrase often used in everyday life. Clearly visible in chapter 1-4 discuss about the expressions regarding the "self-introduction", "expression of complimenting and showing care ", "expression of intention "and others. Followed chapter 5-8 discuss about the descriptive text in which students are required to be able to communicate with people on how to describe a case and presented how to deliver an announcement to colleagues and even the general public.

Message from the textbook is very easy to understand with supports with pictures, tables, diagrams, symbols and illustrations are colourful in presenting ideas so as to enhance students' understanding of students and they will not only be able to understand the material

verbally. Besides the material presented requires students to take an active role in it, where each chapter of the book is definitely assigning group work in addition to individual tasks. It is strongly supported by the students and English teacher's assumption said that the textbook ask them to be active and interactive in the class by the exercises presented. For example on page 8 "work in pairs" which asks students to do the task in completing the task in pairs to practice a dialogue in front of the class. In addition to demanding active measures and creativity of students in the classroom, text books also presents a task to students who are not only limited tasks presented in textbooks, but they are also in demand to ask for more information or solve a problem in a different way such as the use of sophisticated technology as contained in chapter 1 page 14 and chapter 5 page 63. Unfortunately, there is no duties enrichment as a reinforcement of student understanding. Even though, according Mansur Muslich on his book entitles "textbook writing: *Dasar-Dasar Pemahaman, Penulisan dan Pemakaian Buku Teks*" on page 297, it should be therein to increase the students understanding about the material. Mostly the indicators of the learning supporting material sub-component are fulfilled, just one indicator of the learning supporting material sub-component that unfulfilled it is about the enrichment. Over all, "Bahasa Inggris" textbook from three sub-components of the content eligibility component not all of the indicator and items are fulfilled.

2. Presentation Eligibility

According Mansur Muslih on his book entitles “textbook writing : *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks*” on page 297 mention that in presentation eligibility, there are three indicators should be paid attention , they are: (1) technique of presentation, (2) learning presentation, and (3) completeness of presentation.

a. “Contextual English” textbook

Firstly, viewed from the proportioned of techniques presentation sub-component, especially focus on the systematic presentation indicator, the "contextual English" textbook contains a complete motivational at the beginning of each chapter is presented in the form of the appearance of an image, as well as motivational as well as an effort to prepare students' mind for the topic is going to learn. For example, at the beginning of chapter 1 presented images of buildings collapsed indicating that the discussion in this chapter cannot be separated from the discussion about an incident that happened in nature in accordance with a focus on the elements of matter the English language such as the type of text that will be discussed, grammar and more. At the beginning of each textbook chapter is also equipped with an introduction that includes the goals of the prerequisites required once things expected as a result of the study of each chapter. For example, after finishing this lesson, you will be able to: ... ". And for the contents are clearly presented by the textbook with regard to Core Competence and Base

Competence suitability has been established, although there are a few chapters that do not appropriate with Core Competence and Base Competence used in MAN Model is chapters 10, 11, and 12. It is suitable with the theory of Mansur Muslich on his book entitled “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*” on page 298 where should present the systematic presentation well, at least comprising the motivation, introduction and the content.

When if viewed from the coherently of the concept indicator.”Contextual English” textbook in accordance with the flow of deductive reasoning in which the concepts presented from simple to complex, all evident in the "grid map" presented before the start of the material each chapter where in "grid map" clearly we can see so systematic and have a good procedure regarding presentation techniques from simple to the complex levels, is "preparation, core material, language usage, language use, summary and reflection, enrichment and enclosure".

Then, viewed from the balance of the chapters indicator where according Mansur Muslich on his book entitled “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*” on page 298 that could be reflected on the number of pages of each chapter, the textbook is so disproportionate because any number of pages in each chapter range from 14-18 pages while maintaining

conformity with Core Competence and Base Competence that has been set, although there are several chapters not in accordance with Core Competence and Base Competence determined and used MAN Model Palangka Raya.

Secondly, beside regard to the technical presentation sub-component of presentation eligibility component, learning presentation must be considered where the presentation of the material of the “Contextual English” textbook is interactive so as to motivate students to learn independently, using different kinds of tasks from other types of task individually, in pairs and even in groups contained in the activities of the "portfolio "on each chapter. It is strongly supported by the students and English teacher’s assumption said that the presentation of the material are presenting some tasks and ask them to be active and interactive in the class and demand the students’ critical thinking. Activities as stated in the "portfolio" of students presented the task of observation in which students are required to provide varied answers in the group to increase their liveliness, innovative, critical and creative, such that there is on page 78, section "portfolio" where they asked to form groups of 5-6 students to create a saying or slogan for the theme of "healthy environment", as well as in other chapters that present the different tasks such as on page 61 presents the exploration tasks where students are required to collect data or information about information relating to disaster that occurred in the forest and then analysed by

processing terminated conclusions from the data of the information obtained. Automatically, on the parts demanded in the development process of students' skills in processing and generates a result of solving the problem. In the skills development process is not quite in the "portfolio" of course keep on any part of the existing activities in the students also demanded to improve students' skills in the work. For example in the "preparation" presented a picture which requires students to be more interactive in response to the images presented, as well as in the "language usage" which serves a variety of types of expressions or phrases which serving task that requires students to cultivate a dialogue known as one the "hands-on-activity" and require them to display the results of the dialogue they created in front of the class, one example on page 77 under "exercise 3", and the other part in improving students' skills in doing the activity. Of course the contents and tasks presented contextual, familiar, attracting the students, be safe and free from abuse violations of ethnic group (SARA).

Avoiding boredom will happen to the students in learning the material in the textbook "contextual English", it serves a variety of methods to present the material from the simple to the complex is equipped with presenting of images, illustrations, charts, tables and proportional to support material. Do not forget to include sources for illustrations are clearly protected.

Thirdly, besides regarding of the technical and learning presentation, it also considering the completeness of the presentation where there are parts of the preliminary, content and finishing. Preliminary that existed at the beginning of the book at least the foreword, which contains the general contents of the book in which the text book "Contextual English" is located on page ii, instructions for use on page iii, the contents list on page vii and the symbol list on page vi. On the contents, pictures and illustrations or tables that presented are clear, appropriate and proportionate fact equipped with presents the contextual and proportionate task. In the full contents of this textbook also presented with a summary of which can helps the students to review the lessons and make-some wisdom and the source list. While on the ending part of this textbook presents a bibliography attached at page 216, the index on page 214, and gloss on page 209 but there is no hint. Whereas, based on the theory of Mansur Muslich on his book "textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*" on page 303, mention that it should be presented. Over all, for the items of indicators of presentation eligibility mostly fulfilled.

b) "BUPENA" textbook

Firstly, viewed from the proportioned of techniques presentation sub-component, especially focus on the systematic presentation indicator, at the beginning of each chapter of the textbook "BUPENA"

presents images in accordance with the daily life in accordance with the topics to be discussed as a motivational interested students to learn the material contained therein. Do not miss any preliminary that includes the goals of the prerequisites required once things expected as a result of the study of each chapter. For example "in this unit you will learn: ...". And there are clearly of content material presented by textbooks even after analysis regarding compliance with Core Competence and Base Competence of 2013 curriculum used in MAN Model Palangka Raya no one chapter which is appropriate. Excluding attention the suitability with Core Competence and Base Competence of 2013 curriculum used in MAN Model Palangka Raya grain material is good enough in coherently of presentation from simple to complex and easy to understand. But, if viewed from balance of inter-chapter indicator side which is reflected in the number of pages, less proportionately, because there is one chapter is chapter 12 which had the difference is quite far with the number of pages from the other chapters, we know that: chapter 1 amounted to 14 pages, chapter 2 amounted to 12 pages, chapter 3 amounted to 14pages, chapter 4 totalling 14 pages, chapter 5 amounted to 14 pages, chapter 6 totalling 12 page, chapter 7 amounted to 16 pages, chapter 8 amounted to 18 pages, chapter 9 amounted to 12 pages, chapters 10 amounted to 14 pages, chapter 11 amounted to 14 pages, chapter 12 amounted to 10 pages. Whereas, according Mansur Muslich on his book entitle "textbook writing: *Dasar-Dasar*

Pemahaman, Penulisan, dan Pemakaian Buku Teks” on page 298 that the balance of inter-chapter could be reflected on the number of pages of each chapter. Nevertheless, do not affect the content of the material therein.

