

A CONTENT ANALYSIS ON LISTENING MATERIALS IN ENGLISH TEXTBOOK BASED ON 2013 CURRICULUM FOR THE TENTH GRADE STUDENTS AT SENIOR HIGH SCHOOL 04 BENGKULU CITY

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ABSTRACT

This research focused on listening material in English Textbooks published by Private Publications/Erlangga based on the 2013 Curriculum syllabus and this study aims to determine whether the listening material in English Textbooks for Tenth Grade Students of SMAN 04 Bengkulu City meets the aspects of the curriculum syllabus. 2013. This research is very important for the academic world to make it easier for a student and teacher to choose a good textbook. The method used in this research is Content Analysis. Researchers used two analysis matrices in collecting data. The first analysis matrix will show the listening material in the textbook with the 2013 curriculum syllabus. The second analysis matrix will show the percentage score of the English textbook based on the criteria from the 2013 curriculum. As for the results of the data analysis, the first matrix shows that the listening material in the English textbook is appropriate with the 2013 curriculum syllabus and the second matrix also shows that English textbooks are in the "good" category where textbooks published by Private Publications/Erlangga have an average percentage of 92% (Good). In conclusion, English textbooks published by Private Publications/Erlangga are in the "good" category for students in carrying out the teaching and learning process.

Keywords: Listening Materials, Textbooks, Curriculum 2013

INTRODUCTION

Learning material in textbooks should always correspond to the current curriculum. Therefore, a textbook requires a certain evaluation in order to remain in accordance with the curriculum. Textbooks are the most important for teaching and learning tools in education. Textbooks have multiple roles in the modern education system. One of textbooks most important functions is to provide teachers and learners with an accurate and complete presentation of their respective lessons. In fact,

textbooks are official course materials designed to guide and support teaching and learning. Cunningsworth (1995) in Ayu Mutiara (2020, p.3) points out that textbooks are the source of achieving goals related to learners' needs. Richards (2019) provides additional evidence supporting the importance of textbooks as the primary source of language information (language input) for language learning and classroom English practice. As a result, textbooks generally serve as a foundation for the following: learning content, skill balance, and the variety of English language practical activities that students engage in in the classroom. Textbooks are also books that are prepared for students to use in the learning-teaching process. It serves as the primary component for delivering the material outlined in the syllabus. It influences the course's content, the mix of skills taught and the language used by students.

Textbooks may vary by interest group in language teaching. It can also customize courses, teacher needs, and student needs. We can find another textbook used by another school. Therefore, teachers should try their best to choose suitable and ideal teaching materials that are beneficial to both students and teachers. However, in some cases, the needs of learners can sometimes be the most important point for teachers to select teaching materials. In other words, according to Emelda S. and Arono (2017, p.2) English teacher should be able to rate textbooks in order to determine if they are still helpful or should be replaced. In this activity the researcher found that the listening material in the tenth grade English book at SMAN 04 Bengkulu City was adequate but difficult for teachers to apply. Because, the listening materials are more than reading materials making the students felt difficult to understand. So, that every listening material in English books is not applied because students have weaknesses in listening and lack of skills in learning to listen. This proves that teachers of English do not disregard other skills in high school, which emphasizes productive skills like reading, speaking, and writing. The research then selected SMAN 4 Bengkulu City to conduct the study because this institution employed the 2013 curriculum and this book had never been used in any other institutions, particularly the tenth grade.

Listening is the most important skill in English learning. This is the acquisition process or understanding spoken utterances in the classroom. Hearing is often associated with the process of speaking. If a person has not been taught form or pronunciation, he or she may not produce some words correctly. It is important for academics to learn, plan and carry out listening or speaking activities in an EFL classroom. Because "listening and speaking skills today feature prominently in language curricula around the world" (Richards, 2008: 1). Another meaning of listening is progress, which has been the focus of many examinations at institutions around the world. Listening comprehension becomes the question and the most difficult part of the exam. Exams for university admission, exit, and other purposes frequently include a hearing component, recognizing that listening skills are a crucial

component of second-language ability and also reflecting the idea that if listening is not examined, teachers will not teach it, according to Richards (2008) in Xuezhu Zhang (2020, p. 11).

