



**CONTENT ANALYSIS OF ENGLISH TEXTBOOK
“ENGLISH 2 FOR JUNIOR HIGH SCHOOL AND MTs
CLASS VIII”**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of
Education (S.Pd.) in English*

Written by:

**ALIKA SANDRA HASIBUAN
Reg. Num. 16 20 300 053**

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020**



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Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Alika Sandra Hasibuan**, entitled **Content Analysis of English Textbook "ENGLISH 2 FOR JUNIOR HIGH SCHOOL AND MTs CLASS VIII"** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam 'alaikumwr.wb.

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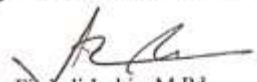
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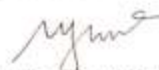

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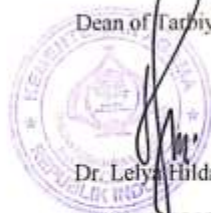
LEGALIZATION

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"English 2 For Junior High School and MTS
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MTs Class VIII”

ABSTRACT

The aim of the research is to analyze the quality of the materials in the student’s English Textbook “English 2 For Junior High School and MTs Class VIII” based on criterion good English textbook. This research used library research content analysis as research method. The data were collected from the English student book “English 2 For Junior High School and MTs Class VIII” written by the textbook writers are Juwandi and Dwi Haryuni. In this research, the materials in the textbook are classified based on skills in English in each units in second semester.

The researcher analyzed of the content the English textbook “English 2 For Junior High School and MTs Class VIII”. It is one of implementaton of library research content analysis as the research design. This research is conducted by using content analysis because the data that is collected come from the textbooks. According to Krippendorff “Content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use”. The researcher analyzed the materials of English Textbook based criterion good English textbook.

The result of analysis the data was the materials in second semester met with criterion good English textbook. The criterion of good English textbook, they are interested, motivated, illustrative, lay out, related branch of Science, linguistic aspects and clear instruction. So, in conclusion “English 2 For Junior High School and MTs Class VIII” was very good to use in teaching and learning process.

Key Words: *Content analysis, student’s English textbook, and Criterion Good English Textbook.*

ABSTRAK

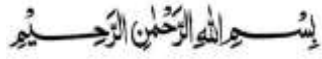
Tujuan dari penelitian adalah untuk menganalisis kualitas dari buku paket bahasa Inggris siswa “English 2 For Junior High School and MTs Class VIII” berdasarkan kriteria buku bahasa Inggris yang baik. Penelitian ini merupakan penelitian kepustakaan, analisis isi sebagai metode penelitian. Data dikumpulkan dari buku paket bahasa Inggris siswa, yang penulisnya adalah Juwandi dan Dwi Haryuni. Pada penelitian ini, materi-materi yang terdapat di dalam buku paket bahasa Inggris semester 2 diklasifikasikan berdasarkan kemampuan-kemampuan yang ada dalam bahasa Inggris yang dalam masing-masing unit di semester 2.

Peneliti menganalisis isi dari buku paket bahasa Inggris “English 2 For Junior High School and MTs Class VIII”. Penelitian ini merupakan salah satu analisis isi penelitian perpustakaan yang diimplementasikan sebagai desain penelitian. Penelitian ini dilakukan dengan menggunakan analisis isi karena data yang dikumpulkan berasal dari buku teks atau paket. Menurut Krippendorff analisis isi adalah suatu teknik penelitian untuk membuat kesimpulan yang valid dan dapat direplikasi dari teks materi cetak rekaman pidato komunikasi visual, karya suatu artefak atau makna lainnya. Hal tersebut sesuai dengan konteks penggunaannya. Peneliti menganalisis buku paket bahasa Inggris berdasarkan buku bahasa Inggris yang baik.

Hasil dari analisis data adalah materi-materi yang ada di semester 2 sesuai dengan kriteria yang terdapat di buku paket bahasa Inggris yang baik. Ada 7 kriteria buku paket bahasa Inggris yang bagus, yaitu: Menarik, Motivasi, Ilustratif, Tata Letak, Berkaitan dengan bidang ilmu lainnya, Aspek Bahasa dan Instruksi yang jelas. Jadi, hasilnya mengkonfirmasi bahwa buku paket bahasa Inggris “English 2 For Junior High School and MTs Class VIII” adalah sangat bagus untuk digunakan dalam proses belajar mengajar.

Kata Kunci: *Analisis Isi, Buku Paket Bahasa Inggris Siswa dan Kriteria Buku Paket Bahasa Inggris Yang Baik*

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Thank you for all the things done to everyone who gave helps whether mention or not to finish the thesis. Nothing in the world is perfect, the researcher realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan,2020
 Researcher

ALIKA SANDRA HASIBUAN
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TABLE OF CONTENTS

	PAGE
TITLE PAGE	
AGREEMENT ADVISORS SHEET	
DECLARATION OF SELF THESIS COMPLETION	
AGGREEMENT OF PUBLICATION OF FINAL TASK	
FOR ACADEMIC CIVITY	
SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF THE DEAN OF TARBIYAH AND	
TEACHER TRAINING FACULTY	
ABSTRACT	i
ACKNOWLEDGEMENS	iii
TABLE OF CONTENTS	v
LIST OF APPENDIXES	vii
CHAPTER I INTRODUCTION	1
A. Background of The Problem.....	1
B. Limitation of The Problem	4
C. Formulation of The Problem	4
D. Purpose of The Research.....	4
E. Significances of The Research.....	4
F. The Previous of The Research	5
G. Research Methodology	8
H. Outline of The Research.....	13
CHAPTER II GENERAL CONCEPT OF OBJECT	15
A. English Textbook.....	15
1. Defenition of English Textbook	15
2. Selection of English Textbook	16
3. The Materials of English Textbook	17
4. Criteria Good English Textbook.....	18
5. Kinds of English Textbook	23
a. Single Textbook	23
b. Bound Textbook	23
c. Series Textbook.....	23
6. The Advantages and Disadvantages English ...	24
7. The Need of Textbook Evaluation.....	25
8. Textbook Analysis	27

CHAPTER III	SPEIFIC FINDINGS OF ENGLISH	30
	A. Spesific Findings of “English 2 For Junior	30
	1. Unit V.....	30
	2. Unit VI	38
	3. Unit VII.....	43
	4. Unit VIII.....	52
	5. Unit IX	60
CHAPTER IV	THE RESULT OF THE RESEARCH	68
	A. Description of The Data	68
	B. The Result of Analysis The Data	68
	1. Unit V.....	68
	2. Unit VI	69
	3. Unit VII.....	69
	4. Unit VIII.....	69
	5. Unit IX	70
	C. Discussion.....	70
CHAPTER V	THE CONCLUSION AND SUGGESTIONS.....	73
	A. Conclusion.....	73
	B. Suggestions.....	73
	REFERENCES	
	CURRICULUM VITAE	
	APPENDIXES	

LIST OF APPENDIXES

Appendix 1 The Criterion of Good English Textbook	77
Appendix 2 English 2 For Junior High School and MTS Class VIII.	79

CHAPTER I

INTRODUCTION

A. Background of The Problem

English subject is one of the main subject that must be taught by the teachers in the schools especially in Indonesia. There are many reasons that English subject be one of the main subject, such as; English language is international language, English subject is one of the main subject of National Examination(UN) and etc. English has been the prevailing foreign language in the curricula of educational institutions and in foreign language learning.

However, as a country that uses English as a foreign language, teaching English is a requirement that cannot be separated from education in Indonesia, especially in Padangsidempuan city. In fact, some schools add hours of English lessons outside the regular schedule. This course aims to enable students to reach English language competence as well as Bahasa Indonesia. Accordingly, to get maximum results in teaching materials that not only can be used in the classroom but also can be learned at home.

In Indonesian's educational system, textbooks are considered as the main tool in teaching and learning process. National Education Department develops the content, the methods, and the procedures for teaching and learning in the classroom. They also provide criterion for good English textbook to follow in teaching a certain subject. The quality

of a textbook can be measured by criteria of a good textbook. In selection of good textbook based on criterion textbook specially textbook materials can make teaching and learning English subject in classroom more effectively.

Many teachers have had the responsibility of evaluating textbooks. Often, teachers have not been confident about what to base their judgments on, how to qualify their decisions, and how to report the results of their assessment. Teachers, students, and administrators are all consumers of textbooks. Every single one of them may have conflicting views about what a good/standard textbook is.

The researcher has interviewed one of an English Teacher in SMP N 9 Padangsidempuan Hutaimbaru. “Most of the teachers and schools in Padangsidempuan still uses the old version English textbook as a tool to teach the students in english learning process, syukri said.¹ There are many reasons the schools and teachers still uses the old version of English textbook, one of the reason is caused the materials in old English textbook are good for students.

The researcher is sure that most of the junior high school in Indonesia still uses this old English textbook. Eventhough every period the government has changed the rules of English learning but this old English textbook still uses. It cannot be denied there are many reasons

¹The English Teacher, “Private Interview to the *English Teacher* in SMP N 9 Padangsidempuan”, (Padangsidempuan,2019).

inside it. One of the reason can show that maybe the materials that contains in the old English textbook are good for students and beside that the next generation of students in Junior High School can study it more, it can be seen again from the government's rules that can change anytime.

The researcher has identified the English textbook that show the writers of the old English textbook that teachers and students are Juwandi and Dwi Haryuni, The printing of this English textbook is Graha Multi Grafika in Sukoharjo in 2007. The main page of this textbook shows the cover, preface, how to use the textbook and table content of English textbook. The unit started from Unit 1 "FAUNA" page 1 exactly. The materials of in this textbook consist of four skills, they are listening, speaking, reading and writing. The researcher cannot make sure that the textbook refers to criterion of good English textbook, because the teachers in that school still uses the old English Textbook.

According to those the reasons, this research is obtained to analyze the English textbook materials entitled "English 2 for Junior High School and MTs Class VIII" scope 2nd semester based on criterion good English textbook.

B. Limitation of The Problem

In order do not discuss anything irrelevant, this research has been limited by presenting and focusing the attention to the following problem “The student’s English textbook “English 2 for Junior High School and MTs Class VIII” scope 2nd semester based on criterion good English textbook.

C. Formulation of The Problem

Base on limitation of the problem mentioned above, the researcher formulated the research question as follows:

How is quality of the materials in the student’s textbook entitled English 2 for Junior High School and MTs Class VIII scope 2nd semester based on criterion good English textbook?

D. Purpose of the Research

Based on the research question above, the the purpose of this research is to describe the quality of the materials in the student’s English textbook entitled “English 2 for Junior High School and MTs Class VIII” scope 2nd semester based on criterion good English textbook.