Secondly, beside regard to the technical presentation sub-component of the presentation eligibility component, it should be regard to the learning presentation sub-component. Can be seen in the learning presentation of “BUPENA” textbook’s materials are interactive so as to motivate students to learn independently, using various types of task assignments either individually, in pairs and even groups. According to what is said in the "Preface" on page (v) of this book that is more focused on increasing students to develop students' skills in doing the activities of textbook and develop their power of critical thinking, creative and innovative. For example, in Chapter 1 page 6 "complete the following table with the expression you use to introduce yourself" as a form of investigation task which requires students to develop skills in solving problems or tasks proceeds of more than one kind of answer. In addition, another example on page 9 presents the task of exploration which begins with a problem and requires students to collect data in the form of collecting various kinds of emails from friends and then do an analysis of the e-mail as the data information of tasks that must be collected at the same time as the form of the results of activities "hands-on-activity". Surely contextual material presented interesting and

familiar with the students so as to arouse their interest and feel engrossed in studying the material contained therein and certainly safe from the ethnic group (SARA). All of this is reinforced by the results of interviews to some students and the English teachers who said they were quite feel inspired with material that is so contextual and easy to understand is equipped with a variety of presentation methods from simple to complex and illustrations, images, graphs or tables that fit the facts and proportional though not full colour. It is suitable with the theory of Mansur Muslich on his book entitle “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*” on page 299-301 which discuss about the learning presentation.

Table 4.7

The examples of the accuracy of facts, picture and illustration



Thirdly, beside of technical presentation and learning presentation sub-component, it considering the completeness of the presentation too where there are parts of the preliminary, content and finishing. Preliminary that existed at the beginning of the book at least contains a foreword, instructions for use, the table of contents and list of symbols.

Foreword to the textbook "BUPENA" located on page (v), usage instructions contained on page (iii); table of contents contained on page (vii) but there is no list of symbols or notation either at the beginning or at the end of the textbook. Whereas, based on the theory of Mansur Muslich on is textbook entitles "textbook writing: *Dasar-Dasar Pemahaman, Penulisan dan Pemakain Buku Teks*" on page 302 it should be presented. On the contents, clear pictures and illustrations or tables that presented a clear, appropriate and proportionate fact although not colourful equipped with dish duty and a matter of contextual and proportionate. But not complete with a summary, there is only an outline or to supplement the information of the material being discussed is contained in the "let's learn English "and " note / things to remember". While on the ending part this text are incomplete, only serves bibliography attached at page 201, there is no subject index, gloss and a hint. While, based on the theory of Mansur Muslich on is textbook entitles "textbook writing: *Dasar-Dasar Pemahaman, Penulisan dan Pemakaian Buku Teks*" on page 303 that these should be presented in the ending part of presentation completeness indicator of presentation eligibility. To sum up, "BUPENA" textbook mostly items of presentation eligibility's indicators are fulfilled.

c) **"Bahasa Inggris" textbook**

Firstly, viewed from the proportioned of techniques presentation sub-component, especially focus on the systematic presentation

indicator, the textbook "Bahasa Inggris" presents images of daily life at the beginning of each chapter (look at the table 4.8) correspond to the topics to be discussed as a motivational of students to be interested in learning material in them, named the "warmer" which is based on the explanation in the book " Bahasa Inggris " teachers' guide page (vi) second paragraph seventh lines that the "warmer" is aimed at teachers as guides to motivate their students to be consistent in using the English language during they are doing activities. Beside as generating students' motivation, it is also as the introduction to activate prior knowledge of students followed by more material content is based on the topics covered in each chapter. And there are clearly of content material presented by textbooks even after analysis regarding compliance with Core Competence and Base Competence used in MAN Model Palangka Raya no one chapter which is appropriate. Excluding attention the suitability with Core Competence and Base Competence is in MAN Model Palangka Raya grain material is good enough in coherently of presentation from simple to complex and easy to understand.

If viewed from the balance between the chapter side, to find out whether proportional or cannot be seen and reflected in the number of pages, the textbook " Bahasa Inggris " less proportional because there are some chapters have a page count that much different from some other chapters, such as chapter 8 only amounted to 10 sheets while

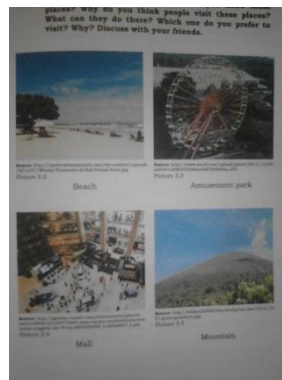
chapters like chapter 1 totalling 16 pages, chapter 2 totalling 14 pages, chapter 3 totalling 12 pages, chapter 4 totalling 12 pages, chapter 5 totalling 12 pages, chapter 6 totalling 14 pages, chapter 7 totalling 12 page, chapter 9 amounted to 13 pages. Whereas, according Mansur Muslich on his book entitle “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*” on page 298 that the balance of inter-chapter could be reflected on the number of pages of each chapter. Nevertheless does not reduce the content and quality of the material presented.

Secondly, beside technical presentation sub-component side, learning presentation should be considered too. “Bahasa Inggris” textbook presentation of the material is so interactive according to what is said in the general instructions provided in the " Bahasa inggris" textbook of teachers’ guide located on page vi mention that textbooks this presents a form of active communication activities, both through the English language that is receptive and productive. So as to motivate students to learn independently, all of these can be demonstrated in every chapter that presents some interesting questions, pictures and activities that involve individually, in pairs and groups automatically emphasis on skills of thinking and psychomotor student and not just focus on obtaining the final result. For example on page 14 is presented investigation task where students are required to solve the problem or task more than one kind of answer in accordance with reason and

critical thinking of each student. Especially in the activities as stated in the "further activity" in which students are required to explore or to analyse or tasks that presented the same time be as a result of the "hands-on-activity". Additionally task that requires students to produce a work, clearly stated in Chapter 2 on page 22, chapter 3 on page 28, chapter 4 on page 37, chapter 5 on page 52 and 62, chapter 6 on page 79 and chapter 7 on page 86, chapter 8 on page 102 and chapter 9 on page 108.

Aside from being able to improve students' critical thinking and their creativity, the easier for them to understand the material presented contextual where they feel so familiar, attractive and beneficial for them. This kind of material or activity was safely away from ethnic group (SARA). Even so the variation in the presentation with pictures and colourful illustrations to support and attract students to the achievement of learning objectives. It is strongly supported by the students and English teacher's assumption said that with the proportional facts, illustrations, pictures make them easy to understand the concept of the material. It is suitable with the theory of Mansur Muslich on his book entitle "textbook writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks" on page 299-301 which discuss about learning presentation sub-component.

Table 4.8
The example of colourful pictures



Thirdly, beside considering the technical presentation and learning presentation, the textbook "Bahasa Inggris " also pay attention to the completeness of the presentation where there are parts of the preliminary, content and cover. In the preliminary, the textbook "Bahasa Inggris" is contained preface listed on page (iii) and table of contents listed on page (iv), especially for students' "Bahasa Inggris" guiding textbook is not complete with a list of symbols or notation and usage instructions. While on presenting, complete with pictures and illustrations or tables that are so obvious to the referral source image was obtained from which the illustrations or images that must be protected. Presenting some pictures and illustrations or tables is not only obvious but also full colour so as to make students interested in learning the material. We know that most of the images created by the ministries of education and culture alone (Kemendikbud) itself. Students' understanding is reinforced by presenting of questions and exercises that are so proportionate. It is strongly supported by the

students and the English teachers said that with the proportional fact, illustration, pictures, examples and exercises make them easy to understand. But there is no summary of which is a collection of key concepts chapters with sentences concise and meaningful and easier for students to understand the contents of the chapter. For the ending part of this textbook there are only references listed on page 116. While, based on the theory of Mansur Muslich on is textbook entitles “textbook writing: *Dasar-Dasar Pemahaman, Penulisan dan Pemakaian Buku Teks*” on page 303 that should be presented index, glossary and hint too in the ending part of presentation completeness indicator of presentation eligibility. The conclusion, “BUPENA” textbook mostly items of presentation eligibility’s indicators are fulfilled.