Listening is one of the fundamental language skills, according to Bulletin (1952), in Darman, Stefani, and Anggie (2019, p.139-140). It is a medium through which children, adolescents, and adults gain a significant percentage of their education, knowledge of the world and human affairs, ideas, sense of values, and appreciation. Teachers should be able to choose appropriate learning materials for students based on their awareness of the critical role of listening in the language acquisition process. The term "learning sources" or "learning material" refers to any items that have instructional content and are used in formal or informal education (Evaluation & Selection of Learning Resources: a Guide, 2008). Additionally, the term "listening materials" refers to anything used by teachers to aid in the language learning process during a listening engagement. Appropriate listening material should be provided for students.

The government recently changed the curriculum from 2006 (KTSP) to 2013 (K13). This means that the teacher must develop a syllabus applicable in all Indonesian schools. The teacher's textbook should be qualified to teach in accordance with the syllabus, which can help the school's curriculum achieve its objectives. Additionally, School Based Curriculum addresses the four English language abilities of hearing, speaking, reading, and writing. At Senior High School, there is a difference in the new government curriculum content, because Senior High School 04 Bengkulu City Students have been preparing for this situation the challenges of work. Indeed, the curriculum (K13) remains largely same in 2013, with the exception of a modest increase. The 2013 curriculum incorporates the primary competency, the fundamental competence, the capacity for learning, the lesson, and the tasks.

Textbooks are crucial to the success of education - learning. Textbook contain academic text that could be utilized as an information source (Cunningsworth, 1995). In terms of the function of textbooks in EFL, Hutchinson and Torres (1994) argue that textbooks play important and positive roles, such as assisting teachers in designing and implementing their materials for English language instruction. A teacher who uses textbooks as their primary source of information and content needs to be careful while selecting textbooks. To prevent students studying English as a second language from being misled while using textbooks not tailored to their needs.

As a teaching and learning tool, a textbook can also be referred to as a textbook. Textbooks that are up-to-date and relevant to the course material are a teacher's best friend. Chunningsworth (1995, p.16) asserts that a successful textbook must satisfy three requirements: The course book should be tailored to meet the needs of the students, not the instructor. In addition, they should be in line with the program's overall goals and objectives, as well as the actual and potential uses of the language that students will have in the future, as well as their own needs as learners, and should make learning easier for them without imposing a rigid teaching methodology. Finally, the course book

should serve a clear purpose as a learning aid. They should serve as a medium of communication between the learner and the target language. As translators between the target language and the student, they should serve as mentors. It is therefore essential for a teacher to carefully select and assess the content of the English textbook.

According to the just-mentioned explanation, the study's primary goal was to examine the listening elements in the textbook "*Bahasa Inggris*," which was written for students in Senior High School 04 Bengkulu City's 2013 curriculum. The aim of this study was to examine whether the listening resources that students are utilizing are meeting the objectives of teaching listening skills in a textbook. As a result, the authors are eager to learn more about and investigate this topic. To her, textbooks were a great source of information, especially in listening skill materials. The reason is that she was already familiar with the book and had used it in his teaching and learning activities. In addition, this book is one of the most in-demand English textbooks available from those well-known textbooks. Finally, the researcher decided to do a research entitled "A Content Analysis on Listening Materials in English Textbook Based on 2013 Curriculum for The Tenth Grade Students at Senior High School 04 Bengkulu City".

LITERATURE REVIEW

Content Analysis

Content analysis is a type of research that does not include the use of human beings. Content analysis employs symbols or texts found in specific media, which are then processed and analyzed. In the field of communication science, content analysis is widely used. In fact, one of the most important content analysis is methods in the field of communication. Mainly used to analyze the content of media both print, book and electronic. Furthermore, content analysis is used to examine the contents of various types of communication, including interpersonal, group, and organizational communication. Gao, cited in Majhi et al. (2016: p3), said that content analysis is a collection of practices for gathering and organizing information in a consistent way that enables analysis to deduce the characteristics and meaning of written and recorded information.