E. Significance of The Research

This research will be obtained to :

1. Headmaster of Junior High School

The headmaster need to select the textbooks to make sure that whether the book is suitable for teaching or not. It can be seen from criterion good English textbook.

2. The reader

By this research, the reader can get information about how to analyze the English textbook.

3. The Other Researchers

By this research, for other researchers need to conduct the research related to the textbook analysis.

F. The Previous of The Research

There are some researchers on textbook had been conducted in the previous time, but there is no the same object of analysis with the researcher's object. Here the researcher has shown some of studies that has relation with the researcher's object. These studies are similarity with researcher's aim eventhough different object.

The first Rahmawati, she did an analysis of textbook based on criterias of good English Textbook by using content analysis. The result of the study based on content anaysis on textbook shows that objectives of the lessons in textbook meet the criteria of a good English textbook. In facilitating teaching learning process, from 25 materials provided there is one material that does not meet with the criteria because do not provided any contextual example.²

²Linda Rahmawati, "A Content Analysis of The English Textbook Primary English As A Second Language" (Universitas Islam Negeri Sunan Ampel, 2018), p.6, www.contentanalysisofenglishtextbook.com.

The second is Muniroh, she did an analysis of English textbook entitled “When English Rings a Bell” for grade VII Junior High School with the content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP (Badan Nasional Standar Pendidikan) by using content analysis the percentage of criteria fulfillment was calculated by dividing the total of criteria points in each sub aspect. It was then multiplied by 100%. The result showed that English textbook entitled “When English Rings a Bell” for grade VII Junior High School has fulfilled the criteria of content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP.³

The third is Dian Setiawati, she did an analysis of English Textbook by using content analysis on textbook “When English Rings a Bell” for grade VIII Junior High School. The data are taken from the data source and entered to the checklist table to make comparison between the materials on the textbooks and the materials required in criterion good English textbook⁴.

³ Muniroh, “A Content Analysis of The English Textbook Entitled ‘When English Rings A Bell’ For Grade VII of Junior High School Published By Ministry of Education and Culture of Indonesia in the Year of 2016” (Universitas Islam Negeri Walisongo, 2018), p.4, <http://contentanalysisenglishtextbook.ac.id>.

⁴ DianSetiawati, “Content Analysis of Student Book‘when English Rings a Bell’ for Grade VIII Junior High School,” p.5.

The fourth is Agni Kusti Kinasih, she did an analysis on English textbook on “An English Course for Senior High School Student for Grade X Pathway to English for Senior high School for Grade X” applying the criteria for evaluating the textbooks using a simple tick and cross system as judgments; analysing the textbook; and interpreting the findings and stating conclusions. In the data analysis technique, the total of criteria points which were met in a workbook for each sub aspect was divided by the total of criteria points in each sub aspect times 100%.⁵

The Last is Masyudi Lathif, he did an analysis of English textbook for the grade VIII of Junior High School entitled “Let’s Talk: English for Students of Grade VIII (SMP/MTs)” and “English on Sky 2 for Junior High School Students Grade VIII ”. The English Textbook is analyzed by using content analysis. The data were gathered by evaluating textbooks using the checklist containing the criteria of textbook evaluation. In the data analysis technique, the percentage of criteria fulfillment was calculated by dividing the the total of criteria

⁵ Agni Kusti Kinasih, “A Content Analysis on English Textbooks for The Tenth Graders: Look Ahead An English Course for Senior High School Student Grade X” (Universitas Negeri Yogyakarta, 2016), p.9, <http://uny.ac.id>.

points which were met in a textbook for each sub aspect with the total of criteriapoints in each sub aspect. It was then multiplied by 100%.⁶

Based on the expalanation of the researchers above, the researcher can take the conclusion that by using content analysis can be known that how is quality of the materials in the student's textbook entitled "English 2 for Junior High School and Mts Class VIII" scope 2nd semester based on criterion good English textbook.

G. Research Methodology

This research is library research, the researcher used the research methodology as followed:

1. Research Methodology

The researcher analyzed of the content the English textbook. It was one of implemented library research content analysis as researcher's method. As stated by Mirzaqon, T, and Purwoko stated that library research is a study is used for collecting information and data by helping from materials within library, such as; document, book, magazine and etc"⁷.

⁶ Masyudi Lathif, "An Evaluation of English Textbooks for The Eighth" (Universitas Negeri Yogyakarta, 2015), p.16, <http://analysisoftextbookbyusingcontentanalysis.ac.id>.

⁷ Milya Sari, "NATURAL SCIENCE: Jurnal Penelitian Bidang IPA Dan Pendidikan IPA", ISSN: 2715-470X (Online), 2477 – 6181 (Cetak) Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA" 6, no. 1 (2020): p.43, <http://libraryresearch.com>.

This research was conducted by using content analysis because the data that was collected come from the textbooks. According to Krippendorff “Content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use”.⁸

Palmquist in Al-Ghazo and Smadi asserted that content analysis is a research tool focused on the actual content and internal features of media.⁹

It was used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. Texts can be defined broadly as books, book chapters, essays, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theatre, informal conversation, or really any occurrence of communicative language. To conduct a content analysis on a text, the text is broken down, into manageable categories on a variety of levels word, word sense, phrase, sentence, or theme and then examined using one of content analysis' basic methods: conceptual analysis or relational analysis.

⁸ Krippendorff, "Content Analysis: An Introduction to Its Methodology...", p.34.

⁹Dian Setiawati, “Content Analysis of Student Book ‘when English Rings a Bell’ for Grade VIII Junior High School,” p.40.

The results were used to make inferences about the messages within the text(s), the writer(s), the audience, and even the culture and time of which these were a part. In this research, the researcher used book as the research object and did the analysis by broke down the materials in the textbook into criterion good English textbook.

The researcher has shown the indicators in this research that it can be seen from criterion good English textbook.

2. Source of The Data

According to the source of the data, data can be differentiated into primary and secondary data. Primary data that data was got from the first source the data or first hand in field. This source of data can be respondent or subject of the research. Secondary data that data was got from the second source or secondary source. Secondary source to complete the primary data. Here the sources of The data in this research:

a. Source of Primary Data

Source of primary data in this research was got from:

- The student's English textbook entitled "English 2 For Junior High School and MTs Class VIII", the writers are Juwandi and Dwi Haryuni, Printed by Graha Multi Grafika Sukoharjo in 2007.

b. Source of Secondary Data

Source of secondary data in this research was got from library media to find informations which relevant with the primary data, the researcher got secondary data such as; book, journal, article, and etc to complete and close the problem has found by the researcher. Here the secondary data:

1. Agni Kusti Kinasih, "A Content Analysis on English Textbooks For The Tenth Graders: Look Ahead An English Course For Senior High School Students Year X and Pathway to English For Senior High School Student Grade X".
2. Rizky Akbar, An Analysis of Selected Eleventh Grade English Textbooks, *Journal of English and Education* 2016, 4(1), 109-126.
3. Reinildis Atjna Cyntia Rynanta, Suharmanto Ruslan, Content Analysis On The English Textbook Entitled 'English In Mind Starter (Student's Book)'.
4. Klaus Krippendorf, "Content Analysis An Introduction to Its Methodology.
5. Dian Setiawati, Content Analysis of Student's Book "WHEN ENGLISH RINGS A BELL" FOR GRADE VIII JUNIOR HIGH SCHOOL.
6. Akbar Azizifar, Textbook Evaluation from EFL Teachers' Perspectives: The Case of "Top-Notch" Series.

7. Linda Rahmawati, A Content Analysis of The English Textbook “PRIMARY ENGLISH AS A SECOND LANGUAGE”.
8. Lisdayanti, Content Analysis Of English Textbook “WHEN ENGLISH RINGS A BELL” FOR JUNIOR HIGH SCHOOL GRADE SEVEN.
9. Muniroh, A Content Analysis of The English Textbook Entitled “WHEN ENGLISH RINGS A BELL” FOR GRADE VII OF JUNIOR HIGH SCHOOL Published by Ministry of Education and Culture of Indonesia in The Year of 2016.
10. Masyudi Lathif, A Content Analysis of The English Textbook Entitled “WHEN ENGLISH RINGS A BELL” FOR GRADE VII OF JUNIOR HIGH SCHOOL Published By Ministry of Education and Culture of Indonesia in The Year of 2016.

3. Data Analysis

In terms of library data analysis, there are 3 steps:

1. Data Reduction

Data reduction is a process that reduced the volume of original data and represents it in a much smaller volume. The researcher reduced the data in student’s English textbook “English 2 For Junior High School and MTS Class VIII” scope second semester based criterion good English textbook is stated by Greene

and Petty. they are interested, motivated, illustrative, clear lay out, linguistic aspects, clear instruction, related in other branch of science.

2. Data Display

In this research, the researcher used data display as narrative and table to show the result analysis of the data based on criterion good English textbook.

3. Data Verification

In the last step, the researcher verified the data analysis and gave the conclusion.

H. Outline of the Research

The researcher divided this research into five chapters:

1. Chapter I

Chapter I is the introduction, which contains the background of the problem, limitation of the problem, formulation of the problem, purpose of the research, significances of the research, the previous of the research and research methodology.

2. Chapter II

Chapter II is the general concept of object of the research, which contains of the description of English textbook.

3. Chapter III

Chapter III is the specific findings of English 2 For Junior High School and MTs Class VIII, which contains of the description of object of the research English textbook entitled “English 2 For Junior High School and MTs Class VIII”.

4. Chapter IV

Chapter IV are the findings and discussion, which consists of description of the data and the result of Analysis of the data.

5. Chapter V

Chapter V presents the conclusion and suggestion.

CHAPTER II

GENERAL CONCEPT OF OBJECT OF THE RESEARCH

A. English Textbook

1. Defenition of English Textbook

Nowadays, textbook is a main device to deliver the material to the students. The using of the textbook in the classroom can helps the teachers to provide the materials. The students can use the textbook to practice their understanding about the materials from the teacher. A textbook as one of in teaching and learning process. Eventhough in this era is digitalization, it means everything that human wants they can know and get from the mobile phone, such an material or student's homework. But, it doesn't make the function of English textbook is disappear. The Function of the English textbook is really important in learning and teaching process. Beside that A textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself and Textbooks provide teachers and students with a common framework, however, using them from cover to cover, for meeting students' needs, is not enough.

According to Tomlinson, a textbook provides the core materials for a course. Language textbooks cover grammar,

vocabulary, pronunciation, functions, and the skills of reading, writing, listening and speaking are included in a textbook for language teaching.¹⁰

Buchingham States that a textbook as a learning material commonly used at schools and universities to support the teaching program. It means that a textbook is arranged by an expert in certain studies as a learning material used at schools and universities to support teaching program.¹¹ Beside that, Hedge states that it will need to move well beyond the controlled dialogues with short turns that are traditionally associated with textbooks.¹²

However, in fact that most of schools in Indonesia still greatly depend on the use of textbook as a learning source, it may be necessary then to carry out an analysis whether a textbook provides opportunities to develop student's spoken interpersonal communicative competence. Textbook is still an important tool for the teachers and students. The textbook must be based on the curriculum existing in that era.

