



Jurnal Riset Pendidikan (JRP)

Volume 1 (1) 14 – 32 Juli 2022

Doi: 10.25273/JRP.v1i1.13464

The article is published with Open Access at: <http://e-journal.unipma.ac.id/index.php/JRP>

An analysis of the content validity of the english textbook

Diah Paramita Efendi^{1*}, Nuri Ati Ningsih², Brigitta Septarini Rahmasari³

^{1,2,3} Departement of English Education, Universitas PGRI Madiun

*Corresponding author: paramitadiah77@gmail.com

Abstract: This study was conducted to determine the quality of English textbooks used by high school students in class tenth. This study aims to find the content validity of the English textbook. the methodology used in this research is qualitative research and uses documents as analysis material. In addition, researchers used ELT evaluation checklist to collect data. This study used 56 criteria divided into 4 categories. fro the results of the study, it can be seen that there are 53 criteria met or have a percentage of 94,64% with a perfect category. The percentage of content validity exceeds the limit of more that 80% for the perfect category, 60-80% for the category that needs adaptation, and less than 60% not suitable category. From this research, it can be seen that that English have perfect quality. Them the researcher recommends conducting another analysis in the validity of the construct. Analysis that can be done in English textbook to detemine the quality of the textbook.

Keywords: *Textbook; Content Validit; Curriculum; ELT Checklist.*

Received 5 Juni 2022; **Accepted** 15 Juli 2022; **Published** 31 Juli 2022

Citation: Efendi, D.P., Ningsih, N.A., & Rahmasari, B.S. (2022). An analysis of the content validity of the english textbook. *Jurnal Riset Pendidikan (JRP)*, 1(1), 14-32. Doi.org/10.25273/JRP.v1i1.13464



Published by Universitas PGRI Madiun. This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

A study of English textbook analysis is to perform an analysis to find the quality of the textbook. this research was conducted to find out whether the textbook has quality in accordance with the curriculum used. This is done because textbooks have an important role in learning activities. But it is still found that it does not meet or is in accordance with the provisions corresponding to the curriculum and syllabus. Not all the content of the textbook follow the essential competencies in the prescribed syllabus and curriculum because there are shortcomings of the textbook in the form of a lack of activities. The lack also in material on speaking skills in the textbook (Fidian & Supriani, 2018).

The conformity of the curriculum with the content of the textbook is carried out to find out whether the textbook is feasible or unfit. To find out that a textbook has good quality and is worthy, it is necessary to analyze or test the validation of the textbook. like other studies that conduct the same analysis by several researchers. One of them is Adioska (2020) conducting textbook analysis about psychological validity, educational validity, process validity and content validity. from the research conducted, it can be seen that there are still shortcomings in the textbook. this is indicated by the percentage of each validation. In the results of psychological validity, it gets a percentage of 54,75%, educational validity with a percentage of 52,78%, and process and content validity with a percentage score of 65,63%. In addition the same study was conducted by (Nazaruddin, 2017) which discusses the content analysis of speaking materials in English textbook based on 2013 curriculum. the study showed that compatibility of the textbook with curriculum 2013 is 75%. Another research that examines English textbooks is research by Tyas & Safitri (2019) who researched coursebook for class tenth students. the results of the study showed that there are shortcomings in the form of absence of media support in listening skills such as recording of CDs and found material that was different from the theme studied.

Textbook analysis is more specific to find out the quality of the textbook is by analysing the content validity. research conducted to find out whether the content of the textbook is in accordance with the determining the quality of the textbook. to analysis the content validity must to determine the instrument to collect data. To analysis and collecting data content validity can used evaluation checklist. The evaluation checklist to analysis validity such as research conducted by Jusuf (2018) which analyze textbooks using evaluation checklist. In addition, the theory from Demir & Ertas (2014) who examined the same using ELT checklist evaluation. In addition, this study used documents as analyzed source data (Arikunto, 2013). This researcher analysis textbook entitled "Bahasa Inggris" publications from Pusat Kurikulum dan Perbukuan, Kemendikbud.