3. Language Eligibility

According Mansur Muslih on his book entitles “textbook writing : *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks*” on page 304-305 mention that in language eligibility, there are three indicators should be paid attention , they are: the compliance with the students’ development level, the communicativeness, and the coherent and the unity of the idea.

a. “Contextual English” textbook

Focus on the compliance with the students’ development level and the communicativeness. The language presented in the "Contextual English" textbook in explaining the concept, application of concepts through examples or illustrations imaginatively can be imagined by the students. And in accordance with the level of students' social emotional development. Reinforced by the results of the interview from some students and English teacher said that the language is easily understood and served fairly well understood in the presentation of the material, examples and illustrations explaining and giving orders. for example, in chapter 2 page 24 that says "write one sentence or two explaining each picture ..." from these samples can be used as evidence that the language used in the textbooks in accordance with the level of education equal high school, not long-winded, in accordance with the rules of grammar English is good and true and certainly easier for students to digest and understand the intent and purpose so as to encourage students to study the book thoroughly. It is suitable with the theory of Mansur Muslich on his book entitle “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*” on page 304 mention that the language should be easy to understand. Equipped with full-colour illustrations and not only serves as materials that are in the local environment but the global environment as well as a generator of emotional students. Seen in this part of the "preparation" which

always presents the illustrations locally appropriate and proportionate in order to stimulate the student's mind before starting the learning process, and at each session day expressions that include illustrations that are interesting and warrant, that in Chapter 1 on page 7, chapter 2 on page 22, chapter 3 on page 35, chapter 4 on page 57, chapter 5 on page 73, chapter 6 on page 86, chapter 8 on page 132, chapter 9 on page 148, chapter 10 on page 169, chapter 11 on a 177 and chapter 12 page 199. Also on page 202 in addition to presenting local picture about "Suramadu Bridge, Indonesia" as a messenger of the material being conveyed also presents a picture "of the Golden Gate bridge, America" as a comparison so that students emotional social awakened. It is suitable with the theory of Mansur Muslich on his book entitle "textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*" on page 304 mention about the language must suitable with the students' intellectual development level and students' social emotional development level where explain that language used in the textbook must suitable with the students' social emotional with the illustrations describing the concepts from local until global era. Although there is a slight error in writing in each chapter, it is about the writing of "Excercise" in some tasks, the actually the correct writing is "Exercise".

Next, If seen from the integration of each chapter," Contextual English" textbook in delivering of messages between one chapter to

another chapter so close together and most of the interconnections where at chapter 1-9 discuss the existing interrelationships with the natural and social environment, while at chapter 10-12 focus on issues social, namely: chapter 1 discusses the explanation text about the earthquake is appended to the expression of everyday emotion of greeting, chapter 2 presents a discussion about the text explanation about the tsunami with affixed a daily expression about introductory chapter 3 about hortatory text about the social environment of life as a student listed on page 31 to present the matter in touch with nature at the MID test on Glaciers text, be continued in chapter 4 focuses on explanation text about the natural one on water cycle is also appended discussion of social environment the narrative text in the language usage in this chapter and everyday expressions about expressing sympathy, chapter 5 about pollution accompanied by expressions of everyday discussion about expressing offers . Chapter 6 also presents the text of "flood" in the form of text recount in the "activity 3" accompanied on caring expression. Chapter 7, about volcanoes in the form of explanation text with accompanying things that relate to the social environment also in the form to learn about the announcement, in Chapter 8 in the exercise contained text about pollution be with things that relate to the social environment of Praising congratulating expression and expression and in chapter 9 presents a task in the" lesson 9 test "of natural events" the Earth need to be nourished"In the form

of hortatory text. Continuing in the chapters 10-12 focus on things that relate to the social environment, they are: Chapter 10 on "the traditional home Tower", chapter 11 of "the medicine" and chapter 12 on environment horizon and views of the building. If the terms of the integration of each paragraph contained in each chapter presented accurately, coherently and proportionately. It is suitable with the theory of Mansur Muslich on his book entitle "textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*" on page 305 which mention about the coherent and the unity of the chapters and paragraphs. Overall, "Contextual English" textbook fulfil all of the items of language eligibility indicators.

b. "BUPENA" textbook

If focus on the communicativeness and the compliance with the students' development level. "BUPENA" textbook accordance with the level of intellectual and social emotional development equal high school students and easy to understand, especially students MAN Model Palangka Raya, reinforced also from the interviews of some students who use BUPENA that they felt that the language served in the delivery of the material in each chapter is able to imaginatively conceivable and understandable goals and objectives. The language of the text in the description or elaboration and explanation of these materials have a straightforward language, effective and does not cause a lot of meaning according to the governing rules of grammar namely

grammar good English so that messages can be delivered and easily digested by students . It is suitable with the theory of Mansur Muslich on his book entitle “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*” on page 304 mention that the language should be easy to understand.

Other than that the language is also presented in accordance with the level of development of students' social emotional and intellectual which is reinforced by the results of the interview from some students and English teacher said that the language is easily understood and served fairly well understood in the presentation of the material, examples and illustrations explaining and giving orders and the concepts ranging from the local to the global environment. Evident in chapter 8 on page 98 that presents illustrations temple and beach in Indonesia but it also presents a picture of the global environment contained in Chapter 9 page 117, by presenting the material with a picture of the "Tower of London", with it all the souls of their emotional awoke to more interested in studying the contents of the book. It is suitable with the theory of Mansur Muslich on his book entitle “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*” on page 304 mention about the language must suitable with the students' intellectual development level and students' social emotional development level where explain that language used in

the textbook must suitable with the students' social emotional with the illustrations describing the concepts from local until global era.

Next, beside focus on the communicativeness and the compliance with the students' development level, it must focus the unity of the idea or message presented. The messages between one chapter and another chapter of the "BUPENA" textbook has less interconnectedness, can be seen that in chapter 1-5 focus the discuss about daily expressions with broad community continued in chapter 5 the focus on grammar "past tense and present perfect" with a little revealing and presenting an assignment that relates to the social environment in implementing the grammar material, be continued in chapters 7-9 focus on descriptive text explanation with a different theme; in chapter 7 themed descriptive text about people, chapter 8 describes about tourist and chapter 9 describes the historical building, where each of these discussions. Furthermore, in chapter 10 about the announcement, chapters 11-12 of recount text, and Chapter 13 discusses the legend, and in chapter 14 about the song. As a whole can be summed up in the ratings on the integration of the mindset among chapters less logical and proportionate because the grain material is not contiguous to convey a logical relationship. Meanwhile, based on the theory of Mansur Muslich in his book entitles "textbook writing: *Dasar-Dasar Pemahaman, Penulisan, Pemakaian Buku Teks*" on page 303 that in deliver the message between one chapter with the other chapter are related to each other.