2. Selection of English Textbook

There is a variety of the approaches for textbook selection. One of the most practical methods is considering the general goals and the curriculum of the program at first step and specific details as

¹⁰ Lisdayanti, *Content Analysis of English Textbook "WHEN ENGLISH RINGS A BELL" FOR JUNIOR HIGH SCHOOL*, p.4

¹¹ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2000), p.129.

¹² Henry Guntur Tarigan, *Prinsip-Prinsip Dasar Metode Riset Pelajaran Pembelajaran Bahasa*, (Bandung: Angkasa, 1993), p.11.

exercises and activities at the later steps. It means a movement from general to specific or a top –down approach in textbook selection. Prior to selecting a textbook, the curriculum of the program should be examined closely to see whether the goals are clearly defined. After that, it should be evident whether the objective of the textbook matches the objective of the course or not. The selection of English textbook can be seen from textbook components for instance grammar and vocabulary in addition to the way as well as amount of presenting language skills as listening, speaking, reading and writing.¹³

3. The Materials of English Textbook

The materials of English textbook must consider with syllabus and curriculum. The object of this research is English textbook “English 2 For Junior High School and MTS Class VIII” is followed by syllabus and curriculum 2013. The contents of these textbooks, especially the texts within curriculum 2013 are very clean, well and ordered. Furthermore, the activities and materials not too wordy and they are available with some related pictures and illustrations. In curriculum 2013 textbook, however the pictures presented are mostly in the form of cartoons or animations featuring students, teachers and etc. Which can also be used for brainstorming activity. The

¹³Majid Amerian, *Textbook Selection, Evaluation and Adaptation Procedures*,p.11.

illustrations are even better because they are full colored, both in materials and exercises.¹⁴

4. Criteria Good English Textbook

Greene and Petty have made the way to arrange the English textbook with 10 criteria of good textbook, they are:

1. The textbook must be interested and attractive toward the learners, so they will interested in using textbooks.
2. The textbook must be able to motivate the learners.
3. The certain of textbook must be illustrative.
4. The textbook should consider the linguistic aspect. So it will be suitable with learner's ability.
5. The textbook must stimulate the personal activity of the learners.
6. The certain of textbook must be clear in written to avoid the children to be confused in using textbook.
7. The certain of textbook must be related to the other branch of science.
8. The textbook must be able to give the balance and emphasized on the value of the learners.
9. The textbook must have clear point of view because it will be the learner's point view.
10. The textbook must be able to respect to the differences of the individual.¹⁵

Beside that Jahangard has forwarded the ten criterion of good English textbook, they are:

1. The objectives explicitly laid out in an introduction, and implemented in the material. It means that there is an introduction that attempts to clarify the intended teaching objectives. A good textbook needs to state the goals which

¹⁴ Rizaldy Hanifa, *An Evaluation of English Textbook For Junior High School in Indonesia*, p. 168.

¹⁵Henry Guntur Tarigan, *Prinsip-Prinsip Dasar Metode Riset Pelajaran Pembelajaran Bahasa*, p.20-21.

the teachers and the learners should achieve. The ultimate goals of the curriculum are clarified. The authors of the book clearly specify the final objectives of the curriculum in vivid words so that the stakeholders know what they are expected to have learnt at the end of the program (long term objectives). Likewise, the short term objectives remain specified in the introduction. So the teachers know what the learners should be able to do to demonstrate that they have achieved the intended objectives at the end of each course e.g. at the end of each year in the educational program.

2. The book contains good vocabulary explanation and practice. It means that a textbook should concern with the correspondence between the different senses of the word introduced in the new words sections and the senses which are used in the reading comprehensions. It is needed to show the fact obviously that a word might have several different senses.
3. It approaches educationally and socially acceptable to target community. A good textbook should include all five aspects: structure, function, situation, topic, skills which

are reasonable, good enough so that it can be logically acceptable in a certain community.

4. It has periodic review and test sections. At the beginning and the end, review exercises are attached sometimes. However they are not enough. It seems better to include tests and review tests at the end of each one of the lessons. It is worth mentioning that the tests should be comparable and compatible with the format and the testing methods which will be employed in the mid- term and final exams.
5. The textbook has clear attractive layout and print easy to read. The textbooks are acceptable regarding the clarity and orthographic beauty. However, it would be more appealing if colorful pictures of real people and real environment were used.
6. It contains appropriate visual materials. Visual materials can be defined as the facilities that can be employed by teachers and learners to enhance language learning in classrooms. They may range from simple hand-made realia, charts and pictures to electronic and digital materials. Providing appropriate visual materials means giving information clearly furnished with illustrations that

facilitate students in understanding each material, whether it is in reading comprehension or grammar section.

7. It has interesting topics and tasks. The topics of readings vary from factual to anecdotal ones and they sometimes are funny stories. It is difficult to judge on behalf of the learners whether those are interesting for them or not. It seems that it would be better if the topics are updated to become more congruent with the taste of the new generation which might be a bit different from that of the authors who designed the books at least ten years ago. Tasks that are very traditional would make students more easily saturated. A good textbook should carries out that problem well.
8. The textbook contains clear instructions. Most of the instructions are clear and easy to understand for the learners in the books in the series. Even if the learners might not be familiar with the structures and the lexis used in the instructions, the models given for each group of exercises provide contextual clues for the learners as to what they are expected to do. The bias instructions will create bias answers and learning process.

9. The content is clearly organized and graded. Sentences will be too complex for learners to understand. It may happen because they did not know the meaning of the new words included in. Planning the content carefully and consisting in series for each material to be slightly more difficult can help students achieve each competency without feeling tired and stressed.

10. It contains plenty of authentic language. Authenticity is defined as follows by Johnson. Texts are said to be authentic if they are genuine instances of language use as opposed to exemplars devised specially for language teaching purposes. It means that the content of a textbook add the example based in fact. The contextual illustrations can help the learners easily create an imagination on their mind.¹⁶

Based on the explanation above, the researcher can take the conclusion that English textbook is really important for the teachers and students. The researcher of textbook must analyze firstly the criteria of good textbook to get good English textbook and the researcher will take 6 points and adopt Greene and Pretty's and

¹⁶Lisdayanti, *Content Analysis of...*,p.5

Jahangar's statement of criterion good English textbook, they are 7 points:

1. The textbook must be interested, so they will interested in using textbooks.
2. The textbook must be able to motivate the learners.
3. The certain of textbook must be illustrative.
4. The textbook has lay out in an introduction.
5. The certain of textbook must be related to the other branch of science.
6. The textbook should consider the linguistic aspect.
7. The textbook contains clear instructions.

5. Kinds of English Textbook

There are 3 kinds of English Textbook, they are:

a. Single Textbook

Single textbook is a textbook that consists of one book only.

b. Bound Textbook

Bound textbook is a lesson book for spesific class or grade. For example English 1,2 or 3 for SMP/MTS VIII Grade Jakarta: Proyek Pengadaan Buku Pelajaran, Perpustakaan dan Keterampilan SLU.

c. Series Textbook

Series textbook is bound lesson book includes several grades, for example from Elementary School – Junior High School – Senior High School. The example of series book is Tarigan, Henry Guntur and Djago Tarigan. 1985. Terampil Berbahasa Indonesia (untuk SD-9 jilid). Bandung: Angkasa.¹⁷

¹⁷ Dian Setiawati, "Content Analysis...",p.15.

Based on the explanation above the researcher can conclude that bound textbook is same with the object of English 2 for Junior High School and Mts Class VIII.

6. The Advantages and Disadvantages of English Textbook

According to Ur in some places, course book is taken for granted. In other places they are not used at all and in some situations they are used selectively based on the proper parts for the objectives of the course. He names some advantages of course book such as;

- a. The course book provides a clear frame work for both teachers and learners. Following this framework they feel progress.
- b. Sometimes, it is used as a syllabus in which the content is systematically determined.
- c. It provides teachers with ready-made texts and tasks of appropriate level of difficulty and save their time.
- d. Large amount of information are presented with the lowest price, then economically a textbook is better than other types of materials.
- e. The transportation and use of a textbook is easy and it does not need extra equipment.
- f. The course book can be used as guidance for inexperienced teachers and it also increase s the autonomy of the learners.

And he also mentioned some disadvantage of a English textbook such as;

- a. Textbooks contain inauthentic language.
- b. The contents of the textbooks are distorted in order to avoid controversial issues.

- c. Texts books are not prepared based on the students' needs.
- d. The use of textbooks limits teachers and de-skills them.
- e. The price of the textbooks may be high for many learners.¹⁸

Based on the explanation above, the researcher can conclude that there are many advantages and disadvantages of English textbook, it's based on you how well do you use the English textbook.

7. The Need of Textbook Evaluation

Textbook selection can give a massive impact on the teaching and learning process as teachers would make references to the textbooks. The quality of a textbook might be so important that it can determine the success or failure of an ELT (English Language Teaching) course. However, on the reality shows that textbook are often purchased without careful analysis. According to Dendrinios, textbooks, like any other book that publishers print, are pieces of merchandise, the ultimate objective of their production is for commercial success.¹⁹

Many textbooks are in fact leading to learner's failure in acquiring the language and in the worst case, contain serious pedagogical flaws and practical shortcomings, instead of

¹⁸ Majid Amerian, "Textbook Selection , Evaluation and Adaptation," (2017): p.520, <http://researchgate.ac.id>.

¹⁹ B. Dendrinios, *The EFL coursebook and ideology*, (Greece: N.C. Grivas Publications, 1992),p. 67.

contributing positively to student's development in the acquisition of the English language. The cause of learning failure is two fold. The first cause of failure is that possibly motivated by the need of commercial success, publishers would have to produce according to public request.²⁰

According to Tomlinson, textbook is as a result as is molded according to the liking of teachers, parents, and administrators with a heavy focus on teaching of linguistic items instead of creating opportunities for students to acquire the language. The second cause of failure is that instead of focusing on how learners could actually benefit from using the textbook, textbook writers relied on their intuition and produce materials what they think would work best for their intended users. They are biased towards perceived rather than actual needs of learners. Tomlinson argues that it also written by professional writers are usually of good quality in terms of organization, packaging and design, they tend to be lacking in qualities of being creative and imaginative.²¹

Litz also suggested that some more recent scholars in the area of ELT materials development expressed concerns for the cultural

²⁰ Tomlinson, *English Language Learning Material: A Critical Review*, (London: Continuum International Publishing Group, 2008), p.5.