The conclusion of the background of the study described above encourages researcher to analyze English textbook and analyze the content validity encourage researcher to take the topic. Therefore, from the existing description, the researcher chose *An Analysis of The Content Validity of The English Textbook By Kemendikbud*.

METHOD

A study of English textbook analysis is to perform an analysis to find the quality of the textbook. this research was conducted to find out whether the textbook has quality in accordance with the curriculum used. This is done because textbooks have an important role in learning activities. But it is still found that it does not meet or is in accordance with the provisions corresponding to the curriculum and syllabus. Not all the content of the textbook follow the essential competencies in the prescribed syllabus and curriculum because there are shortcomings of the textbook in the form of a lack of activities. The lack also in material on speaking skills in the textbook (Fidian & Supriani, 2018).

The conformity of the curriculum with the content of the textbook is carried out to find out whether the textbook is feasible or unfit. To find out that a textbook has good quality and is worthy, it is necessary to analyze or test the validation of the textbook. like other studies that conduct the same analysis by several researchers. One of them is Adioska (2020) conducting textbook analysis about psychological validity, educational validity, process validity and content validity. from the research conducted, it can be seen that there are still shortcomings in the textbook. this is indicated by the percentage of each validation. In the results of psychological validity, it gets a percentage of 54,75%, educational validity with a percentage of 52,78%, and process and content validity with a percentage score of 65,63%. In addition the same study was conducted by (Nazaruddin, 2017) which discusses the content analysis of speaking materials in English textbook based on 2013 curriculum. the study showed that compatibility of the textbook with curriculum 2013 is 75%. Another research that examines English textbooks is research by Tyas & Safitri (2019) who researched coursebook for class tenth students. the results of the study showed that there are shortcomings in the form of absence of media support in listening skills such as recording of CDs and found material that was different from the theme studied.

Textbook analysis is more specific to find out the quality of the textbook is by analysing the content validity. research conducted to find out whether the content of the textbook is in accordance with the determining the quality of the textbook. to analysis the content validity must to determine the instrument to collect data. To analysis and collecting data content validity can used evaluation checklist. The evaluation checklist to analysis validity such as research



conducted by Jusuf (2018) which analyze textbooks using evaluation checklist. In addition, the theory from Demir & Ertas (2014) who examined the same using ELT checklist evaluation. In addition, this study used documents as analyzed source data (Arikunto, 2013). This researcher analysis textbook entitled “Bahasa Inggris” publications from Pusat Kurikulum dan Perbukuan, Kemendikbud.

The conclusion of the background of the study described above encourages researcher to analyze English textbook and analyze the content validity encourage researcher to take the topic. Therefore, from the existing description, the researcher chose An Analysis of The Content Validity of The English Textbook By Kemendikbud.

RESULTS AND DISCUSSION

Based on the data presented, the researcher gets a table checklist result. This chapter will show the descriptions of data from the result data checklist. Here, the description will support the used result data checklist and supporting pictures. Moreover, this chapter will present descriptions of content validity.

Table 1.1 Content & Subject Evaluation Checklist

	ELT Coursebook Evaluation Checklist	Yes	No
Subject & contents	Does the content serve as a window into learning about the target language culture (American, British etc.)? (23)	√	
	Are the subject and content of the coursebook interesting? (2) Is the content of the coursebook challenging enough to foster new learnings? (5)	√	
	Are the subject and content of the coursebook motivating? (2)	√	
	Is the thematic content understandable for students? (3)	√	
	Is there sufficient variety in the subject and content of the coursebook? (2)	√	
	Is the thematic content culturally appropriate? (3)	√	
	Are the topics and texts free from any kind of discrimination(gender, race etc.)? (5)	√	
	Is there a relationship between the content of the coursebook and real-life situations(society)? (6)	√	
	Do the topics and texts in the coursebook include elements from both local and target culture? (5)	√	