Listening Materials

The first language skill that a person learns in life and the one that they utilize the most the entire lives is listening. Listening, according to Rost (2011) is the process of accepting whatever the speaker says, constructing and representing meaning, trying to negotiate and responding to meaning with the speaker, and constructing meaning through intervention, imagination, and empathy (Darman, Stefani, and Anggie, 2019, p.139-140). Listening and interpreting a spoken (and maybe unspoken) message is a difficult task an active process referred to as listening. Furthermore, Chamot, Kupper

(1989) in Erlina, Indrawati Rita, and Rita (2016, p.307-308) define listening as a conscious and active process in which listeners construct meaning by using cues from contextual information and existing knowledge while relying on multiple strategic resources to complete the task requirement.

Listening begins in the preschool years with an individual's attempts to understand what is going on around them, the formation of the universe housing the knowledge, feelings, and thoughts of this era, and the development of the fundamental mental structures (Arici, Sever in Acat, 2016, p. 2). For this situation, the time spent on further developing listening abilities won't be an exercise in futility (Petress in Acat, 2016,p. 2). It is possible to claim that there is a close connection between academic performance and listening skill given that students must listen to the teacher's explanation in order to comprehend the lectured topic. Tomlinson (2011) stated in Oktalia Dwi, Ngadiso, and Slamet (2018, p.71) that the prepared hearing material must include particular events whereby the language speakers must engage, as well as a broader region in which the language speaker can play a role in the that event. The material is essential for students to improve student's listening skills. Appropriate educational materials can motivate kids to learn. The material that is appropriate for the students must be interesting, at the appropriate level of difficulty for the students, and presented in a variety of activities. Students should be provided with interesting materials that are familiar, meaningful, and diverse. It can make it easier for them to understand. It is critical to consider whether or not to include listening material in the design process the prepared materials can pique students' interest when designing listening material. Certain materials are tedious, and too theoretical topics should be avoided in favor of more practical and applicable concepts to spark learners' interest (Ur, 1984). Additionally, listening material must meet a number of criteria in order to be classified as good and relevant. Furthermore, so that listening material can be classified as good listening material, listening material must meet several criteria, including the ability to entertain and entertain students, can be used for independent learning, simplicity of use, variety of tasks, and usage of real materials (Anderson, 1993; referenced in Kadagidze, 2006). Tomlinson (2011) In Oktalia Dwi, Ngadiso, and Slamet (2018, p71), suggests that intended listening materials should include specific events in which language speakers must engage, as well as broader areas in which language speakers can play a role. Furthermore, language learners are taught to do something that students need or want to do, as well as learn about something useful or interesting, and listen to students' questions and requests for clarification.

According to Celce and Murcia (2001), listening materials follow three principles. The first consideration is appropriateness; the second is applicability or transferability, The third principle is task orientation. According to Brown and Yule (1983), a text intended to convey facts or propositions is referred to as a "transactional text." A "message-oriented" style of writing, is one. In other words, the intended audience must understand the message's instructive content. Interpersonal text is more

"reader/listener" type oriented. The text is more concerned about the listeners' or readers' convenience than the message. Usually, the purpose of this text is to socialize or to maintain the social relationship between the speaker/writer and the listener/reader. Short functional text is short written text that is related to our daily life and used for daily communication, for example, announcement, advertisement, invitation card, etc (Sudaryanto, 2010). In this case, the curriculum focuses on the short functional text in the form of announcement text. Next is simple monologue text, it is a short speech in which only one person speaks without others interacting.