²¹ Tomlinson, *English Language Learning*,p.5.

content of textbooks which are “inherently social and culturally based” and help to perpetuate a form of “gendered” English.

In summary, it is very important for us to conduct EFL textbook evaluation so as to ensure ELT textbooks can effectively facilitate the attainment of our teaching objectives, and at the same time, be economically viable to teachers and students. Wrong choice of textbooks would be likely to negatively affect both teaching and learning. Financial resources would also be wasted.

8. Textbook Analysis

Textbook analysis is one of process of textbook evaluation. Hutchinson and Waters in Cheng, Hung, and Chiech told that textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions. Beside that Wahab told there are several reasons of evaluating textbook. One major reason is they need to adopt new course books. Another reason is to identify particular strengths and weaknesses in textbooks already in use. On the other hand, evaluation is universally accepted as an integral part of teaching and learning. It is one of the basic components of any curriculum and plays a pivotal role in determining what learners learn. One other reason for textbook evaluation is that it can be very useful in teachers’ development and professional growth.²²

Celce-Murcia and McIntosh described some preliminary information prior to textbook selection about the background

²² Dian Setiawati, “Content analysis of...”, p.26

information of the students, course syllabus and institutional data by which about five to ten relevant textbook should be selected. The stage of the selection is divided to three steps. At the first step or survey the text-book selector skims — through introduction ,table of content , the text , the glossary or index in order to get an idea about the purpose , organization , and methods of presentation ,as well as the range and kinds of materials that the book includes. At the second stage or analysis the content of the text book is carefully examined so that the process of selection is narrowed down to two or few books. At the third stage, the judgment is made about the quantitative and qualitative content of these few or two books in order to make the final decision about the appropriate textbook.²³

There are three basic methods of evaluating textbooks according to Wahab. The first is called the impressionistic method and it involves analysing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout, and visual. This method is not adequate in itself but could be combined with for example the second method, which is called the checklist method. This

²³ Celce-Murcia., & McIntosh, L, *Teaching English as Second or Foreign Language*, (Cambridge: Newbury House Publishers, 1979), p.5.

method is systematic in the way that the criteria on the list are checked off in a certain order. It is also easy to compare different materials and it is not very timeconsuming compared to other methods. The third method, the in-depth method, suggests a careful examination or representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage in this method is that the selected section might not be representative of the book as a whole.²⁴

Based on the explanation above, the researcher can take conclusion that in textbook evaluation need the steps to see the result the evaluation of English textbook.

CHAPTER III

SPEISIFIC FINDINGS OF OBJECT OF THE RESEARCH

A. Specific Findings of English Textbook “English 2 For Junior High School and MTS Class VIII”

This research was library research, that data was taken from the English textbook “English 2 For Junior High School and MTs Class VIII”. The reseacher analyzed the English textbook based on the criterion good English textbook in each units. The researcher used Greene and Petty’s statement that They have forwarded the ten criterion of good

²⁴ Dian Setiawati, “Content Analysis of...,” p.17.

English textbook and the researcher took 7 only, they are interested, motivated, illustrative, clear lay out, related branch of science, linguistic aspects and the last clear instruction.

The researcher has analyzed the materials in English textbook “English 2 For Junior High School and MTs Class VIII”. Here
Data Analysis:

1. Unit V

The topic of this unit is Health. The materials in this unit meet with criterion good English textbook, they are interested, motivated, illustrative, clear lay out, related branch of science, linguistic aspects and the last clear instruction.

a. Interested

One of criterion good English textbook is interested.

This unit contains many interested pictures. It is about the diseases. There many interested pictures of the diseases that motivates students to study.

“Observes the pictures below! Your teacher will mention words about diseases”.



25

b. Motivated

One of criterion good English textbook is motivated.

The topic of this unit is talking about Health. It motivates students to keep their health and how to avoid the diseases.

Health is the best thing in our life, we have to keep our health by doing exercises, eating nutritious food and keeping the environment clean. Are you keeping your health, too?



26

c. Lay out

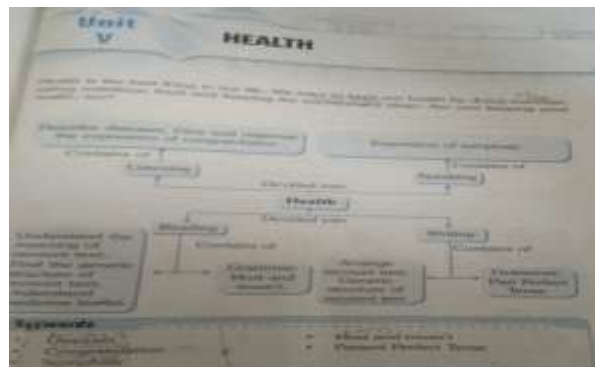
From the seventh criterion good English textbook, one of the criterion is lay out. The activities are listening,

²⁵ Juwandi and Dwi Haryuni, "English 2 For Junior High School and MTs Class VIII", (Sukoharjo: Graha Multi Grafika, 2007), p.94.

²⁶ Juwandi and Dwi Haryuni, "English 2 For Junior High School ..., p.93.

speaking, reading, writing, grammar, vocabulary and pronunciation. The materials' keywords are diseases, congratulation, sympathy, must/mustn't and present perfect tense.

“The unit shows some activities in the lay out”.



d. Illustrative

One of criterion good English textbook is illustrative.

Illustrative is about telling the examples of something else. Within this word, we see illustrate which means to make something clear by using pictures or examples.

Based on the story, answer these questions. Write your answer in your activity book!

1. What did he do?
2. Did he catch the rain?
3. Did he get sick?
4. Where did her mother take him?
5. What made him better at last?

²⁷ Juwandi and Dwi Haryuni, p.93.



e. Related of branch of Science

The material of this unit is related with Biology, because the material talks about the “Health”.

Health is the best thing in our life, we have to keep our health by doing exercises, eating nutritious food and keeping the environment clean. Are you keeping your health, too?²⁹



f. Linguistic Aspects

One of criterion good English textbook is linguistic aspects. There are seven linguistic aspects in this

²⁸Juwandi and Dwi Haryuni, “English 2 For Junior High School....,p95-96.

²⁹ Juwandi and Dwi Haryuni, p.93.

unit. They are listening, speaking, reading, writing, grammar, vocabulary and pronunciation.

1. Listening

Listening is the ability to accurately receive and interpret messages in the communication process.

Achievement indicators of listening; students are able to describe diseases, give congratulation and response congratulation.

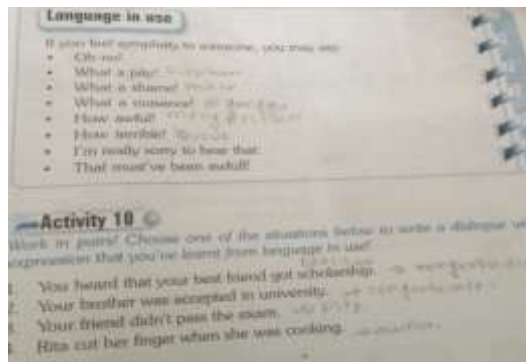


2. Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Achievement indicators of speaking, students are able to; give sympathy and guess body parts.

³⁰ Juwandi and Dwi Haryuni, p.94.



31

3. Reading

Reading is the process of looking at a series of written symbols and getting meaning from them.

Achievement indicators of reading, students are able to; understand the meaning of recount text, find the generic structure of recount text and understand medicine leaflet.



32

4. Writing

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and

³¹ Juwandi and Dwi Haryuni, "English 2 For Junior High School..., p. 99-101.

³² Juwandi and Dwi Haryuni, "English 2 For Junior High School..., p.101-104.

beliefs into convincing arguments and to convey meaning through well constructed text.

Achievement indicators of writing, students are able to; understand the generic structure of recount text and arrange recount text.

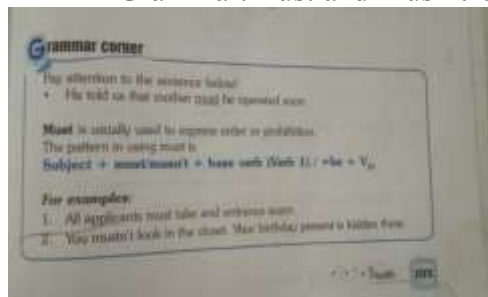


33

5. Grammar

Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints.

“Grammar:Must and Musn’t”.



34

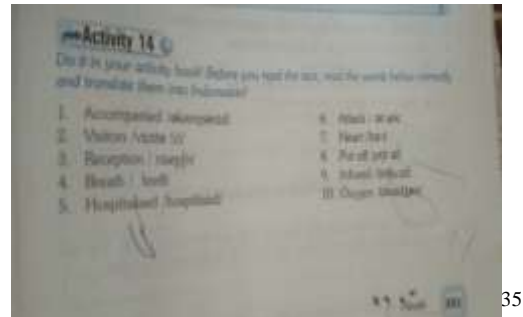
6. Vocabulary

Vocabulary is a list of collection of words and phrases usually alphabetically.

³³ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”, p.105-109.

³⁴ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”, p.103-105.

“Read the words below correctly and translate them into Indonesian!”.

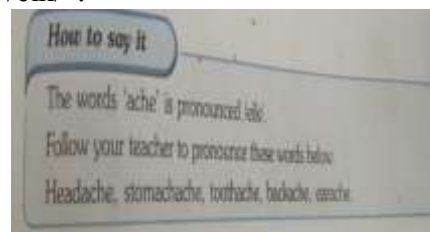


35

7. Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect.

“The words ‘ache’ is pronounced /eik/”.



36

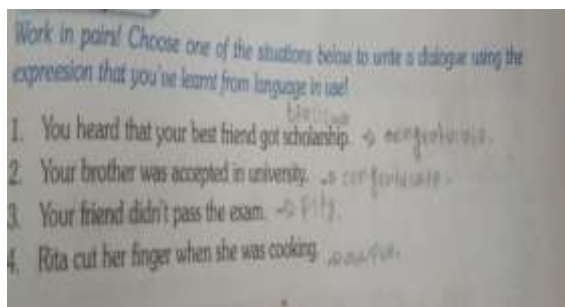
g. Clear Instruction

Clear instruction is in this unit show the detail instruction in each activities.

³⁵ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”, p. 101.

³⁶ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”, p. 99.

“Work in pairs! Choose one of the situations below to write a dialogue using the expression that you’ve learnt from language in use”.³⁷



2. Unit VI

The topic of this unit is “Recreation”. The materials in this unit meet with 6 criterion good English textbook, they are interested, motivated, illustrative, clear lay out, linguistic aspects and the last clear instruction. There is no spesific branch of science closes with materials in this unit.

a. Interested

One of criterion good English textbook is interested. This unit contains many interested pictures. The pictures show the destination places that ever visited by the students.