But if we look and read from each paragraph in each chapter is coherent, accurate and proportionate. Over all, on “BUPENA” textbook mostly of the item of language eligibility’s indicators are fulfilled.

c. Bahasa Inggris textbook

Focus on the compliance with the students’ development level and the communicativeness. The language used in the textbook " Bahasa Inggris " in explaining the text, concepts, description of materials, examples and illustrations or a command does not beat around the bush, properly and in accordance with the level of development and abilities of students equal with the levels of high school, especially students of the tenth grade of MAN Model Palangka Raya. All these are supported by the results of interviews with some of the students and the English teacher who had used this text said that the language used is quite easy to understand, do not give rise to many interpretations, making it hard to understand the intent and purpose of the material presented. for example, on page 40 under "Task 3" there is a command that is so straightforward and easily understood in accordance with their levels, here it is “ 1.first, imagine that you are a candidate for the head of the student's organization, 2. You are preparing for your campaign promotion to head of the student's organization, 3. Make an outline of the plan that you will do if you are selected as president or head of the student's organization”. From the examples presented is clearly even though the command is quite long but not beating around the bush by

using a language that is easily understood. And the language presented in accordance with the precision of rules/ grammar and spelling in the science of the English language as well It is suitable with the theory of Mansur Muslich on his book entitle “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*” on page 304 mention that the language should be easy to understand.

The language presented supported by pictures and illustrations depicting the concept ranging from the environment to the global environment that is able to arouse them want to learn the materials exist in books the text. e.g., chapter 3 on page 32 presents a discussion tasks in the form of images, including: image Kuta beach in Bali, amusement park in Ancol, Mall in West Jakarta and Mount Sumeru, but it also presents an update comes with the picture on page 92 about "the Secrets of Stonehenge "coming from the northeast. It is suitable with the theory of Mansur Muslich on his book entitle “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Teks*” on page 304 mention about the language must suitable with the students’ intellectual development level and students’ social emotional development level where explain taht language used in the textbook must suitable with the students’ social emotional with the illustrations describing the concepts from local until global era.

Next, beside focus on the communicativeness and the compliance with the students’ development level must be noted the coherent and

the unity of the idea or message. “Bahsa Inggris” textbook in presenting of messages between one chapter to another chapter less interconnectedness, these are; 1-4 chapter relating to the broad community of social environment in the form of daily expressions, then continuing at chapter 5-8 deals with the description text and just focus on its theme. Continued with the last chapter focus on announcement topic. Meanwhile, based on the theory of Mansur Muslich in his book entitles “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, Pemakaian Buku Teks*” on page 303 that in deliver the message between one chapter with the other chapter are related to each other. But the paragraphs are served in each chapter are coherent and proportional. Over all, on “Bahasa Inggris” textbook mostly of the item of language eligibility’s indicators are fulfilled.

4. Graphic Eligibility

According Mansur Muslih on his book entitles “textbook writing : *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks* “ on page 305-313 mention that in graph eligibility, there are three indicators should be paid attention , they are: book size, cover design, and book content design.

a. “Contextual English” textbook

Firstly, focus on the size of textbook where must comply with ISO standards, the size of a book based on ISO standards commonly applied

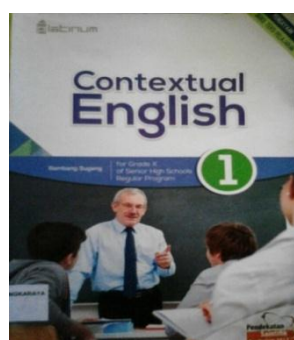
in the manufacturing of textbooks among its A4 (210 x 297 mm), A5 (148 x 210 mm) and B5 (176 x 250 mm). "Contextual English" textbooks based on the information listed on page (ii) mention that its size is 21 x 29.7 cm or 210 x 297 mm, it means the size of a "Contextual English" textbook in accordance with the provisions of ISO standards. Of course, it must accordance with the existing material too that can be seen from the layout of the material presented so neat and proportional as already explained on Mansur Muslih 's theory on his book entitles "textbook writing : *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks* on page 306.

Secondly, beside of the book size sub-component side, in terms of graph eligibility also pay attention to the design of textbook's cover. Based on the observation and analysis of the design of the front and back of the cover of the book "Contextual English" has a coherent whole in which the element of colour, illustration and typography appear in harmony, rhythm and intertwined with each other and consistent. As the initial attraction of the book, the "Contextual English" textbook cover design is good centre point visibility with precision elements/ materials design that will be presented or highlighted in between these elements / materials design of the other and thus clarify the presenting of text and illustrations and other decorative elements. All of these are supported by the results of interviews with some of the students and the English teacher said that

they interest with the design of the textbook which are so able to attract them with its good point centre. The composition and size of the elements of the layout of the title, author, illustration and the other also has a balance punctuated with elements of colour can give certain shades. Elements of the layout design consistent of book cover in a series of textbooks. In addition, the font used on the cover is quite attractive and easy to read where the font size of titles is more dominant than the name of the author and publisher, and proportionate to not use a lot of combinations of letters and letter ornamental resulted in disturbing the attractiveness of the eyes could see, the typeface on the cover of the book use 2 kinds of letters to be more communicative in conveying information submitted. Supported also by the view of a colour that contrasts with the background. Suitable with Mansur Muslih's theory on his book entitles "textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks* on page 308.

Table 4.9

Cover of "Contextual English" textbook



Thirdly, according to Mansur Muslih in his book entitled "textbook writing : *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks*" on page 308, in terms of graph eligibility is also concerned with the content of the book design. Based on the observation and analysis of the content design of writing a book on the "Contextual English" textbook is able to provide an overview of the side / specific teaching materials quickly, and can visually show kinds of illustrations shown based on the material. Clearly visible on the home page of each chapter, which presents images corresponding to what material will be covered. E.g. chapter 4, at the beginning of the chapter presented an image flood of images that can clearly help move the student's mind about what will be discussed, when it began to explore the material in it and it turns out having an association between the images on the page earlier in the chapter with the content therein namely discussion of a catastrophic flood is presented in the form of "explanation text". Powered by shape, colour and size, the proportion of objects in accordance with the reality on the preview image, illustration and more so as not to cause any misunderstanding. Placement of the layout elements such as title, subtitle, preface, table of contents, and others consistently from each chapter. The separation between paragraphs clear there is no widow or orphan.

Placement of the layout of titles, subtitles, text, illustrations, captions and layout of the page number where the page layout is even striving to page layout odd next to it referring to the principle of two pages open

(centre spread) and a margin of two pages side by side on a print fields applied proportionate and spacing between the text and the illustration was appropriate. Not only that, the space between letters and between lines of text normal, wide composition of the text was the appropriate level of education that is equivalent high school level.

The title of the chapter on "Contextual English" written in full along with the chapter numbers, e.g.: Lesson 1 (followed by the title of chapter); Lesson 2: (followed by the title of chapter), and so on (look at the table 4.3). Writing subheads and sub-sub-title well adapted to the existing provisions on "Grid Map" that are presented after each chapter title pages are consistently included pages that are tailored to the layout pattern (look at the table 4.3). Besides, there are illustrations and captions are able to clarify the presentation of the material in good shape, size proportional, as well as interesting colour corresponding original object, writing captions to illustrations is placed adjacent to the smaller size of the text font and proportionate.

On each page there are not images that serve as the background so that the clarity of concept or material description is conveyed clearly. Writing the layout of the title headings and sub-subheadings in each chapter and sessions presented neatly and proportionate so as to avoid misinterpretation. In addition to the layout of headings, subheadings and sub-subheadings are taken to ensure that no misinterpretation for students in understanding the text book so do not use too many fonts as

mentioned on page ii that this textbook on writing letters of text using the letter "time new roman" only to distinguish elements of text, font text using variations and series and type "times new Roman" too e.g. the use of variation Bold and italic, which is clearly visible on any instructions or orders or shows an important thing on every page of a discussion, concept or exercise. Not only that, in each sub-headings in the font differ as distinct from the letter of the text used, namely "Arial" and bold and not too light can make in reduced aesthetics of it with a note there are no letters ornamental and cutting words that will reduce the arrangement of text readability.

