AN ANALYSIS OF THE THE MAIN FACTOR WHICH SUPPORTING THE CONTENTS OF THE ENGLISH TEXTBOOK BY KEMENDIKBUD

**Diah Paramita Efendi[1], Nuri Ati Ningsih, S.Pd., M.Pd.[2],
Brigitta Septarini Rahmasari, S.S, M.Pd.[3]**
Departement of English Education, Universitas PGRI Madiun
Email: paramitadiah77@gmail.com

Abstract
This research was conducted to determine whether the content of the textbook has the same supporting factors to support learning. The textbook is an English textbook used by high school students in the tenth grade. This study aims to find the main factors supporting the content of English textbooks. The methodology used in this study is qualitative research and uses documents as analysis material. In addition, researchers used checklist evaluation to collect data. This study used 10 criteria. From the results of the study, it can be seen that out of 10 criteria, 9 were met. The results of the analysis show that 90% of main factors are functioning properly. The good category was obtained because the total score of the percentage was more than 82.64%. There are 10% or 1 criterion that does not meet the criteria related to encourages seeking further information. From the results of this study, researchers recommend conducting other analysis related to the content of the textbook by conducting an analysis of the validity of the textbook. An analysis that can be done in english textbooks to find out the quality of textbooks.

Keywords: *Textbook Content, Main Factor, Curriculum, ELT Checklist*

INTRODUCTION

The ministry that handles the educational and cultural system organizes all aspects of the systems. In Indonesia the ministry who arange the system of educations in KEMENDIKBUD (Kementrian Pendidikan dan Kebudayaan). All of the elements of the educational program are supervised by this ministry. This includes all supporting media in educational activities.

The support media in educational activities involve all aspects of delivering the material from teacher to students. In this case, KEMENDIKBUD handles the textbook as media support for learning activities. Prevision of books for learning activities to ensure the learning activities use the good media to support learning.

A textbook has conformity with the material in the classroom as a support for learning in the school. This is done because books have a role in learning activities. Herlinda Riana (2014) conducted a study entitled "The use of textbook in teaching and learning process: a case study of two EYL teachers." Inside, it focuses on knowing the role of textbook design in learning activities. This study looks for different skills, material features too tilted or too much variation, and the level of English required by the textbook for some skills is too high for students. The research results can provide helpful information for teachers and book authors to use and develop readers. In addition, it is expected that it will be followed by more in-depth studies that can contribute to a better understanding of this concept.

Especially in several subjects' material in the classroom, the teacher needs a good textbook as supporting media for teaching activities. Therefore, books are used in all schools in general. KEMENDIKBUD created a guiding textbook and then used as a central guide for all schools in Indonesia. In this case KEMENDIKBUD creat the textbook an title "Bahasa Inggris SMA/MA SMK/MAK Kelas X" published by Kementrian Pendidikan Dan Kebudayaan (KEMENDIKBUD) Republik Indonesia 2017.

The quality of textbooks is important to research. The textbook presents that it is good to have content that matches the standards. Because not all books have good standards, not all are of good quality, in having a book text attention to several things. This is done so that no mistakes occur when choosing a textbook. Such as the research conducted by Tyas & Safitri (2019), which examines the book's quality. Several aspects have been discussed in the research that has been carried out. A study from Mega Safitri and Peptia Asrining Tya examined the same textbook, the English Textbook of SMA/MAN SMK/MAK class X 2014 edition.

In this study, there are aspects that are analyzed. The aspects analyzed are the textbook's content, grammar, levels, materials, and methodology. From this study, several lacks were still found related to the completeness of the content, supporting materials, and materials that were not suitable.

It can be concluded that from the explanation above, it can be seen the quality of the textbook is important because the book contains material that will be taught to students. Therefore, the quality of content, the quality of supporting the material, and the suitability of the material are aspects that need to be researched to determine the quality of the textbook. In other words, textbook research on the book's quality needs to be done to show whether it is good or not.

Textbooks have good quality, and it has content that is in accordance with the function of the textbook. The textbook's content must be able to explain the purpose of the textbook and be able to be used by the students. In other words, the textbook must have valid content. Determining the validity of the content must be done to find out whether the textbook is valid or not appropriate.