“Observes the pictures below and give their name after listening to the teacher”.³⁸

³⁷ Juwandi and Dwi Haryuni, p. 99.

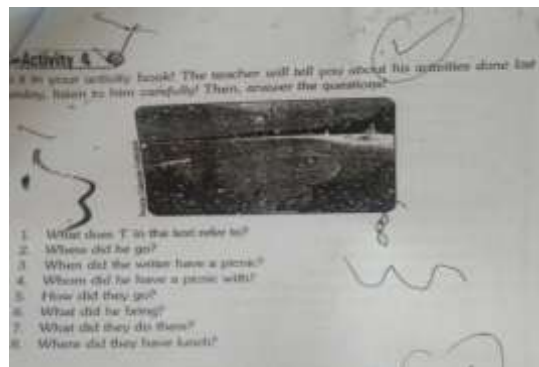
³⁸ Juwanda and Dwi Haryuni, “English 2 For Junior High School....,p.128.



b. Motivated

One of criterion good English textbook is motivated. The pictures motivates the students to study by showing the teacher's experience.

“Do it the activities below”!



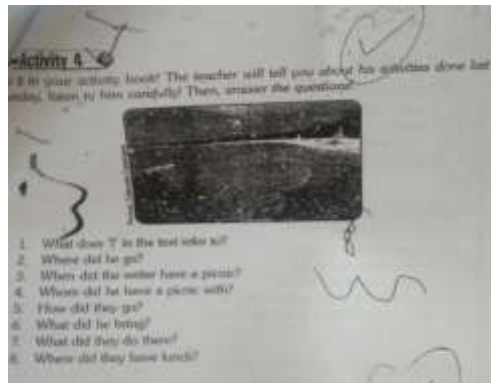
39

c. Illustrative

Illustrative is something that showing by pictures, diagram, map concept and etc. The aim of this illustration to make the reader easier understand of the context.

“Your teacher will explain his activities done last Sunday based on the illustration”.

³⁹Juwanda and Dwi Haryuni, “English 2 For Junior High School...,p.130.

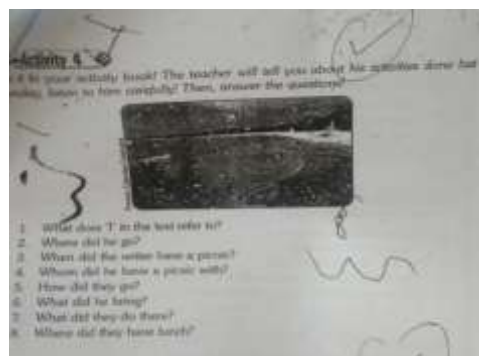


40

d. Lay out

Lay out in this unit still talking about the activities before that the first lay out is about showing the pictures and under the pictures there are questions that need to answer by the students.

“The lay out of this unit show:”



41

e. Linguistic Aspects

⁴⁰ Juwanda and Dwi Haryuni, p.30.

⁴¹ Juwanda and Dwi Haryuni, “English 2 For Junior High School....”, p. 127.

There are seven linguistic aspects in this unit. They are listening, speaking, reading, writing, grammar, vocabulary and pronunciation.

1. Listening

Listening is the process of receiving the messages from the speaker. In this unit there many activities of listening.

Achievement indicators of listening, students are able to; mention beautiful places, understand recount text and give and response information.

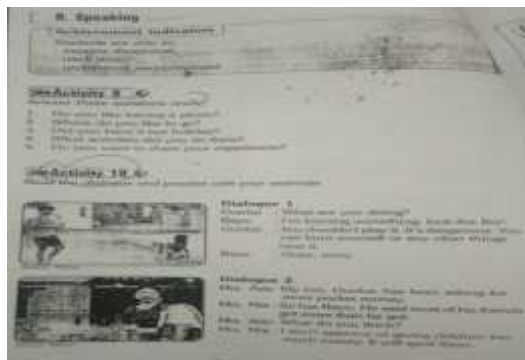


2. Speaking

Speaking is the process of transferring the messages from one person to another by using oral.

Achievement indicator of speaking , the students are able to express disapproval, retell story and understand announcement.

⁴² Juwanda and Dwi Haryuni, "English 2 For Junior High School....,p. 128-132.

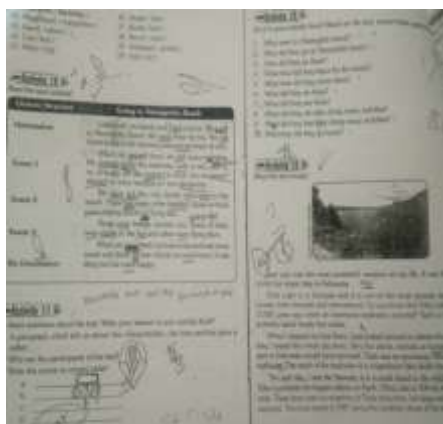


43

3. Reading

Reading is the process of conveying the messages from the written text.

Achievement indicator of reading, students are able to; read aloud of functional recount text correctly and clearly and understand the meaning and the generic structures of recount text accurately and correctly.



44

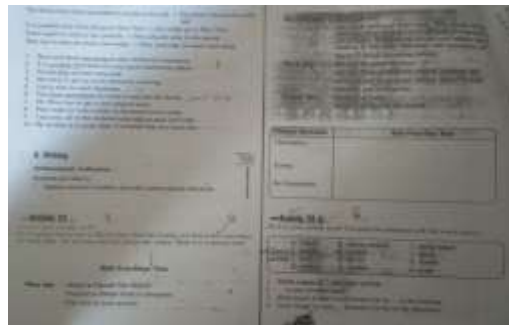
4. Writing

⁴³ Juwandi and Dwi Haryuni, "English 2 For Junior High School...", p.133-134.

⁴⁴ Juwandi and Dwi Haryuni, "English 2 For Junior High School...", p.136-138.

Writing is the process of write the messages from the writer's mind can be helped by written text.

Achievement indicators of writing, the students are able to ; express recount text with correct generic structures.⁴⁵

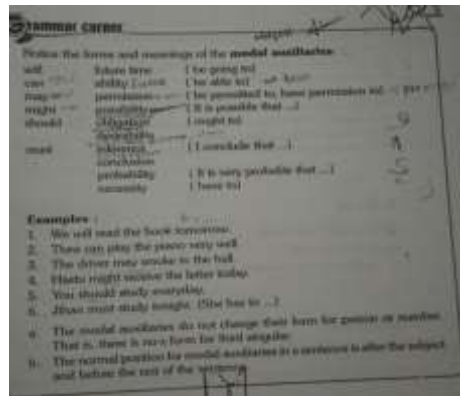


5. Grammar

Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints.

“Grammar; modal auxiliaries”.

⁴⁵ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”,p.140-142.

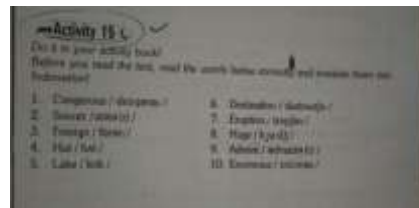


46

6. Vocabulary

Vocabulary is a list of collection of words and phrases usually alphabetically.

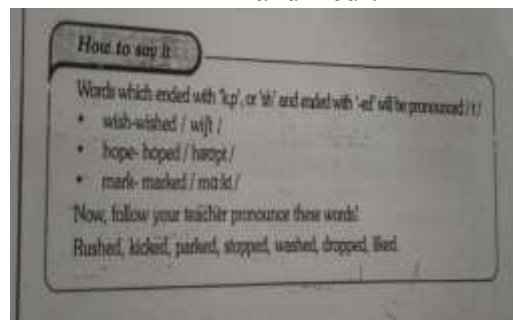
“Translate them into Indonesian”!



7. Pronunciation

Pronunciation is the process of pronouncing the words by oral and lungs.

“The words ended with ‘k,p,or ‘sh’ and ‘-ed’.”



47

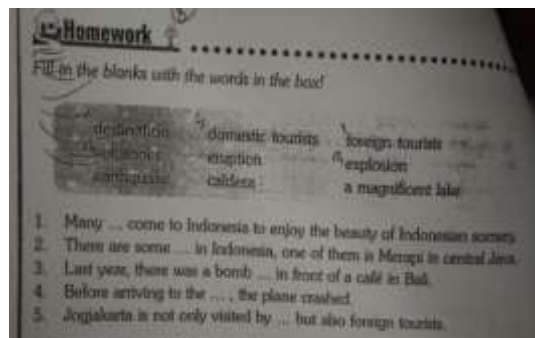
⁴⁶ Juwandi and Dwi Haryuni, “English 2 For Junior High School..., p.139.

⁴⁷ Juwandi and Dwi Haryuni, “English 2 For Junior High School..., p.135.

f. Clear Instruction

The materials of this unit has clear instruction in each activities.

“Fill the blanks with the words in the box!”⁴⁸



3. Unit VII

The topic of this unit is “Teenager Life”. The materials in this unit meet with 6 criterion good English textbook, they are interested, motivated, illustrative, clear lay out, linguistic aspects and the last clear instruction. There is no spesific branch of science closes with materials in this unit.

a. Interested

One of the criterion good English textbook is interested. The topic of this unit is interested topic, it’s about “Teenager Life” that closes to the students.

⁴⁸ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”, p.145.

People say that the most beautiful and impressive life is teenager life. They can do many activities for fun or reach their ideals.



b. Motivated

From the seven criterion good English textbook, one of the criterion is motivated. The materials of this unit showing by pictures, it motivates students to study.

“Observe the pictures and give their name after listening to the teacher”.



c. Illustrative

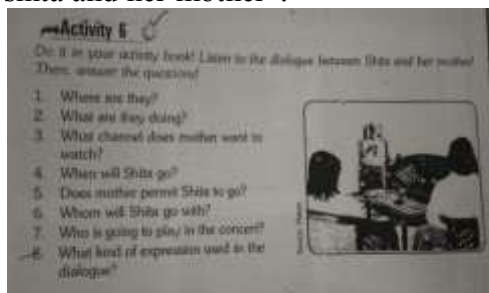
One of the criterion good English textbook is illustrative. There are many illustration in this unit that

⁴⁹ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”,p.143.

⁵⁰ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”,p.145.

makes students more understand about the material discussing.