The illustrations presented on the description of the material in each chapter so that an accurate proportional to the shape of the object in question, certainly in harmony with the material covered so as to become clarify and simplify of understanding and stimulate students' thinking creatively dynamic. All of these supported by the result of the interview from the students and the English teachers that the design of the cover and book content design is good. Over all, all of the items of graphic eligibility's indicator are presented.

b. "BUPENA" textbook

Firstly, focus on the size of the book sub-component side where based on the Mansur Muslih 's theory on his book entitles "textbook writing : *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku*

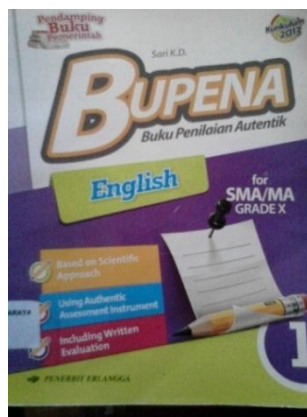
teks on page 306 the book size must comply with ISO standards, the size of a book based on ISO standards commonly applied in the manufacturing of textbooks among its A4 (210 x 297 mm), A5 (148 x 210 mm) and B5 (176 x 250 mm) with a tolerance of difference in size between 0-20 mm. Textbooks "BUPENA" has a size of 21.00 x 26.00 cm which does not comply with ISO standards have been determined, although the size of the specified tolerance. But appropriate when viewed from the material presented therein.

Secondly, beside the book size component side must pay attention to the design of book covers. Suitable with Mansur Muslih's theory on his book entitles "textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks* on page 306. Based on the observation and analysis of the design of the front and back of the textbook cover has a coherent whole of the illustration and typography appear in harmony, rhythm and intertwined with each other and consistent although the element of colour is not full colour. As the initial attraction of the book, the "BUPENA" textbook cover design has a good centre point with precision elements / materials design that you want displayed or highlighted among the elements / materials other designs so as to clarify the display of text and illustrations and other decorative elements. The composition and size of the elements of the layout of the title, author, illustration and the other also has a balance punctuated with elements of colour that can provide certain nuances. Elements book cover design

layout consistent in a series of books. In addition, the font used on the cover is quite attractive and easy to read where the font size of titles is more dominant than the name of the author and publisher, and proportionate to not use a lot of combinations of letters and letter ornamental resulted in disturbing the attractiveness of the eye could see, the typeface on the cover of the book use 2 kinds of letters to be more communicative in conveying information submitted. Supported also by the look of a colour that contrasts with the background. Where it is suitable with Mansur Muslih's theory on his book entitles "textbook writing : *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks* on page 308.

Table 4.10

Cover of BUPENA textbook



Thirdly, for the graph eligibility not only regard to the book size and book cover design but also concerned at the book content design. It is strongly supported by Mansur Muslih's theory on his book entitles "textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan*

Pemakaian Buku teks on page 308. Based on the observation and analysis of the contents of the book design on the textbook "BUPENA" able to quickly provide an overview of the side / specific teaching materials, and can visually reveal the type of illustration is presented based on the material. Clearly visible on the home page of each chapter, which presents images corresponding to what material will be covered. For example chapter 1, images are presented with a shape, size, proportions of corresponding objects the realities of people shaking hands, although not full colour not so open to misinterpretation. With it quite clear what material will be covered in it that cannot be separated on discussion of daily expression in the self-introduction, and so do the next chapter.

The placement of elements of the layout of the title, subtitle, and preface at the beginning of each chapter are consistent. Separating or arrangement between paragraphs obviously with the appropriate margin settings both on the composition of the layout, titles, subtitles, text, illustrations and captions with there is no widow or orphan.

The chapter titles are written at the beginning of each chapter in the textbook "BUPENA" comprehensive written with numbers, such as: Chapter 1 (completed with the title of the topic on the chapter), Chapter 2 (completed with the title of the topic on the chapter) and so on (look at the table 4.11).

Table 4.11**The example of presenting of chapter on “BUPENA” textbok**

Writing subheads and sub-subtitle in it is consistent popularity has been described in broad outline at the "table of contents" page that proportional included in accordance with the layout. Besides pictures and illustrations presented with the size, shape, and in accordance with the realities able to clarify the presentation of the materials, they should be included information and source of each illustration (included source for the right to be protected) and placed adjacent to the illustrations of a smaller size than the font of text, it suitable with Mansur Muslih's theory on his book entitles "textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks* on page 309. But, "BUPENA" textbook most of the pictures and illustrations presented on each page is not listed the caption and source directly. "BUPENA" textbook only present about images list information and sources which located on page 202 namely "image sources".

In the presentation materials and concepts in each page there are images that serve as the background so that the reading is very legible and readily accepted the message delivered from the description or explanation of the material presented. In the placement and writing the title, subtitle, sub-subtitle, and illustrations also fit a pattern so that no one interpretation of the material presented. In addition to considering the layout of titles, subtitles and more in avoiding misunderstandings from students, the textbook "BUPENA" does not use different types of fonts, text book "BUPENA" only use one typeface of text that is the kind of "Frutiger with size 11 pt" only, but it uses a variation of the series of letters "Frutiger", such as using bold (Bold) and italics (italic) as a bookmark or emphasis of a matter that is considered so important, particularly in view of the subtitles as a key differentiator from other text with the letters not too noticeable. Width setting arrangement of text, spacing between lines and between the normal letters is not too loose and not too tight and there are no hyphenation that can disturb students' understanding.

The illustrations presented in the textbook "BUPENA" in the description of the material in each chapter so accurate proportional to the shape of the object in question and in harmony with the material covered so as to become the power to clarify and simplify the understanding and stimulate students' thinking creatively dynamic. All of these are supported by the results of interviews with some of the

students and the English teacher that can be summarized said that the graph eligibility of this textbook good completed with some attractive illustrations. To sum up, mostly items of graphic eligibility's indicators are fulfilled by "BUPENA "textbook.

c. "Bahasa Inggris" textbook

Firstly, focus on the book size component side where based on Mansur Muslih 's theory on his book entitles "textbook writing : *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks* on page 306 mention that the size of the book should be in accordance with the standard requirements of ISO, the size of a book based on ISO standards commonly applied in the manufacturing of textbooks among its A4 (210x297 mm), A5 (148 x 210 mm) and B5 (176 x 250 mm). Based on the research "Bahasa Inggris" Textbook has a size of 210 x 297 mm; it means the size of "Bahasa Inggris" textbook in accordance with the provisions of ISO standards and in accordance with the existing material seen from the layout of the material presented so neat and proportional.

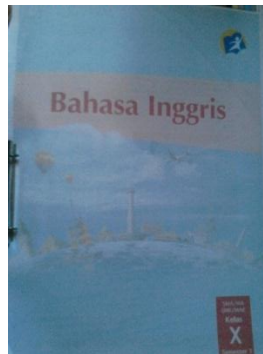
Secondly, beside focus on the book size sub-component, the graph eligibility component is also concerned at the side of the book cover design sub-component. It is suitable with Mansur Muslich's theory on his book entitles "textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks* on page 306. Based on the

observation and analysis of the design of the front and back of the "Bahasa Inggris" textbook cover has a coherent whole in which the element of colour, illustrations and typography appear in harmony, rhythm and intertwined with each other and consistent. As the initial attraction of the book, the "Bahasa Inggris " textbook cover design has good point centre visibility with precision elements / materials design that will be presented or highlighted in advance of elements / materials design other so as to clarify the display of text and illustrations and other decorative elements . The composition that there on the cover of this textbook are; the title of the book, the information of the class which use it, illustrations and logos without the name of the author and the publisher. However, does not reduce the attractiveness of the centre good visibility. The size of the layout of the title element and illustration and the other also has a balance punctuated with elements of colour that can provide certain nuances. Elements of the design layout consistent book cover in a series of textbooks. In addition, the font used on the cover is quite attractive and easy to read because it uses only one kind of typeface but the attractiveness of the cover of the "Bahasa Inggris" textbook aided by illustrations by design and attractive colours which indirectly picture that describes the content of the material in the book globally. Supported also by the colour that contrasts with the background over the attractiveness helped cover textbooks. Suitable with Mansur Muslih's theory on his book entitles "textbook writing:

Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku teks on page 307.