Definition of Curriculum

The term "curriculum" typically refers to a group of lessons that assist students in achieving particular academic or professional objectives. A curriculum frequently includes a list of subjects and resources as well as basic learning objectives. Some curricula resemble lesson plans more because they provide thorough instructions on the most proficient method to show a subject, alongside conversation points, test questions, and exercises designated at understudies. The curriculum is a system made to help the instructing and growing experience under the course and oversight of schools, schools, or colleges and their representatives (Komaria, 1998: 37). The curriculum is an assortment of arranging and putting forth objectives, subjects, and assets that are utilized as rules in the educating and growing experience to acknowledge figuring out how to accomplish specific instructive objectives (UU No. 20, 2003. According to Poerwanti (2013), the 2013 curriculum emphasizes achieving proficiency through balancing attitudes, skills, and knowledge. However, the curriculum places more of an emphasis on students' attitudes, competences, skills, and character development (Shawket, 2016: 222).

The 2013 curriculum includes several fundamental concepts, commonly known as core competencies. According to M. Fadillah (2014, p.16), the curriculum is one that develops and balance both soft and hard skills while covering attitudes, skills, and knowledge as aspects of competency. One of the topics included in learning in the 2013 curriculum is core competencies. The qualities that a learner must acquire through an active learning process are known as core competencies. Core competencies are standards of competency for graduates that students who have had a thorough education in a particular school unit specify. The key competencies should characterize a reasonable quality in the accomplishment of hard and delicate abilities, spiritual and social attitudes, knowledge and skill competencies, and skills competencies.

Definition of Textbook

A textbook is one of the crucial elements determining whether or not learning will be successful, and it is one of the many different kinds of instructional materials employed in education. Printed items include textbooks (Sa'jaun et.al., 2009, p. 5). Textbooks are critical teaching resources for students since they not only include all of the information necessary for the teaching and learning processes, but their quality can also decide a student's success or failure in the learning process (Guntar, 2017, p. 173). Cunningsworth (1984, p. 1) asserts that textbooks are prepared by knowledgeable and experienced authors, and that reading materials are frequently purposely attempted in pilot focus in the actual performance condition before release. The textbook offers pre-made teaching materials and exercises. A textbook is also a quick and affordable approach to create instructional materials. Because it offers benefits that signify helpful resources, a course book also plays a crucial function in teaching because it makes it easier for students to study. A textbook is a useful tool for education. In other words, both teachers and students could use the knowledge in the textbook to accomplish their learning goals. The textbook is a course book used in the teaching and learning process based on the curriculum that has been recommended by the teacher and the students. Textbooks are an important element in the success of a lesson. The importance of their role can never be overstated (Okeeffe, 2016, p2). Textbooks are normally utilized related to a few learning assets, for example, exercise manuals, educator reference books, or supporting texts. Hutchinson and Torres (1994, p.318) express that textbooks are systems or rules that assist understudies with coordinating their learning both outside and inside the study hall during conversations for example while completing exercises and activities to do schoolwork and plan for tests. No teaching-learning scenario seems to be complete until a pertinent textbook is accessible (Balachandra, 2014, p74). Textbooks are one of the few essential elements of formal education. Cunningsworth (1995) states that textbook evaluation is a way to choose which textbooks to use in a particular subject by considering the needs and quality of teaching.

METHOD

Research Design

A content analysis will be used for the research's design. Using content analysis, researchers can draw accurate inferences about the context of data (Krippendorff, 2013; Creswell, 2014). This demonstrates that academics frequently refer to the source text as meaning inference in order to make it simpler for readers to grasp the suggested meaning contained within it in light of its context of use in society. The authors claim that this type of research goes beyond computing because the goal is to relate the findings to the environment or context in which they were produced. On the other hand, content or document analysis is a technique for examining written or visual data in order to as-

certain the features of a certain material. The materials can be taken from a variety of sources, including textbooks, newspapers, television shows, commercials, and musical creations (Donald et. al., 2010, p. 457). Using content analysis, this study will evaluate the information contained in the listening sections of English textbooks that are based on the 2013 Curriculum for Senior High School students in the tenth grade. This study concentrated on the audio in English textbooks distributed by Private Publications/Erlangga.