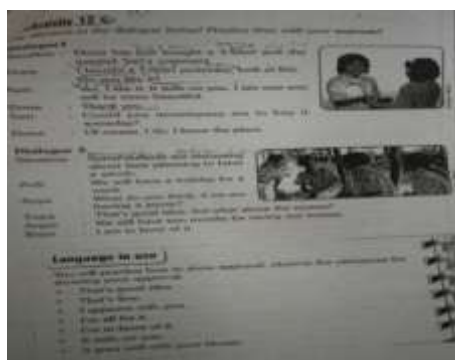
“Listen the dialogue in illustration between shita and her mother”.



d. Lay out

The lay out of this unit is clear. The materials show organizing. It starts from the showing the text, explanation and exercises.

“The lay out in this unit is clear.”



e. Linguistic Aspects

There are seven linguistic aspects in this unit.

They are listening, speaking, reading, writing, grammar, vocabulary and pronunciation.

⁵¹ Juwandi and Dwi Haryuni, "English 2 For Junior High School...,p.154.

⁵² Juwandi and Dwi Haryuni, "English 2 For Junior High School...,p.160.

1. Listening

There are many activities of listening in this unit. It can be listen to the teacher and to the audio also.

Achievement indicators of listening, students are able to mention many kinds of equipments and give and response.



2. Speaking

Speaking is an interactive process for transferring messages from one person to another people.

Achievement indicators of speaking, students are able to; give and response utterances used in telephone conversation and show approval.

⁵³ Juwandi and Dwi Haryuni, "English 2 For Junior High School....,p.152.



3. Reading

Reading is a process receiving the messages from written form. In this unit, there are many activities of reading. It can be shown the illustration below.

Achievement indicators of reading, students are able to; read aloud of functional recount text correctly and clearly and understand the meaning and generic structures of recount text accurately and correctly.



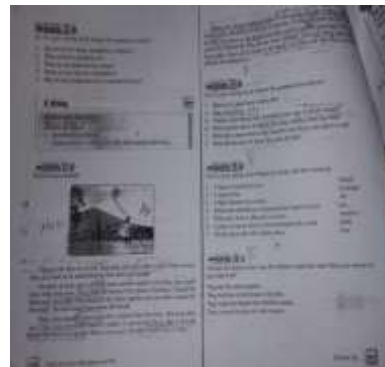
⁵⁴ Juwandi and Dwi Haryuni, "English 2 For Junior High School...,p.152.

⁵⁵ Juwandi and Dwi Haryuni, "English 2 For Junior High School..., p.162.

4. Writing

Writing is the activity of write something, it can be messages from the written form or someone's thinking.

Achievement indicators of writing, students are able to; understand recount text and express recount in written text with correct generic structures.

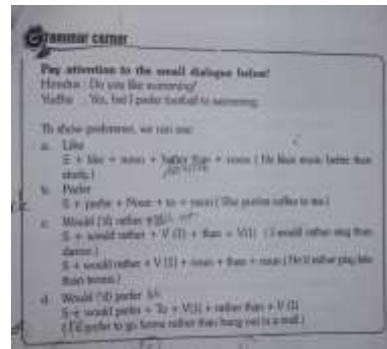


5. Grammar

Grammar is the structure form of English especially in writing. Grammar shows the defenition, form, examples and exercises.

“Pay attention to the small dialogue below!”.

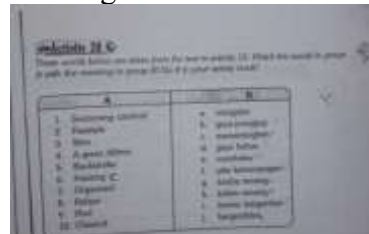
⁵⁶ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”, p.166.



6. Vocabulary

Vocabulary is a list of words that has meaning. In this unit there are many vocabularies based on the theme or topic in unit.

“Match these words by their meaning”.



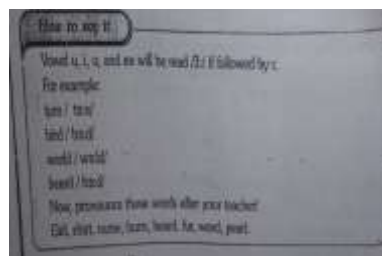
7. Pronunciation

Pronunciation is activity of pronouncing the words from mouth and lungs that pronounce the sounds.

⁵⁷ Juwandi and Dwi Haryuni, “English 2 For Junior High School..., p.168.

⁵⁸ Juwandi and Dwi Haryuni, “English 2 For Junior High School..., p.169.

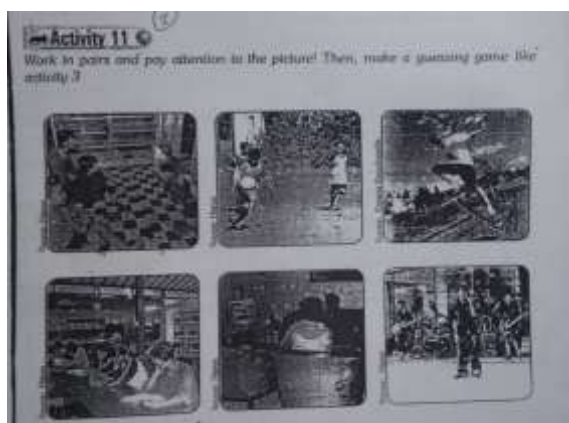
“Vowel u,i,o and ea will be read /3:/. ”



f. Clear Instruction

The instructions of the activities in this unit are clear. It can be supported by showing the pictures.

“Work in pairs and pay attention to the picture”.



4. Unit VIII

The topic of this unit is “Biography”. The materials in this unit meet with criterion good English textbook, they are interested, motivated, illustrative, clear lay out, related branch of science, linguistic aspects and the last clear instruction.

⁵⁹ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”,p.159.

⁶⁰ Juwandi and Dwi Haryuni, p. 159.

a. Interested

The topic of in this unit talks about Biography. It's an interested topic to discuss in the classroom between the teacher and students.

“The topic is interested, It's about “Biography”.



61

b.Motivated

The topic of this unit is talking about the Biography, it motivates the students to study because the unit shows many pictures of public figure's biography.

“The teacher will mention some famous figure's names”.



62

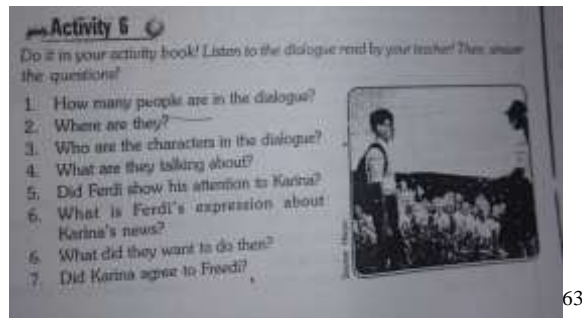
c. Illustrative

⁶¹ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”,p.177.

⁶² Juwandi and Dwi Haryuni, “English 2 For Junior High School...”,p.178.

Illustrative of this unit shows many illustration of the materials based on the topic is discussing.

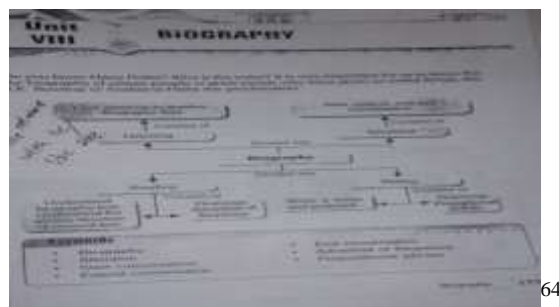
“Listen to the illustration dialogue read by your teacher”!



d. Lay out

The lay out of in this unit shows the materials that will discuss. It started from listening, speaking, reading, writing, vocabulary, pronunciation and grammar.

“This unit shows the detail of materials”.



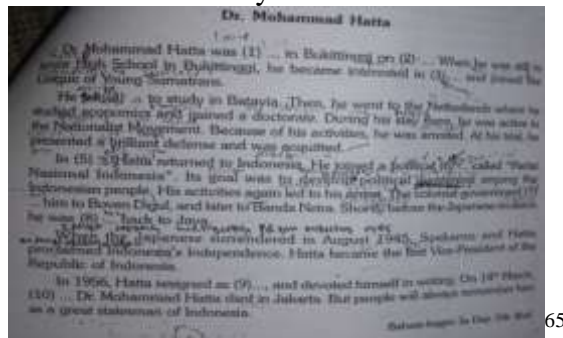
e. Related Branch of Science

⁶³ Juwandi and Dwi Haryuni, "English 2 For Junior High School...", p.180.

⁶⁴ Juwandi and Dwi Haryuni, p. 177.

The material in this unit is talking about the biography. It related brach of the History.

The materials in this unit talking about people's biography, it closes with the Indonesian. So, the materials related with the History.



f. Linguistic aspects

There are seven linguistic aspects in this unit.

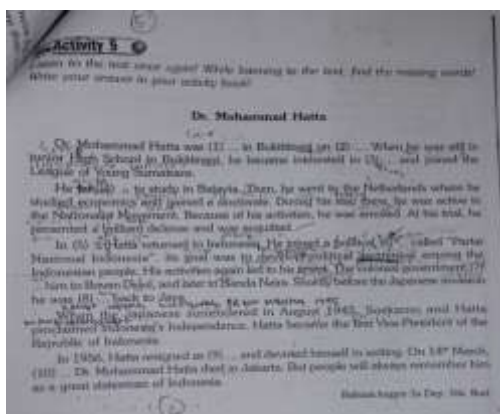
They are listening, speaking, reading, writing, grammar, vocabulary and pronunciation.

1. Listening

Listening is an interactive process receiving the messages from speaker.

Achievement indicators of listening, students are able to; understand biography text and give attention to speaker.

⁶⁵ Juwandi and Dwi Haryuni, p. 180.



66

2. Speaking

There are many speaking activities in this unit. The activities ask students to speak each other by the instruction.

Achievement indicators of speaking, students are able to start conversation, extend conversation and end conversation.



67

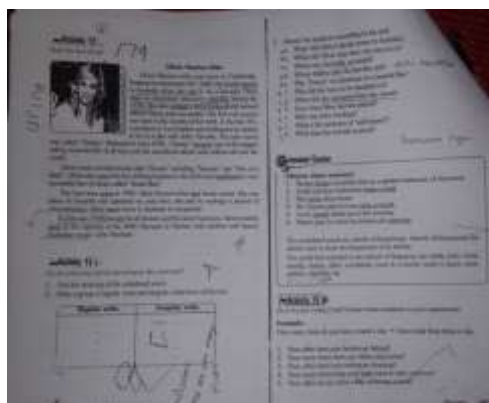
3. Reading

⁶⁶ Juwandi and Dwi Haryuni, p. 180.

⁶⁷ Juwandi and Dwi Haryuni, "English 2 For Junior High School and MTS Class VIII", p. 182-183.