Table 4.12

Cover of Bahasa Inggris textbook



Thirdly, for the graph eligibility not only focus on books size and design of book covers but also concerned to the content of the book design. Based on the writer's observation and analysis of the contents design of " Bahasa Inggris" textbook , it has a shape, colour, size and proportions correspond with the reality of being able to quickly give a picture of the side / teaching materials specific and can visually reveal the type of illustration is presented based upon the material. Clearly visible on the home page of each chapter, which presents images corresponding to what material will be covered. For example chapter 1, presented a picture of a student who was standing in front of the class seemed to convey something. With grain proportional picture is quite helpful in increasing students' understanding of the title which is presented above the image, therein lays the visualization that is, a student as if experiencing these things so much easier to understand

(look at table 4.13). Design on the whole content of the material in each chapter is presented in a neat and consistent, of course, there is no widow or Orphan which could affect the quality of the contents of the book.

The placement of elements of the layout of the title, subtitle, text and illustrations, captions and page number where the arrangement is highly considered even page layout affect the page layout side.

Writing in the title of each chapter in the "Bahasa Inggris" textbook complete written with numbers, like: chapter 1 (followed by a chapter title), Chapter 2 (followed by the title of the chapter), and so on (look at the table 4.13).

Table 4.13

The example of writing in the title of each chapter



While writing subtitles chapters in each chapter is less consistent and less correspond to those mentioned in the general instructions contained in the " Bahasa Inggris " teachers' guiding textbook on page (vi) which states that "each chapter in the " Bahasa Inggris " textbook is generally prepared by the name of the "warmer, vocabulary builder, practice

pronunciation, reading, text structure, vocabulary exercises, grammar review, speaking, writing, reflection, and further activities' but a reality that exists in every subtitles only one chapter that is truly appropriate to those mentioned, namely, chapter 5 (look at table 4.6), but it is not a fatal error because it is meant that generally include some of these activities ,so do not matter can be different as long as not so different away that could affect the quality of the material content of the discussion on each chapter. Besides, it is very clear illustration with most illustration and clarified with the picture captions are so proportioned layout where the testimony of a smaller size than the letter of the text.

Pages contained illustrations or images used as background only found in chapter 8, page 96 about the historical building and the background image that is in accordance with the text that is being discussed is "Stonehenge" by proportionate so as not interfere with the clarity in disseminating information on the text. Position headings, subheadings, and sub-headings in each chapter was neatly arranged so as to avoid misinterpretation.

In presenting the description and concept of the material in the book does not use a lot of text typeface, based on the information obtained from this textbook precisely on page ii that the textbook " Bahasa Inggris " using the text "Old style with size 11 pt". Width setting arrangement of text, spacing between lines and between the normal

letters is not too loose and not too tight and there is no word cuts that could hamper students' understanding.

The illustrations presented in the textbook “Bahasa Inggris ” in the description of the material in each chapter so that an accurate proportional to the shape of the object in question and in harmony with the material covered so as to become the power to clarify and simplify the understanding and stimulate students' thinking creatively dynamic. All of these are supported by the results of interviews with some of the students and the English teacher that can be summarized said that the graph eligibility of this textbook good completed with some attractive illustrations. Over all, “Bahasa Inggris” textbook fulfilled all of the indicators of graphic eligibility.

A. Scoring Activity

For scoring the researchers analysed the textbooks provide an indicator of the value of scoring. Indicators are used to analyse the feasibility of the content, language, presentation and graphic where to know how much score will be given in each indicators considered on the result of study and discussion part section. Based on Mansur Muslich’s theory in his book titles Pusat Perbukuan on page 357-362 that discuss about this book appraisal in accordance with Government Regulations (Permen) No. 2 Year 2008 Book 8, Government Regulations (Permen) 11 2005.¹

¹Indah puji astuti, *Analisis Kualitas Buku Pelajaran Bahasa Indonesia untuk Kelas Tinggi yang Digunakan di SD Negeri 2 Centre Curup Tahun Ajaran 2012/2013*, thesis;

Table 4.14**Scoring rubric the quality of textbook²**

Item		
1. Content Eligibility	Score	Description
a. The compliance with the material description KI (Core Competence) and KD	1	The suitability of the material (concepts, principles, procedures, examples and exercises) contained in textbooks with KI and KD are at a level interval 0-25% of the total material
	2	The suitability of the material (concepts, principles, procedures, examples and exercises) contained in textbooks with KI and KD are at a level interval 26-50% of the total material
	3	The suitability of the material (concepts, principles, procedures, examples and exercises) contained in textbooks with KI and KD are at a level interval 51-75% of the total material
	4	The suitability of the material (concepts, principles, procedures, examples and exercises) contained in textbooks with KI and KD are at the level of the interval 76-100% of the total material
b. The accuracy of the material	1	Material (facts, concepts, illustrations) contained in textbooks contextual, not cause many commentators, correctly in accordance with the rules (accurate) is at a level interval 0-25% of the total material.
	2	Material (facts, concepts, illustrations) contained in textbooks contextual, not cause many commentators, correctly in accordance with the rules (accurate) is at a level interval 26-50% of the total material.
	3	Material (facts, concepts, illustrations) contained in textbooks contextual, not cause many commentators, correctly in accordance with the rules (accurate) is at a level interval 51-75% of the total material.
	4	Material (facts, concepts, illustrations) contained in textbooks contextual, not because many commentators, correctly in accordance with the rules (accurate) are at the interval level of 76-

program studi pascasarjana fakultas keguruan dan ilmu pendidikan bahasa dan sastra indonesia universitas Bengkulu; 2013; pg 28.

² Ibid, pg: 29-37

		100% of the total material.
c. The supporting of learning materials	1	If the material and features (including a description, examples, exercises, bibliography) contained in the textbook not reflects the current conditions, derived from the immediate environment associated with science students and science of language is at a level beyond the interval of 0-25%.
	2	If the material and features (including a description, examples, exercises, bibliography) contained in the textbook just little reflects the current conditions, derived from the immediate environment associated with science students and science of language is at a level beyond the interval 26-50%.
	3	If the material and features (including a description, examples, exercises, bibliography) contained in the textbook mostly reflects the current conditions, derived from the immediate environment associated with science students and science of language is at a level beyond the interval 51-75%.
	4	If the material and features (including a description, examples, exercises, bibliography) contained in the textbook reflects the current conditions, derived from the immediate environment associated with science students and science of language is at a level beyond the interval 76-100%.
2. Presentation Eligibility		
a. Technical of Presentation	1	If the material presented from easy to difficult concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD is in the interval 0-25%
	2	If the material presented from easy to difficult concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD is in the interval 26-50%.
	3	If the material presented from easy to difficult concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD is in the interval 51-75%
	4	If the material presented from easy to difficult concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD are at intervals of 76-100%

b. Learning Presentation	1	If the material presented emphasis on process skills that are safe for students, the presentation varies, whose value is in the interval of 0-25%.
	2	If the material presented emphasis on process skills that are safe for students, the presentation varies, whose value is in the interval 26-50%.
	3	If the material presented emphasis on process skills that are safe for students, the presentation varies, whose value is in the interval 51-75%.
	4	If the material presented emphasis on process skills that are safe for students, the presentation varies, whose value is in the interval 76-100%.
c. Presentation completeness	1	While most anatomy books do not exist, part- its part consists of an introduction, table of contents, gloss, bibliography, summaries and concept maps, evaluation of the manner of writing is not uncommon and true, more illustrations than text and not in accordance with the content ,
	2	If the majority of the anatomy book does not exist, part- its part consists of an introduction, table of contents, gloss, bibliography, summaries and concept maps, evaluation of the manner of writing is not uncommon and true, the illustrations and text as much and less in accordance with the contents material.
	3	If one of the parts of the anatomy of the completed book, parts consist of preface, table of content, gloss, bibliography, summaries and concept maps, evaluation and manner of writing that is quite prevalent and true, the illustrations a bit of text and fairly in accordance with the contents material.
	4	If the anatomy of the completed book, If the anatomy of the completed book, parts thereof shall be composed of the introduction, table of contents, gloss, bibliography, summaries and map concept, evaluation and the manner of writing that is commonly and correctly, fewer illustrations of the text and in accordance with the content.
3.Language Eligibility		
a. The compliance with the students' development level	1	If the language used is difficult, unattractive, convoluted, difficult to understand, use the command line,
	2	If the language used less attractive, less straightforward, less understandable, only partly use the phrase of invitation.
	3	If the language used is quite simple, quite interesting, quite straightforward, quite