After testing the validity of the textbook's content, the results of the validity value of the textbook be obtained. After knowing the results of the content validity test, it will see what shortcomings are in the textbook. In this case, the shortcomings sought are the shortcomings of the supporting factors of the content in the textbook. Supporting factors in the textbook's content can include the material described in the textbook, the illustrations in the textbook, and exercises related to the skills to be taught. In other words, the factors that support the content of the textbook are in the form of visualization of the material and skills to be honed.

In an English textbook the are some basic skills that are tested. The skills learned in English are reading, listening, writing, speaking, grammar, vocabulary and pronunciation. These skills are learned and tested to determine the level of understanding of students. The

skills that have been described are the main factors supporting good and appropriate English textbooks. To find out whether the skills in the textbook are maximized, an analysis is carried out that is related to testing the skills of the textbook. In this case, it can use the ELT checklist by Demir&Ertas to analyze the skill aspect.

In addition to the skill aspect of the English textbook, ELT checklist can be used to analyze the physical form of the English textbook. In direct learning, the physical form of the textbook is a supporting factor for the content of the textbook and whether it can be conveyed good for students. Then in this case, the physical form of the textbook is also analyzed.

Conducting research by Kinanti & Sudirman (2018) related to the feasibility analysis of the material content of the learning support material componets in the XI class of sociology textbook carried out at the senior high school in Bandung. The research focused on finding the meaning of the textbook, assessing the feasibility of the textbook content, and learning support materials. The results of this research are to know the textbook and the feasibility of the contents of the textbook. In addition, in this study, 10 criteria for textbook feasibility were found. According to the provosions of the BSNP, if the number of answers meets the criteria of more than 82,54% then the book is categorized as good but if the score of the percentage of the amount is less than 82,54%, then the book is considered less.

The results of this study can be used to find the mean factors of the textbook content. This is because the main factors supports the feasibility of the content of the textbook. The main factor of the textbook is said to be good if it meets the minimun limit that has been determined.

The limit is the type of main factor score in the textbook of more than 82,54 in accordance with the provisions of the BSNP (Badan Standar Nasional Pendidikan). If the score meets the minimum limit then the textbook is cosidered good and supports the content in the textbook. Conversely, if the number of scores is less than the povisions then the textbook still needs to improve.

Such as research conducted by Agustina et al. (2020) which examined the material and presentation of content in mathematics books using standard scores from BSNP. From the results of the research that has been carried out, it can be seen that this study obtained an average precentage score of 90,42% based on material aspects and visual aspects of 82,54%, which included good criteria in the BSNP.

From the explanation above, it is concluded that the main factor has an important role in supporting the textbook's content. Main factors related to the skills and physical condition of the textbook can be a supporting factor. Measurable supporting factors to find the presentage of the value. The precentage is whether the textbook meets the criteria as support of the content in the textbook.

In ELT (English Teaching Language) assessment, the use of checklists can be used to evaluate. Not only that, but a checklist can also be done to evaluate a learning textbook.

when evaluating ELT there are things to note. This is related to the criteria that must bepossessed by learning textbooks to be categorized as good or not. Some studies use ELT evaluation as a way to find out whether. Such as research conducted by Jusuf (2018) describes related aspects in the learning process. This aspect consists of the content of the textbook.

In the learning there is an active role between teachers, students, materials and students evaluation and assessment. From the results of research that has been cerried out by Jusuf (2018) shows that in evaluation and assessment activities, there are aspects that must be considered. In this cse it is related to the selection of material, the development and design of the material, and the evaluation of the material. The evaluation carried out in this study is a textbook evaluation.

Textbook evaluation can be done in a evaluation. The evaluation that can be used is to use ELT evaluation. ELT evaluation can be used to analyze the validity of the book. One of the validities that can be analyzed using ELT is content validity analysis. Such as the theory from Demir & Ertas (2014), which explains the evaluation ELT checklist. In his theory, Demir Explained that there were four criteria analyzed. These criteria relate to the content of the textbook under study. These criteria include subject & content, skill & subskill, layout & physical makeup, and practical consideration. Of the four criteria, there are questions that show whether the textbook fits the criteria or not.