Reading is a process receiving the messages from written form. In this unit, there are many activities of reading. It can be shown the illustration below.

Achievement indicators of reading, students are able to; understand biography text and understand the generic structure of recount text.



4. Writing

Writing is the activity of write something, it can be messages from the written form or someone's thinking.

Achievement indicators of writing, students are able to; mention postage stuff and write a letter or postcard.

⁶⁸ Juwandi and Dwi Haryuni, "English 2 For Junior High School and MTS Class VIII", p. 185-187.

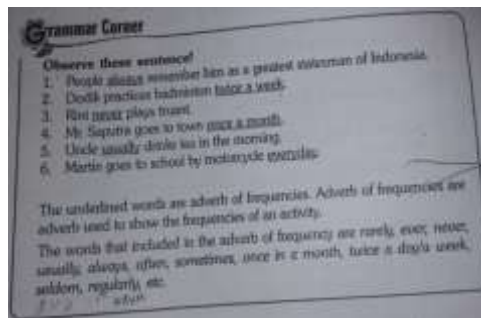


69

5. Grammar

Grammar is the structure form of English especially in writing. Grammar shows the definition, form, examples and exercises.

“Grammar: Adverbial frequency”.



70

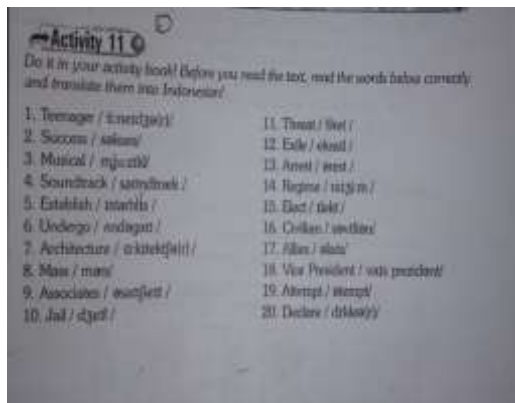
6. Vocabulary

Vocabulary is a list of words that has meaning within.

“Translate them into Indonesian language”.

⁶⁹ Juwandi and Dwi Haryuni, “English 2 For Junior High School...,p.190-191.

⁷⁰ Juwandi and Dwi Haryuni, “English 2 For Junior High School..., p.190-191.

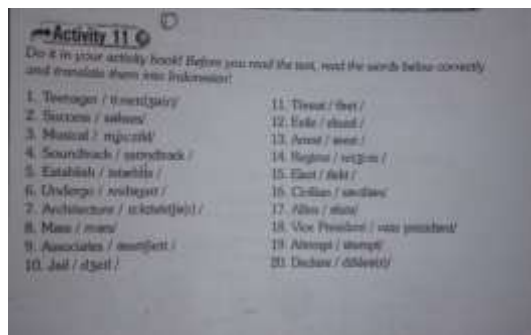


71

7. Pronunciation

Pronunciation is activity of pronounce the word from vocal cord.

“The vowel o if followed by consonant w will be pronounced /au/.”



72

g. Clear Instruction

Every activities in this unit has instruction based on the skills.

“Choose the coreect answer!”.

⁷¹ Juwandi and Dwi Haryuni, “English 2 For Junior High School..., p. 185.

⁷² Juwandi and Dwi Haryuni, “English 2 For Junior High School...,p.185.



73

5. Unit IX

The topic of this unit is “Friendship”. The materials in this unit meet with criterion good English textbook, they are interested, motivated, illustrative, clear lay out, linguistic aspects and the last clear instruction.

a. Interested

The materials in this unit are interested. It talks about Friendship that closes to the student’s environment.

“The topic is interested, It’s about Friendship”



74

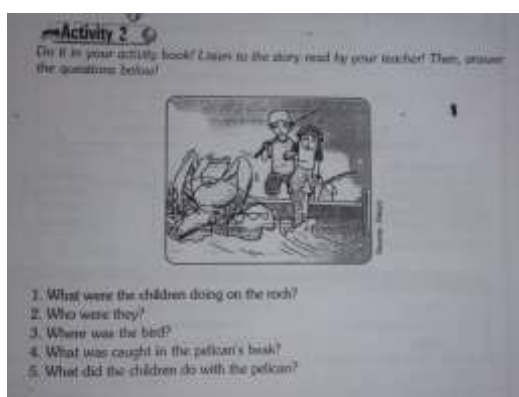
b. Motivated

⁷³ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”,p.96-197

⁷⁴ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”, p.201.

The materials in this unit are supported by showing the pictures that motivates the students to study in English.

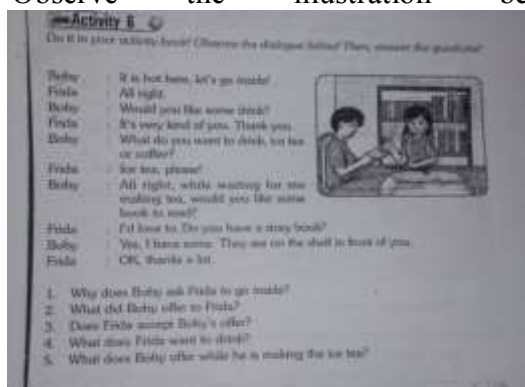
“Listen to the story below!”.



c. Illustrative

The materials in this unit are supported by showing the illustration in each activities.

“Observe the illustration below”!

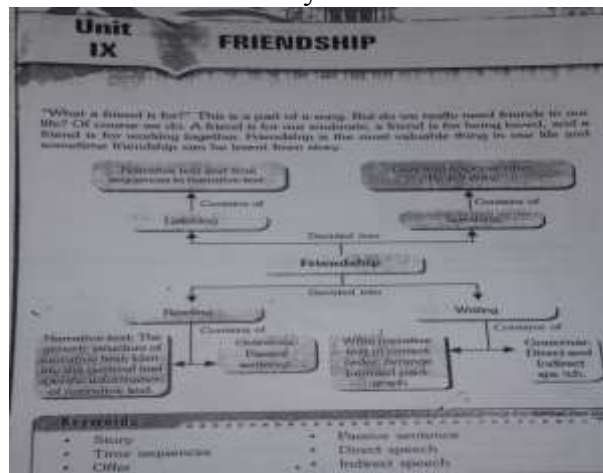


d. Lay Out

⁷⁵ Juwandi and Dwi Haryuni, “English 2 For Junior High School..., p. 205.

The readers are easier to understand the materials in each units. In each units show the clear lay out of the materials that will discuss.

“The unit has clear layout”



e. Linguistic Aspects

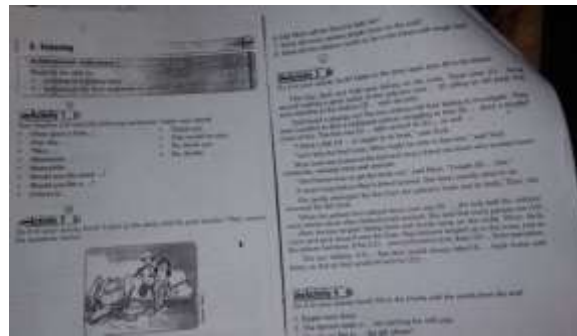
There are seven linguistic aspects in this unit. They are listening, speaking, reading, writing, grammar, vocabulary and pronunciation.

1. Listening

Listening is the first activity and skill in English materials in each units.

Achievement indicators of the listening, students are able to; understand narrative text and understand the time in narrative text.

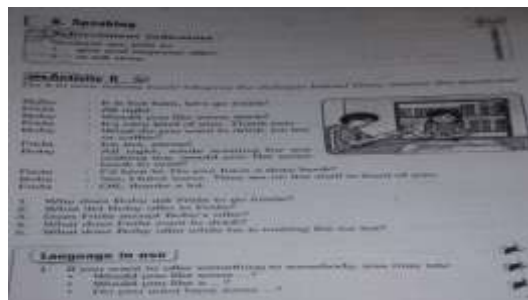
⁷⁶ Juwandi and Dwi Haryuni, “English 2 For Junior High School..., p. 201.



2. Speaking

Speaking is the process of transaction the messages from one person to another people.

Achievement indicators of speaking, students are able to; give and response offer and retell story.



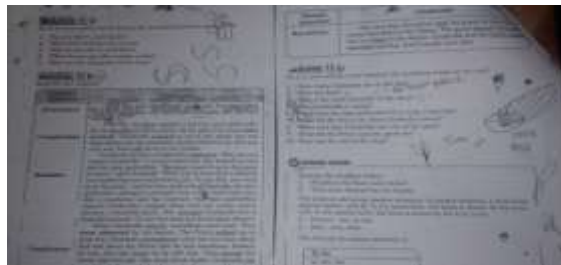
3. Reading

There are many activities of reading in this unit. In each reading materials are supported by showing the colorful pictures.

⁷⁷ Juwandi and Dwi Haryuni, "English 2 For Junior High School...", p.102-103.

⁷⁸ Juwandi and Dwi Haryuni, "English 2 For Junior High School...", p. 205-208.

Achievement indicators of reading, students are able to understand narrative text and understand the generic structure.



4. Writing

Writing is one of English skill. In this unit there are many activities of writing that ask students to write based on the instruction.

Achievement indicators of writing, students are able to write narrative text in the correct order and arrange jumbled paragraph.



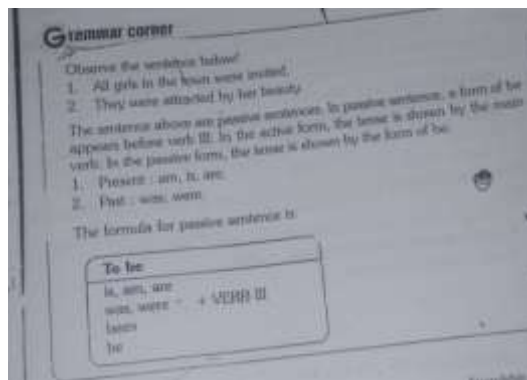
5. Grammar

⁷⁹ Juwandi and Dwi Haryuni, "English 2 For Junior High School..., p. 210-211.

⁸⁰ Juwandi and Dwi Haryuni, "English 2 For Junior High School...,p.214-215.

Grammar is one of the English skill. In grammar contains the defenition, examples, form and exercises.

“Grammar:passive sentences”.

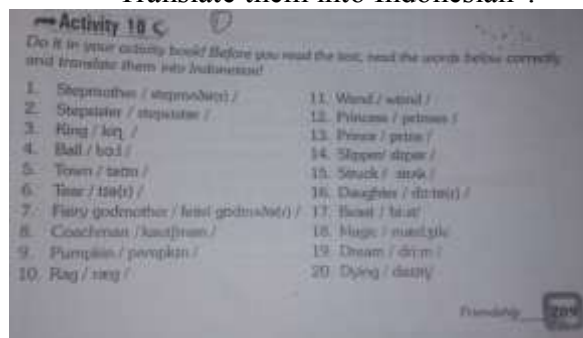


81

6. Vocabulary

Vocabulary is a list of words that has meaning within.