		understood most of using the phrase of invitation
	4	If the overall language of the text simple, attractive straightforward, easily understood, using the phrase of invitation.
b. Communicative	1	If the language is not commonly used equivalent high school students / MAN, not in accordance with the rules of English grammar is good and right.
	2	If the language is less commonly used equivalent high school students / MAN, not in accordance with the rules of English grammar is good and right.
	3	If the language is quite commonly used equivalent high school students / MAN, quite in accordance with the rules of English grammar is good and right
	4	If a commonly used language overall equivalent students SMA / MAN and in accordance with the rules of English grammar is good and right.
c. The chronological and unity of mindset / idea	1	If it is not of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents.
	2	If in part of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents
	3	If the bulk of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents.
	4	If all of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents
4. Graphic Eligibility		
a. Book size	1	Following the ISO standard book size A4 (210 x 297 mm), A5 (148 x 210 mm), B5 (176-250 mm). Tolerance of differences in the size of 0-20 mm. Score 1 if the tolerance limit of the size difference of 15-20 mm.
	2	Following the ISO standard book size A4 (210 x 297 mm), A5 (148 x 210 mm), B5 (176-250 mm). Tolerance of differences in the size of 0-20 mm. Score 2 if the tolerance limit of the size difference of 10-15 mm.
	3	Following the ISO standard book size A4 (210 x 297 mm), A5 (148 x 210 mm), B5 (176-250 mm). Tolerance of differences in the size of 0-20 mm. Score 3 if the tolerance limit of the difference in size of 5-10 mm.
	4	Following the ISO standard book size A4 (210 x

		297 mm), A5 (148 x 210 mm), B5 (176-250 mm). Tolerance of differences in the size of 0-20 mm. Score 4 if the tolerance limit of the size difference of 0-5 mm.
b. Book cover design	1	If the cover design (skin of the face, back, rear) has no unity, no contrasting colour, size, font disproportionate either the book title, author name, publisher, use more than three fonts, illustrations do not describe the contents of the book.
	2	If the cover design (skin of the face, back, rear) lacks unity, lacking contrast colour, size, font proportionally less good book title, author name, publisher, using 3 or 1 typeface, illustrations describe the contents of the book is less.
	3	If the cover design (skin of the face, back, rear) enough to have unity, lacking contrast colour, size, font reasonably well proportioned book title, author name, publisher, using 3 typeface, illustrations adequately describe the contents of the book.
	4	If the cover design (skin of the face, back, back) has unity, contrast colour, size, font proportioned book title, author name, publisher, using 3 or 1 typeface, illustrations describe the contents of the book.
c. Book content design	1	If letters are used more than two types, many letters ornamental, illustration does not reveal the contents of the object and proportionate, there is no harmony between titles, text, captions, illustrations throughout the book's pages
	2	If letters are used more than two kinds, pretty much use of ornamental letters, illustrations less reveal the contents of the object and proportionate, less there is harmony between titles, text, captions, illustrations throughout the book's pages.
	3	If letters are used more than two types, there are some ornamental letters; illustrations quite reveal the contents of the object and proportionate, sufficiently harmonious inter-titles, text, captions, illustrations throughout the book's pages.
	4	If letters are used a maximum of two types, do not use decorative letters, illustration reveal the contents of the object and proportioned, harmonious inter-titles, text, captions, illustrations throughout the book's pages.

After describing and analysing the content of the textbooks based on Education National Standard Council (BSNP), the next step is conducting an assessment based on the indicators of assessment instruments assessment textbook of BSNP, i.e. Content, presentation, language and graph eligibility (instrument contained in the annex complete with descriptions of each grain as assessment guidelines). Assessment is done with the use of a graduated scale 1-4. The lowest value is 1 and the highest score is 4. Having obtained a score in each subcomponent. Further assessment in the form of a percentage of the instrument BSNP from the score of each subcomponent is calculated by the following formula³:

$$P = \frac{\text{the number of scores obtained by each sub-component}}{\text{the number of the maximum score for each sub-component}} \times 100\%$$

Note:

p= percentage score for each sub-component

Table 4.15

The Criteria of Book Quality⁴

The Quality	Percentage	Description
Very good	85-100	The average of the score
Good	65-84	
Good enough	55-64	
Not good	40-54	
Bad	0-39	

³ Ibid, pg:43

⁴ Mohammad I Farisi. Buku Teks Sebagai *Psychological Tool* Proses Enkulturas dan Pelestarian Kearifan Lokal. Prosiding Temu Ilmiah Nasional Guru IV. (Tangerang: Universitas Terbuka. 2012. Pg. 598

Table 4.16

The result of the English textbooks quality scoring used by English teachers for the tenth grade of MAN Model Palangka Raya

Item	Score	Description	Proper Value Provided		
			Contextual English	BUPENA	Bahasa Inggris
a. The compliance with the material description SK and KD	1	The suitability of the material (concepts, principles, procedures, examples and exercises) contained in textbooks with KI and KD are at a level interval 0-25% of the total material		✓	✓
	2	The suitability of the material (concepts, principles, procedures, examples and exercises) contained in textbooks with KI and KD are at a level interval 26-50% of the total material			
	3	The suitability of the material (concepts, principles, procedures, examples and exercises) contained in textbooks with KI and KD are at a level interval 51-75% of the total material	✓		
	4	The suitability of the material (concepts, principles, procedures, examples and exercises) contained in textbooks with KI and KD are at the level of the interval 76-100% of the total material			
b. The accuracy of the material	1	Material (facts, concepts, illustrations) contained in textbooks contextual, not cause many commentators, correctly in accordance with the rules (accurate) is at a level interval 0-25% of the total material.			
	2	Material (facts, concepts, illustrations) contained in textbooks contextual, not cause many commentators, correctly in accordance with the rules (accurate) is at a level interval 26-50% of the total material.			

	3	Material (facts, concepts, illustrations) contained in textbooks contextual, not cause many commentators, correctly in accordance with the rules (accurate) is at a level interval 51-75% of the total material.			
	4	Material (facts, concepts, illustrations) contained in textbooks contextual, not because many commentators, correctly in accordance with the rules (accurate) are at the interval level of 76-100% of the total material.	✓	✓	✓
c. The supporting of learning materials	1	If the material and features (including a description, examples, exercises, bibliography) contained in the textbook reflects the current conditions, derived from the immediate environment associated with science students and science of language is at a level beyond the interval of 0-25%.			
	2	If the material and features (including a description, examples, exercises, bibliography) contained in the textbook reflects the current conditions, derived from the immediate environment associated with science students and science of language is at a level beyond the interval 26-50%.			
	3	If the material and features (including a description, examples, exercises, bibliography) contained in the textbook reflects the current conditions, derived from the immediate environment associated with science students and science of language is at a level beyond the interval 51-75%.		✓	✓
	4	If the material and features (including a description, examples, exercises, bibliography) contained in the textbook reflects the current conditions, derived from the immediate environment associated with science students and science of language is at a level beyond the interval 76-100%.	✓		