Instruments of the Research

The instruments that will be used in the research include a textbook evaluation checklist and interviews with English teachers to acquire additional data, specifically an English textbook for tenth graders in high school. Based on the 2013 curriculum in syllabus, the following are the factors utilized to measure/evaluate listening material activities. The researcher will employ two analysis matrices in this study. The first analysis matrix will be used to clarify how the 2013 curriculum's proposed content features are satisfied by the appropriateness of hearing materials in the English textbook for tenth grade students published by Private Publications/Erlangga. The researcher will demonstrate the matrix of analysis listening material in the table below, which is based on the 2013 curriculum in syllabus and a book published by Private Publications/Erlangga. The percentage score of the English textbook based on the 2013 curricular requirements will be displayed in the second matrix. For more information, the researcher will offer the table below, which illustrates the connections between the listening material activities in the syllabus based on the 2013 curriculum.

English textbooks used in senior high school were used by the researcher to collect the data. The document is a communicative medium used to convey information about the characteristics of an object, system, or process, and it refers to a data collection methodology that involves acquiring listening material from an English textbook and grading documents. This means that qualitative data derived from words and sentences is categorized in order to arrive at a conclusion. The researcher will do the following steps:

The first, researchers will select a school that already possesses adopted the curriculum 2013. After receiving authorization from the school to gather data, verify and ask for their tenth grade students' syllabus as well as the textbook that the teacher and students use in the process learning. Copying the curriculum and collecting English textbooks, with an emphasis in listening material, into the data collection table created by the researcher. This table is used to determine whether an English textbook is compatible with the 2013 curriculum's syllabus.

The rules for evaluating materials that have been modified to adhere to the 2013 curriculum standards will be used to produce a checklist for evaluating textbooks, which will contain a set of

standard criteria for evaluating English textbooks. This guidelines checklist examines whether the listening elements in the English textbook used by students in the tenth grade at Senior High School 04 in Bengkulu City meet the requirements of the curriculum 2013 syllabus.

Then, to find the percentage score of the textbooks, the researcher will use the formula:

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

Note:

P = Percentage

F = Frequency criteria of the aspect of each unit

N = Total number of criteria from each aspect

The above formula will be utilized to classify the data analysis results according to one of the four criteria proposed by Pusat Perbukuan (lined in Latif, 2015, p.72):

Table 1. *The Conversion of Fulfillment*

Range of fulfillment score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Poor
0%-50%	Bad

RESULT AND DISCUSSION

Result

There are two sections to the study's findings. The first result displays the listening material in English textbooks written for tenth graders and published by Private Publications/Erlangga in accordance with the 2013 educational syllabus. The percentage of English textbooks written by Private Publications/Erlangga that used material evaluation as a guide is displayed in the second result. 10 chapters of excellent English content have been published by Erlangga.

The Extent to Which the Textbook Entitle "Student's Book: English for SMA/MA Grade X" Published by Private Publications/Erlangga Suitable with the 2013 Curriculum Syllabus.

Based on the researcher's analysis of the textbook published by Private Publications above, the listening material in the English book by Erlangga is in conformity with the 2013 curriculum syllabus. Listening material is available in every chapter of published private publication/Erlangga English textbooks. The listening material in the textbook mostly consists of listening to monologues and students are asked to respond to dialogue situations appropriately. In addition to responding appropriately, students are also taught to find some information in the text, either general or specific information. In some chapters there is also a listening material section which is intended to hone students' intonation and pronunciation. This textbook provides students with many sample texts to improve students' vocabulary.