“Translate them into Indonesian”.



82

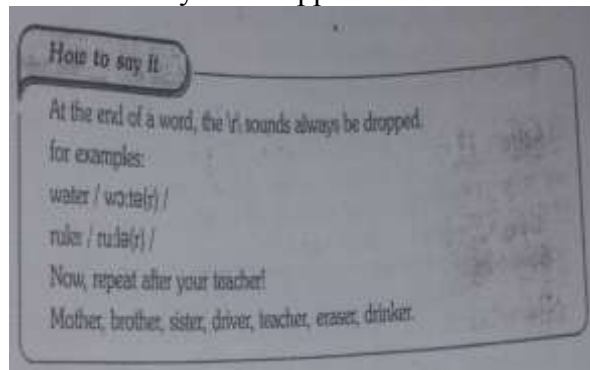
7. Pronunciation

⁸¹ Juwandi and Dwi Haryuni, “English 2 For Junior High School...,p.211.

⁸² Juwandi and Dwi Haryuni, p.209.

Pronunciation is the process of pronouncing by oral, it pronounces the sounds.

“At the end of the word, the /r/ sounds always be dropped”.

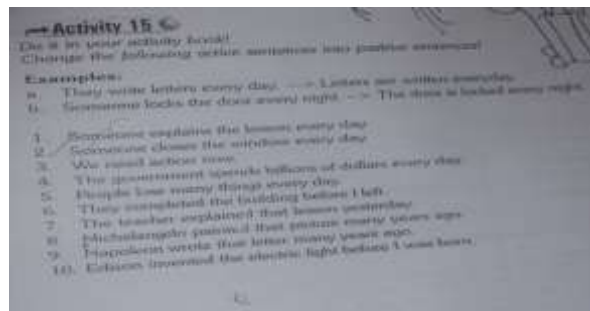


83

f. Clear Instruction

The activities of materials in each unit of English textbook has clear instruction.

“Change the following active sentences into passive sentences!”



84

Based on the analysis of the researcher above, the researcher can conclude that the materials in the English textbook “English 2 For Junior High School and MTS Class VIII” are very good to students in teaching and learning process.

⁸³ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”,p.209.

⁸⁴ Juwandi and Dwi Haryuni, “English 2 For Junior High School...”,p.212.

CHAPTER IV

ANALYSIS OBJECT OF THE RESEARCH

A. Description of The Data

There are 9 units in the English textbook, Every units has seven skills within, they are listening, speaking, reading, writing, grammar, vocabulary and pronunciation . The first semester started from unit 1 – unit 4 and the second semester starts from unit 5 – unit 9. When the researcher did the research, the materials in English textbook exists in second semester, so the researcher limits that materials in second semester only that was analyzed by the researcher. It can be seen from the materials meet with criterion good English textbook, they are; interested, motivated, illustrative, layout, related of branch of Science, linguistic aspects and clear instruction.

B. Result Analysis

1. Unit V

The materials of in this unit fulfill all the criterion good English textbook. There are 7 criterion good English textbook. The criterion good English textbook are interested, motivated, illustrative, layout, related of branch of Science, linguistic aspects and clear instruction.

Based the result analysis above, the reseacher can take the conclusion that the materials in unit V are very good.

2. Unit VI

From the seven criterion good English textbook, the materials in this unit fulfill 6 criterion only. The criterion good English textbook are interested, motivated, illustrative, lay out, linguistic aspects and clear instruction. One criterion does not meet with the materials in this unit, there is no branch of Science that related with this unit.

Based the result analysis above, the reseacher can take the conclusion that the materials in unit VI are good.

3. Unit VII

From the seven criterion good English textbook, the materials in this unit fulfill 6 criterion only. The criterion good English textbook are interested, motivated, illustrative, lay out, linguistic aspects and clear instruction. One criterion does not meet with the materials in this unit, there is no branch of Science that related with this unit.

Based the result analysis above, the reseacher can take the conclusion that the materials in unit VII are good.

4. Unit VIII

The materials of in this unit fulfill all the criterion good English textbook. There are 7 criterion good English textbook. The criterion good English textbook are interested, motivated, illustrative, layout, linguistic aspects and clear instruction.

Based the result analysis above, the reseacher can take the conclusion that the materials in unit VIII are very good.

5. Unit IX

The materials of in this unit fulfill all the criterion good English textbook. There are 7 criterion good English textbook. The criterion good English textbook are interested, motivated, illustrative, layout, related of branch of Science, linguistic aspects and clear instruction.

Based the result analysis above, the reseacher can take the conclusion that the materials in unit IX are very good.

Based on the result analysis above, the researcher can take the conclusion that the materials in this English textbook “English 2 For Junior High School and MTs Class VIII” are very good for students in teaching and learning process.

C. Discussion

Based on the data analysis, the researcher discussed the result of the research on content analysis of English Textbook “English 2 For Junior High School and MTS Class VIII”, where the result here most of the materials in scope second semester of English textbook are met with criterion good English textbook as Greene and Petty’s statement. It means by using content analysis can make replicable materials on the textboook based on criterion good English textbook.

According to Krippendorff “Content analysis is a research technique for making replicable and valid inferences from texts (printed matter, recorded speech, visual communications, works of art, artifacts) or other meaningful matter to the contexts of their use”.⁸⁵ From his statement that the research has proved this theory on English textbook “English 2 For Junior High School and MTS Class VIII”.

The researcher want to know similarities and differences this research with the other researchers through the data analysis. The first is Muniroh, she did did an analysis of English textbook entitled “When English Rings a Bell” for grade VII Junior High School with the content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP (Badan Nasional Standar Pendidikan) by using content analysis the percentage of criteria fulfillment was calculated by dividing the total of criteria points in each sub aspect⁸⁶. The difference in criteria good English textbook, the researcher used Greene and Pette and Jahangard’s theory in criteria good English textbook. In conclusion by using content analysis can make replicable on the textbook.

The second is Rahmawati, she did an analysis of textbook based on criterion of good English Textbook by using content analysis. The result of the study based on content analysis on textbook shows that objectives of the lessons in textbook meet the criteria of a good English

⁸⁵ Krippendorff, "Content Analysis: An Introduction to Its Methodology...", p.34.

⁸⁶Muniroh, “A Content Analysis of The English Textbook Entitled ‘When English Rings A Bell’ For Grade VII of Junior High School Published By Ministry of Education and Culture of Indonesia in the Year of 2016” (Universitas Islam Negeri Walisongo, 2018), p.4, <http://contentanalysisenglishtextbook.ac.id>.

textbook. In facilitating teaching learning process, from 25 materials provided there is one material that does not meet with the criteria because do not provided any contextual example⁸⁷. The difference criteria good English textbook, that the researcher used Jahangard's theory. In conclusion by using content analysis can make replicable on the textbook and meet with criterion good English textbook.

The third is Dian Setiawati, she did an analysis of English Textbook by using content analysis on textbook "When English Rings a Bell" for grade VIII Junior High School.⁸⁸ By using content analysis in analysis the materials based on criterion good English textbook. In difference in using criterion good English textbook. So, the conclusion is by using content analysis can easier the researchers to analyze the English textbook.

Based on the explanation above, the researcher can take the conclusion that using content analysis can make replicable from the written text.

⁸⁷ Linda Rahmawati, "A Content Analysis of The English Textbook Primary English As A Second Language" (Universitas Islam Negeri Sunan Ampel, 2018), p.6, www.contentanalysisofenglishtextbook.com

⁸⁸ DianSetiawati, "Content Analysis of Student Book 'when English Rings a Bell' for Grade VIII Junior High School," p.5.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusion

The result of analysis the data confirmed that the student's English textbook was categorized good quality, The materials of English textbook in second semester meet with criterion good English textbook. The criterion of good English textbook, they are interested, motivated, illustrative, stimulated, clear and related to other branch of science.

B. Suggestions

The success in teaching and learning process come from the content of the English textbook. The English textbook always uses in educational's environment. So, the researcher suggested to:

1. For Headmaster

The headmaster need to select the textbooks to make sure that whether the book is suitable for teaching or not. It can be seen from criterion good English textbook.

2. For Reader

By this research, the reader can get information about how to analyze the English textbook.

3. The Other Researchers

By this research, for other researchers need to conduct the research related to the textbook analysis.

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CURRICULUM VITAE



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4. College : IAIN Padangsidimpuan (2020)

APPENDIX 1

Units	Criterion of Good English Textbook								Note
Unit V HEALTH	Topic	Interested	Motivated	Illustrative	Clear Lay Out	Linguistic Aspects	Clear Instruction	Related in other Branch of Science	
	Health	Show the pictures	Motivate the students to study in English by interesting topic of learning	There is an illustration	Clear layout in this unit	1. Listening 2. Speaking 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Pronounce	The instructions are clear	Biology	
Unit VI RECREATION	Recreation	There are activities and exercises	Motivate the students to study in English by showing the pictures	The illustrations are clear	Clear layout in this unit	1. Listening 2. Speaking 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Pronounce	The instructions are clear	-	
Unit VII TEENAGER LIFE	Teenager Life	Interested Topic	Motivate the students to study in English by	There is an illustration	Clear layout in this unit	1. Listening 2. Speaking 3. Reading 4. Writing	The instructions are clear	-	

			showing the pictures			5. Grammar 6. Vocabulary 7. Pronounce			
Unit VIII BIOGRAPHY	Biography	Interesting Topic	Motivate the students to study in English by showing the pictures	There are illustrations	Clear layout in this unit	1. Listening 2. Speaking 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Pronounce	The instructions are clear	History	
Unit IX FRIENDSHIP	Friendship	Interesting Topic	There are many activities that ask students to be active	There are illustrations	Clear layout in this unit	1. Listening 2. Speaking 3. Reading 4. Writing 5. Grammar 6. Vocabulary 7. Pronounce	The instructions are clear	Indonesian	

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Dinyatakan benar telah melakukan penelitian dengan judul **Content Analysis of English Textbook "English 2 For Junior High School and MTs Class VIII"**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 13 September 2020



Dekan
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Lamp :-
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Dr. Lelya Hilda, M.Si (Pembimbing I)
2. Fitri Rayani, M.Hum (Pembimbing II)

di -Padangsidempuan

Assalamu'alaikum Wr. Wb.


Dengan Hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi : Content Analysis of English Textbook "English 2 For Junior High School and MTs CLASS VIII"

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

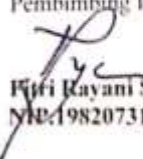

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