2. Presentation Eligibility					
a. Technical Presentation of	1	If the material presented from easy to difficult concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD is in the interval 0-25%			
	2	If the material presented from easy to difficult concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD is in the interval 26-50%.		✓	✓
	3	If the material presented from easy to difficult concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD is in the interval 51-75%			
	4	If the material presented from easy to difficult concept, simple to complex, consistent with systematic standardized description of the material proportionally according to KI and KD are at intervals of 76-100%	✓		
b. Learning Presentation	1	If the material presented emphasis on process skills that are safe for students, the presentation varies, whose value is in the interval of 0-25%.			
	2	If the material presented emphasis on process skills that are safe for students, the presentation varies, whose value is in the interval 26-50%.			
	3	If the material presented emphasis on process skills that are safe for students, the presentation varies, whose value is in the interval 51-75%.			
	4	If the material presented emphasis on process skills that are safe for students, the presentation varies, whose value is in the interval 76-100%.	✓	✓	✓
c. Presentation completeness	1	While most anatomy books do not exist, part- its part consists of an introduction, table of contents, gloss, bibliography, summaries and concept maps, evaluation of the manner of writing is not uncommon and true, more illustrations than text and not in accordance with the			

		content ,			
	2	If the majority of the anatomy book does not exist, part-its part consists of an introduction, table of contents, gloss, bibliography, summaries and concept maps, evaluation of the manner of writing is not uncommon and true, the illustrations and text as much and less in accordance with the contents material.		✓	✓
	3	If one of the parts of the anatomy of the completed book, parts consist of preface, table of content, gloss, bibliography, summaries and concept maps, evaluation and manner of writing that is quite prevalent and true, the illustrations a bit of text and fairly in accordance with the contents material.	✓		
	4	If the anatomy of the completed book, If the anatomy of the completed book, parts thereof shall be composed of the introduction, table of contents, gloss, bibliography, summaries and map concept, evaluation and the manner of writing that is commonly and correctly, fewer illustrations of the text and in accordance with the content.			
3. Language Eligibility					
a. The compliance with the students' development level	1	If the language used is difficult, unattractive, convoluted, difficult to understand, use the command line,			
	2	If the language used less attractive, less straightforward, less understandable, only partly use the phrase of invitation.			
	3	If the language used is quite simple, quite interesting, quite straightforward, quite understood most of using the phrase of invitation			
	4	If the overall language of the text simple, attractive straightforward, easily understood, using the phrase of invitation.	✓	✓	✓
b. Communicative	1	If the language is not commonly used equivalent high school students / MAN, not in accordance with the rules			

		of English grammar is good and right.			
	2	If the language is less commonly used equivalent high school students / MAN, not in accordance with the rules of English grammar is good and right.			
	3	If the language is quite commonly used equivalent high school students / MAN, quite in accordance with the rules of English grammar is good and right			
	4	If a commonly used language overall equivalent students SMA / MAN and in accordance with the rules of English grammar is good and right.	✓	✓	✓
c. The chronological and unity of mindset / idea	1	If it is not of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents.			
	2	If in part of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents		✓	✓
	3	If the bulk of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents.	✓		
	4	If all of the chapters in the book have a unity language, sub-topics, sub-sub, the principal unity of mind, coherent, and linkage contents			
4. Graphic Eligibility					
a. Book size	1	Following the ISO standard book size A4 (210 x 297 mm), A5 (148 x 210 mm), B5 (176-250 mm). Tolerance of differences in the size of 0-20 mm. Score 1 if the tolerance limit of the size difference of 15-20 mm.		✓	
	2	Following the ISO standard book size A4 (210 x 297 mm), A5 (148 x 210 mm), B5 (176-250 mm). Tolerance of differences in the size of 0-20 mm. Score 2 if the tolerance limit of the size difference of 10-15 mm.			
	3	Following the ISO standard book size A4 (210 x 297 mm), A5 (148 x 210 mm), B5 (176-250 mm). Tolerance			

		of differences in the size of 0-20 mm. Score 3 if the tolerance limit of the difference in size of 5-10 mm.			
	4	Following the ISO standard book size A4 (210 x 297 mm), A5 (148 x 210 mm), B5 (176-250 mm). Tolerance of differences in the size of 0-20 mm. Score 4 if the tolerance limit of the size difference of 0-5 mm.	✓		✓
b. Book cover design	1	If the cover design (skin of the face, back, rear) has no unity, no contrasting colour, size, font disproportionate either the book title, author name, publisher, use more than three fonts, illustrations do not describe the contents of the book.			
	2	If the cover design (skin of the face, back, rear) lacks unity, lacking contrast colour, size, font proportionally less good book title, author name, publisher, using 3 or 1 typeface, illustrations describe the contents of the book is less.			
	3	If the cover design (skin of the face, back, rear) enough to have unity, lacking contrast colour, size, font reasonably well proportioned book title, author name, publisher, using 3 typeface, illustrations adequately describe the contents of the book.			
	4	If the cover design (skin of the face, back, back) has unity, contrast colour, size, font proportioned book title, author name, publisher, using 3 or 1 typeface, illustrations describe the contents of the book.	✓	✓	✓
c. Book design content	1	If letters are used more than two types, many letters ornamental, illustration does not reveal the contents of the object and proportionate, there is no harmony between titles, text, captions, illustrations throughout the book's pages			
	2	If letters are used more than two kinds, pretty much use of ornamental letters, illustrations less reveal the contents of the object and proportionate, less there is harmony between titles, text, captions, illustrations throughout the			

		book's pages.			
	3	If letters are used more than two types, there are some ornamental letters; illustrations quite reveal the contents of the object and proportionate, sufficiently harmonious inter-titles, text, captions, illustrations throughout the book's pages.		✓	
	4	If letters are used a maximum of two types, do not use decorative letters, illustration reveal the contents of the object and proportioned, harmonious inter-titles, text, captions, illustrations throughout the book's pages.	✓		✓
Totally			45	34	38

Note:

Standard Competence is changed with Core Competence because the curriculum used in MAN Model Palangka Raya is 2013 Curriculum. And it is not affect fatally.

a. Contextual English textbook

$$p = \frac{\text{the number of scores obtained by each sub-component}}{\text{the number of the maximum score for each sub-component}} \times 100\%$$

$$= \frac{45}{48} \times 100\% = 93,75 \%$$

b. BUPENA textbook

$$p = \frac{\text{the number of scores obtained by each sub – component}}{\text{the number of the maximum score for each sub – component}} \times 100\%$$

$$= \frac{34}{48} \times 100\% = 70,83 \%$$

c. Bahasa Inggris textbook

$$p = \frac{\text{the number of scores obtained by each sub – component}}{\text{the number of the maximum score for each sub – component}} \times 100\%$$

$$= \frac{38}{48} \times 100\% = 79,167 \%$$

From these results, based on the theory of Mohammad I Farisi on his book entitles “*Buku Teks Sebagai Pshycological Tool Proses Enkulturasasi dan Pelestarian Kearifan Lokal. Proseding Temu Ilmiah Nasional Guru IV*” on page 598, show that “Contextual English” textbook’s score is 93,75 %, it is mean its quality is very good , BUPENA textbook’s score is 70, 83 % , it is mean that it’s quality is good, and for “Bahasa Inggris” textbook’s score is 79, 167 %, it means that it’s quality is good. Over all, based on the theory of Mansur Muslich in his book entitles “textbook writing: *Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian*” on page 292 mention that determining whether the textbook is feasible or not if the result not

deviating from expectations of BSNP, these textbooks are suggested to be used in teaching and learning especially in MAN Model Palangka Raya.

To clarify from the whole of the result above between the result of the writer's analysis and from the teachers' and students' assumption give the information that the textbook has a highest quality and the others textbooks, and the "Bahasa Inggris" textbook has a higher quality than the "BUPENA" textbook. And proved too with the label marked in each cover of the textbook that "Contextual English" textbook is an enrichment of subject textbook where it means that it is the complete one enough cover of the good criteria textbook, the "Bahasa Inggris" textbook is the original textbook, and "BUPENA" textbook is just a guiding of government textbook where it means that it is as a complement of the textbook published by the government. And the English teachers of the grade of MAN Model Palangka Raya used them to complete each other from their weakness and strengthen.