The Result Shows the Percentage of Which the Textbook That Included In the Content Aspects Suggested By the 2013 Curriculum

The percentage of evaluation of material in the class X English textbook entitled "Student Book: English for SMA/MA Class X" published by Private/Erlangga for class X SMA students based on the 2013 curriculum. The researcher used the English Textbook Documentary Checklist Table from Cunningsworth (1995) sources to find out the percentage of listening material content in English textbooks for tenth graders of SMAN 4 Bengkulu City according to the 2013 curriculum syllabus. Examples are included in Appendices 2. There are 13 questions and each checklist for each question is worth 1 score. Based on the document checklist table in the English textbook private publication/Erlangga, there is a value of 12 which is valuable. Then, to find the total score of the instrument, the researcher will use the formula below:

The textbook Published by Private Publications/Erlangga

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

$$P = \frac{12}{13} \times 100\%$$

$$P = 92\%$$

Note:

P = Percentage

F = Frequency criteria of the aspect of each unit

N = Total number of criteria from each aspect

The researcher stated that "Students' Book: English for SMA/MA Grade X" textbook published by Private Publications/Erlangga/ Textbook was categorized as "good" with an average score of 92%, so it can be concluded that the percentages of the textbook that was published by private publications/Erlangga are 92%. This statement was according to *Pusat Perbukuan*.

Discussion

The textbook is one of the factors that determine whether or not education is successful. The textbook itself determines whether or not education is of a high caliber. The textbook is a course book that is used in an educational program that has been suggested for use by teachers and students during the teaching and learning process. For the textbook to help what instructors make sense of for understudies during the educating and educational experience, most Indonesian educators use textbooks as the fundamental aide for educational program and learning assets.

Textbooks are prepared by qualified and experienced individuals, and they frequently include content that was purposefully tested in a pilot study under actual circumstances before distribution. p. 1) (Cunningsworth, 1984). Course books offer instant showing materials and schoolwork tasks. Textbooks are likewise a quick and reasonable way to deal with making instructing materials. As indicated by Tom Hutchinson and Eunice Torres (1994, p. 319), course books as it were can effectively convey what will be accomplished during a lesson.

Textbook published by private publications/Erlangga

There were 10 lessons about interpersonal texts both oral and written. They were, *Hi, My Name Is* in Chapter 1, *Well Done!* In Chapter 2, *Congratulations!* In Chapter 3, *I Will Improve My English* in Chapter 4, *It's a Wonderful Place* in Chapter 5, *Listen to the School Announcement* in Chapter 6, *I've Been There* in Chapter 7, *Past Echoes of the Nations* in Chapter 8, *A Long Time Ago* in Chapter 9 and *Sing Your Heart Out!* In Chapter 10.

From the analysis, it can be inferred that although the textbook's author tried to arrange it as well as she could, human limitations nonetheless showed up in it. The author also made an effort to give context-relevant information, however students may not always find it acceptable. The 2013 curriculum's syllabus was also compatible with this textbook, as demonstrated by the matrix analysis that the researcher produced. Examples are included in Appendices 3 and 4.

Based on the results of the analysis carried out by the research contained in appendices 3 and 4, it can be concluded that the textbook published by Private Publications/Erlangga was classified as a "good" category based on guidelines material evaluation. However, these textbooks are usually difficult to understand for students who previously did not understand English. Based on the category of the content aspects suggested in the 2013 curriculum, this textbook is categorized as "good" based on percentages from *Pusat Perbukuan*.

Each chapter in the textbook published by Private Publications/Erlangga is in a good category because it has suitability with the documentary checklist the textbook published by Private Publications/Erlangga the interpersonal text can be found in some of the chapters which correspond with students' daily life. On page 3, it explains the topic expression for the introduction, where the students

ask/ talk about himself or themselves. For example exercise: Close your book. Listen and repeat these sentences. Then write the sentences on a piece of paper. On page 20, exercise 26 develops a text for listening comprehension about listening to people introducing themselves. For example exercise: Hi! My name is Elizabeth Martawijaya. My friends call me Elis. Originally I am from Nganjuk, a small town in East Java. But since I am studying in the university, I live with my aunt and uncle in Semarang. My address is 43 Seroja Dalam Street. My phone number is 0813 9945 6789. On page, 36 exercises 5-6 which contain listening exercises help students study how to give statements expressing compliments and respond to a compliment. For example exercise: Listen to the statements and choose the best responses. On page 59, listen to the dialogue, which picture best describes practicing congratulations. For example exercise: Listen to the dialogues. Which picture best describes each dialogue. And on page 77, it explains the statements expressing an intention. For example exercise: Listen to the dialogues once again and complete the following table statements expressing the intention.