The research using ELT as a theory to analyze textbooks is research from Nazim (2021) which examines textbook evaluation and reports on faculty members evaluation of Cuuing Edge, the third edition of KSA student books at the intermediate level. Pearson's 2013 book. The study was titled textbook "Evaluation: A Case Study Of Cutting Edge". The article discusses language development skills, speaking, reading, writing and grammar & vocabulary. The validity of the questionnaire was analyzed by the expert and showed that the respondent evaluated the content analysis. This study showed that the content of the textbook is valid with language skills, usage and appropriacy. In other hand there are still shortcomings in terms of video material for listening.

In addition, researchers who discuss the same topic research conducted by Alshehri (2016) untitle "Textbook Teachers Prespectives on Cutting Edge" shows that the textbook have a good terms of textbook features. This relates to the layout and design of the textbook, which obtained an average score of 3.74, the results of the subject and content scores with a score of 3.65, the result of skill component scores with a score 3.63, the activities with a score of 3.55 and the type of language with a score of 3.51.

In addition, the research conducted by Syamimi Mat Hussin et al. (2016) by analyzing the presentation of new vocabulary items in Malaysian from the English textbooks. The research conducted focused on dealing with the dificulties in acquiring the four basic skills. These skills include listening, reading, spealing and writing skills in English while still paying attention to vocabulary mastery. From the results of the research that has been cerried out, it is known that the textbook under study has weaknesses in

terms of presenting new vocabulary and the absence of an English index and textbook developers.

The conclusion of the background of the study dercibed above encourages researcher to analyze English textbook and analyze the main factors encourage reseracher to take the topic. Therefore, from the existing description, the researcher chose an analysis of the the main factor which supports the contents of the English textbook by Kemendikbud.

LITERATURE OF REVIEW
English Textbook Quality

A good textbook is one that has one that complies with the standards. This is because it will determine whether the texrbook is suitable for use as a learning medium. The content of the textbook must be well presented and easy to understand. The content of the textbook presented needs to be adjusted and the content of the textbook is in accordance with the standards. In practice it is still inaugurated books have inappropriate standards. It needs to be noted in the selection of textbooks that pay attention to several things. This is done so that no mistakes occur when choosing a textbook. Such as research conducted by tyas &safitri (2019) which examined the quality of the book. Several aspects have been discussed in the studies that have been carried out. A study from mega safitri and peptia asrining tya examined the same textbook, the 2014 edition of the sma/man smk/mak english textbook.

In the study analyzed the content of textbooks, grammar, levels, materials, and methodologies. But from the results of the study, there are some shortcomings related to the completeness of the content, supporting materials, and inappropriate material. Conclusions from the study it can be seen that from the quality of textbooks the quality of supporting the material, and the suitability of the material are aspects that need to be researched to determine the quality of textbooks is important to analyze.

Evaluation Of The ELT Checklist

In ELT (English Teaching Language) assessment, the use of checklists can be used to evaluate. This has to do with the criteria that should be deprived by studying textbooks to be categorized as good or not. As research conducted by Jusuf (2018) explains related aspects in the learning process. This aspect consists of the content of the textbook. In learning there is an active role between teachers, students, materials and student evaluation and assessment. From the results of the research that has been stated by Jusuf (2018) shows that in evaluation and assessment activities, there are aspects that must be considered.

The research that uses ELT as a theory to analyze textbooks is research from Nazim (2021) which examines textbook evaluations and faculty members' evaluation reports of Cuuing Edge, the third edition of KSA student books at the intermediate level. Pearson's 2013 book. This study shows that the content of the textbook is valid with language skills, usage and appropriacy. On the other hand there are still shortcomings in terms of video material for listening.

In addition, researchers who discussed the same topic research conducted by Alshehri (2016) untied the "Prespectifs teacher textbook on Cutting Edge" showed that textbooks have a good textbook feature term. This is related to the layout and design of the textbook which obtained an average score of 3.74, subject results and content scores with a score of 3.65, skill component scores with a score of 3.63, activities with a score of 3.55 and language types with a score of 3.51.