The transactional text in the textbook published by Private Publications/Erlangga can be found in some of the chapters that explain that topic. On page 2, it explains the topic of sharing personal information, where if someone asks about your personal information with the appropriate expression. On page 77, it explains expressions intentions, where the students listen to the dialogue, which the picture best describes of statement expressing intention. On page 80, it explains about expressing, asking, and stating plans.

The functional text can be found in the textbook published by Private Publications/Erlangga. On pages 134 and 135, there is a topic that explains the announcement, where the students listen to the recording and read the announcement and fill in the blanks with the information that they heard. On page 173, it explains about recount text.

There are so many presentational texts found in the textbook that was published by Private Publications/Erlangga such as a person who told in the textbook, communication act, and illustrations. On page 34, it explains pictures and illustration that expresses the topic of compliments. On page 59, it explains pictures and illustration that expresses the topic of congratulations. On page 76, it explains pictures that illustrate the expression of intention. On page 99, it explains the picture showing someplace. On page 150, it explains pictures that illustration.

In the textbook, it can be found some texts that relate to character building and learning life values as the structure text of the song. On page 231, it explains to students to listen to the lyrics "When the Children Cry" by White Lion, listen to the lyrics carefully and put a tick on the pictures below that correspond to the verses.

In textbooks published by private publications/Erlangga, it can be found many types of text such as descriptive text, and recount text. On page 97, it explains the descriptive text. On page 173, it explains about recount text.

The textbook published by private publications/Erlangga, almost all of the units include social function, structure text, and language features. On page 32, there are explanations about the social function, structure of the text, and language feature of compliment. On page 74, identify the social function, structure of a text, and language features of a plan or intention. On page 96, it explains about social function and text structure of a descriptive text. On page 134, it explains identifying social function, the structure of a text, and language features of the announcement. On page 148, it explains identifying social function, the structure of the text, and language features of past and perfect present tense. On page 173, it explains identifying social function, the structure of a text, and language features of recount text. On page 196, it explains identify the social function, structure of text, and language features of legends.

In the textbook published by private publications/Erlangga, actual production can be found almost in all of the chapters that explain grammar review and text structure. On pages 32, 74, 96, 134, 148, 173, and 196, there are explains about the structure of the text and the textbook published by private publications/Erlangga coverage of the syllabus.

Besides that, all of the chapters in the textbook published by private publications/Erlangga include the task.

CONCLUSION AND RECOMMENDATION

Based on the study of analyzing the English textbook published by Private Publications/Erlangga, the researcher can conclude that the textbook was good enough to be used for the tenth grade of Senior High School that started using the 2013 curriculum. Even though the researcher said this textbook is good enough for learning, this textbook is not suitable for students who do not have basic competence in English, because this textbook uses full English. Although speaking speed in listening material is very slow, the textbook covers all the material suggested by the curriculum 2013 syllabus. This textbook is categorized as "*good*" with a percentage of 92% based on the criteria of the 2013 curriculum syllabus and the percentage from *Pusat Perbukuan*.

The goals and objectives of the language learning program should be aligned with the needs of the learner and the English textbook. The listening materials should be related to students' daily lives when being designed. There are advantages and disadvantages to the textbook "Student's Book: English for SMA/MA for Grade X."

The strengths are:

- a. Listening materials are suitable with the theme in each chapter
- b. Listening materials are related with students daily life
- c. Listening materials improve students pronunciation and intonation

- d. Listening materials improve students comprehension and skills in listening in order to prepare themselves for final listening test
- e. Students are easy to follow the listening materials given in the book so that they can practice in their daily conversation
- f. Listening materials provide phonetics symbols for some difficult words to help the students easier to pronounce it.

The weaknesses are:

- a. Listening materials does not provide audio for students listening activity.
- b. Listening materials does not provide grammar sections
- c. Audio for listening materials cannot be easily accessed.
- d. Listening materials are not from native speaker.

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