The conclusion of some of the studies that have been described above, in the activity of evaluating the validity of the content of the textbook are the aspects that are most often considered. Aspects relating to the subject &content in the textbook, skills &subskills in the textbook, the layout of the textbook, and practical considerations in the textbook. This aspect becomes an evaluation criterion for analyzing textbooks.

Main Factors Which Supporting Content Validity

The textbook is of good quality and has content that matches the function of the textbook. The content of the textbook must be able to explain the purpose of the textbook and be able to be used by students. Supporting factors in the content of the textbook may include material denounced in the textbook, illustrations in the textbook, and exercises related to the skills to be taught.

In English textbooks, some basic skills are tested. The skills learned in English are reading, listening, writing, speaking, grammar, vocabulary and pronunciation. These skills are learned and tested to determine the student's level of understanding. Such as research conducted by Agustina et al. (2020) who examined the material and presentation of the contents of mathematics books using standard values from BSNP. From the results of the research that has been carried out, it can be seen that this study obtained an average precentage score of 90.42% based on material aspects and visual aspects of 82.54%, which are included in the good criteria in BSNP.

Kinanti &Sudirman (2018) is related to the feasibility analysis of the content of the learning support components in class XI sociology textbooks presented in high schools in Bandung. The result of this study is to find out the textbook and the feasibility of the content of the textbook based on the criteria. Criteria as folow:

Table 2.1 Learning support Materials

Learning Support Materials	Yes	No
In accordace with the developpment of science	√	
The presence of entanglement of features, examples and refernces	√	
The existence of reasoning in the content of the textbook	√	
Troubleshooting (problem solving)	√	
Attechment between concepts	√	
Communication (write and talk)	√	

Application	√	
Material disclousure	√	
Encourages seeking futher information		√
Enrichment material	√	

*According to the provosions of the BSNP, if the number of answers meets the criteria of more than 82,54% then the book is categorized as good but if the score of the precentage of the amount is less than 82,54% then the book is considered less.

The results of this study can be used to find the average factor of the content of the textbook. This is because the main factor supports the feasibility of the content of the textbook. The main factor of the textbook is said to be good if it meets the predetermined minimum limit. The limit is the main type of factor score in textbooks of more than 82.54 in accordance with the provisions of the BSNP (National Standards Board for Education). If the score meets the minimum limit then the textbook is well socialized and supports the content in the textbook. Conversely, if the number of scores is less than that of povisions then the textbook still needs to be improved. From the above, it is concluded that the main factor has an important role in supporting the content of the textbook. The main factors associated with the skills and physical condition of the textbook can be a supporting factor.

RESEARCH METHOD

This study used qualitative as a research design to analyze the validity of content (john w, 2014). Based on research, documents and data are used as research sources. Researchers used English textbooks for grade x students in high school. The textbook is titled "English" written by widiati utami and rohma zuliati published from the center for curriculum and books, ministry of education and culture (widiati utami, rohma zuliati, 2017). This research focuses on the analysis of content in english textbooks and entire chapters in textbooks. This study used document analysis as a data collection technique. This technique adapts arikunto's theory (2013). This technique found variables: notes, transcripts, newspapers, etc. In this study, the data used english textbooks. To collect the data, researchers use checklists. This checklist uses tools to find evaluation results. This technique was adapted theory by demir &ertas (2014) using checklists for the collected data to analyze the validity of the content. This document collection technique was chosen because these techniques are relevant. To analyze the data, the researcher refers to the theory by (demir & ertas, 2014). This theory uses checklists to analyze the data. The researcher analyzed four categories of elements of this theory.

The researcher also used the theory by kinanti & sudirman (2018) used the criteria to analyse main factors supporting the english textbook to fulfill the content validity. The researcher will use this technique to analyze the all the elements of main factors which support the english textbook to fulfill the content validity. After analyze the textbook and getting the data result could know whether the english are valid.

Then, the researcher prepares a checklist as a tool to analyze the English book. The list was used to answer research questions about the quality of textbooks. Researchers prepared 10 questions to explore english textbooks. A checklist is an evaluation tool for creating a measurement or assessment textbook to find out if it is appropriate for the purpose. This index is adapted from kinanti & sudirman (2018). This study conducted a data verification test to use the theory by nazaruddin (2017) and then used to get a more accurate picture of the research analysis. Triangulation as a mixed method can be used in the study.

RESULTS AND DISCUSION

Textbook have supports factors. This factor helps convey the purpose of the textbook. Researchers analyze supporting factors using a theory that analyses learning support materials. This can be seen from the aspects studied. In theory used by Kinanti & Sudirman (2018), it can be seen that there are 10 aspects that are analyzed in the learning support material. The content of the textbook has factors to support the purpose of the content. It is because the content needs the factors to make students understand the meaning of the content. The researchers analyse the main factors supporting content in the textbook. The researchers used the theory by (Kinanti & Sudirman, 2018) about learning support materials, and the results of as folow:

Learning Support Materials	Yes	No
In accordace with the developpment of science	√	
The presence of entanglement of features, examples and refernces	√	
The existence of reasoning in the content of the textbook	√	
Troubleshooting (problem solving)	√	
Attachment between concepts	√	
Communication (write and talk)	√	
Application	√	
Material disclosure	√	
Encourages further seeking information		√
Enrichment material	√	

Supporting the content of the textbook is a factor that can improve the quality of the textbook. This research examines the supporting factors the content of the English textbook using the theory used by (Kinanti & Sudirman, 2018) support with the textbook based on learning support materials. Here is a discussion of the 10 aspects analysed:

The development of technological science

The textbook's content is supported by the use of technology and the development of the science. Therefore, it is support modern learning activities. This is applied to make the

materials in the textbooks, a science of technological insights. Like the example contained in chapter 7 which discuss the inventor of an airplane. Therefore, textbook can adapt to the development of science and technology.

Recency of features, examples and references

The material in the textbook has several material supports. This textbook uses examples and references features as supporting factors for the subjects. The subjects provided to the students include examples of workmanship. If there is no example of work, instructions will be given description of the subjects. In addition, the textbook also provides references that can be learned further by students via internet.

Reasoning

This textbook has a complete description of the material. The description of the material will improve the students ability in reasoning the subject being studied. In this textbook, there is a description of the material that supports students reasoning in understanding the subjects. The description is in the form of an explanation of the learning objectives of the subjects, basic materials such as new vocabluary, written structure, grammar. After that, there are exercises in students abilities such as writing, reading, speaking, and listening.

Trobleshooting (problem solving)

This textbook provides practice questions as a means for students to practice language skills of the material. In addition, this textbook also helps students in practicing problem-solving skills. This is by giving the final exercises of the chapters. The exercices will improve the students ability to solve problems in this case related to the learning subjects.

Interrelationships between concepts

The content of this textbook has attachments of each subject studied. This right is done so that students can understand the subject in the textbook easily and sequentially. For example, one chapter will discuss the same topic with the presentation of the subject in order. For example in theme, The Wright Brothers chapter 7, in the next material related to the topic of The Wright Brothers, as in part warmer, vocabulary builder, vocabulary exercises, grammar review, speaking, writing, and reflection. Part in a chapter discusses the same themes as the chapter theme.

Communication (write and talk)

The communication used in this textbook is written collection. In the textbook all instructions are presented in written form. Students can respond to subjects in two types of responses, namely written and speech. Written responses such as question answers and

question exercises. Speech responses tend to the practice of speaking. An example is the practice of reading and reciting sentences.

Deployment (Application)

The content in this textbook focuses on subjects that can be applied in student activities. In this case, the material provided relates to the student's needs. The material provided relates to general expressions and general knowledge. This will make it easier for students to summarize the textbook's contents.

Material disclosure

This textbook uses the media of images, tables and diagrams as an interesting media. This is done so that students are not bored in learning. The subjects is given in written form and supported illustrations of drawings, tables and diagrams. This is done so that the students textbook is interested and can understand the meaning of the subjects being studied more quickly.

Encourages seeking further information

The textbook's content is basic materials that must be able to master by students. In this textbook the factors that encourage students to learn the relevant subject still not sell supported the students. This textbook focuses only on basic skills. Whereas in advanced skills it is still less found in textbooks.

Enrichment material

The enrichment questions given to students are questions related to the skills to be tested. For example, in learning english, the skills tested are speaking, writing, teading and listening skills. In addition, enrichment related to basic skills such as mastery of grammar and khowladge of new vocabulary.

$$\text{Main Vactor} = \frac{\text{Results}}{\text{Total Criteria}} \text{ x } 100\%$$
$$\text{Content validity} = \frac{9}{10} \text{ x } 100\%$$
$$\text{Content validity} = 90\%$$

Based on the results and explanations above there are 90% of the main factors are mets the criteria. from 10 criteia only one the does not mets the criteria about encourages seeking further information. Based on the resluts the main factors have good criteria, because the percentage of the results more then 82,64%.

CONCLUSION

From the results of the abalysis above, it can be seen that the average meets the criteria. Of the 10 aspects analyzed, 9 of them met the criteria. The 9 criteria are related to

the content of the textbooks related to general science, material attachment, reasoning, problem solving, and attachment between concepts. Communication, application of material, material interest and enrichment material in textbooks. Although the results are dominated according to the criteria but still found aspect that is lacking in the textbook. The aspect that encourages the students to look for further information (in this case, the information in question is the subject matter). From the results of the analysis above, it can be concluded that the textbook meets 90% of the criteria. Under the provisions of the BSNP, as a condition of eligibility, the textbook must exceed 82,64%. From these provisions, it can be concluded that the rested factors have good criteria.

Based on the results of the research above, further research focuses on different research subjects. For example, the subject of the study further discussed the validity of the English textbook as the subject to be analyzed. This is done because the study focuses on the validity of the content and the main factors that support the textbook's content. Then the validity construct analysis needs to be done to determine the textbook's quality.

REFERENCES

Adioska, M. (2020). An Analysis of Curriculum 2013 English Textbook at Seventh Grade Students of Junior High School. 411(Icoelt 2019), 351–355. https://doi.org/10.2991/assehr.k.200306.059

Adusei, O., & Eduam, A. M.., Praise Afeku, B.., & Kwabla Segbefia, S..(2022). Yes! We Can Teach and We Feel More Confident in Teaching: The Influence of Senior High School Teachers' Demographic Variables on Their Self-Efficacy in Teaching. International Journal of Social Science, Education, Communication and Economics (SINOMICS JOURNAL), 1(2), 163-176.

Arikunto, S. (2013). Prosedur Penelitian Suatu Pendekatan Praktik. PT Rineka Cipta.

Demir, Y., & Ertas, A. (2014). A suggested eclectic checklist for ELT coursebook evaluation. The Reading Matrix, 14(2), 243–252.

Fidian, A., & Supriani, N. (2018). Conformity of English Textbooks for Seventh Grade with Curriculum 2013. Journal of English Language and Pedagogy, 1(1), 1–6. https://doi.org/10.36597/jelp.v1i1.2790

John W, C. (2014). Research Design Qualitative, Quantitative, and Mixed Methods Approaches. In Research Design Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications Asia-Pacific Pte. Ltd.

Jusuf, H. (2018). the Models of Checklist Method in Evaluating Elt Textbooks. Al-Lisan, 3(2), 17–35. https://doi.org/10.30603/al.v3i2.422

Nazaruddin, R. (2017). Content Analysis Speaking Materials in English Textbook Based on 2013 Curriculum for the First Grade Student at Vocational High School. Eduvelop, 1(1), 49–56. https://doi.org/10.31605/eduvelop.v1i1.2

ISSN 2809-8544

Tyas, P. A., & Safitri, M. (2019). An Analysis of English Textbook Entitled "Bahasa Inggris SMA/MA SMK/MAK Kelas X." JEES (Journal of English Educators Society), 4(1), 17–22. https://doi.org/10.21070/jees.v4i1.1777

Widiati Utami, Rohma Zuliati, F. (2017). Bahasa Inggris (2017th ed.). Pasat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.