Skill & Sub-Skill	Reading	Are there adequate and appropriate exercises and tasks for improving reading comprehension? (6)	√	
		Is there is a wide range of different reading texts with differen subject content? (7)	√	
		Are the reading selections authentic pieces of language? (1)	√	
	Listening	Does the coursebook have appropriate listening tasks with well- defined goals? (8)	√	
		Is the listening material well recorded, as authentic as possible? (9)	√	
		Is the listening material accompanied by background information, questions and activities which help comprehension? (9)	√	
	Speaking	Does the coursebook include speech situations relevant to students' background? (10)	√	
		Are the activities developed to initiate meaningful communication? (8)	√	
		Does the coursebook include adequate individual and group speaking activities? (5)	√	
	Writing	Are models provided for different genres? (11)	√	
		Do the tasks have achievable goals and take into consideration learner capabilities? (8)	√	
		Is practice provided in controlled and guided composition in the early stages? (10)	√	
	Vocabulary	Does the vocabulary load(i.e. the number of new words introduced every lesson) seem to be reasonable for the students of	√	



		that level? (12)		
		Is there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book? (11)	√	
		Do the vocabulary exercises promote internalization of previously and newly introduced items? (13)	√	
		Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1)	√	
		Is the new vocabulary integrated in varying contexts and situations? (14)	√	
	Grammar	Are the grammar points presented with brief and easy examples and explanations? (15)	√	
		Is the primary function of new structures for interaction and communication? (14)	√	
		Do the structures gradually increase in complexity to suit the growing reading ability of students? (12)	√	
		Are the new structures presented systematically and in a meaningful context? (16)	√	
		Are the grammar points recycled in the following units? (4)	√	
	Pronunciation	Is there sufficient work on recognition and production of stress patterns, intonation and individual sounds? (17)	√	
		Are the pronunciation points repeated and reinforced in subsequent lessons? (13)	√	
	Does the coursebook cover other sub-skills like note-taking, skimming, scanning, inferring meaning, listening for gist, etc.? (4, 2)			√



Layout & Physical make-up	Is the printing quality high? (11)	√	
	Does the coursebook look interesting and fun? (18)	√	
	Does the coursebook include a detailed overview of the functions and structures that will be taught in each unit? (22)	√	
	Does the coursebook reflect learners' preferences in terms of layout, design, and organization? (19)	√	
	Does the coursebook contain enough pictures, diagrams, tables etc. helping students understand the printed text? (14)	√	
	Are the illustrations informative and functional? (13)	√	
	Do the size and weight of the coursebook seem convenient for students to handle? (14)	√	
Practical consideration	Is the coursebook up-to-date(e.g. published within the past 10 years)? (20)	√	
	Is the coursebook easily accessible? (2)	√	
	Is the coursebook affordable? (21)	√	
	Does the coursebook have supplementary materials(tapes, visuals etc.)? (5)		√
	Does the coursebook have supporting online materials/tests and e-format? (5)	√	
	Does the book address different learning styles and strategies? (4)	√	
	Do the activities and exercises introduce the main principles of CLT? (22)	√	
	Does the coursebook include self-assessment parts? (5)	√	
	Can the activities be exploited fully and embrace various methodologies in ELT? (11)	√	
	Is / are the type/s of syllabus design used in the book appropriate for learners? (4)	√	
	Can the coursebook easily be integrated into technology, thereby allowing for individual study outside the school? (5)	√	
	Does the coursebook fit the curriculum/goals? (3)		√
	Are the objectives specified explicitly in the coursebook? (22)	√	
	Is the coursebook designed by taking into account the learners' socially and historically English-free status? (5)	√	



*According to Ersoz (n.d.), if the number of YES answers is more than 80%, the book is perfect for your situation. If between 60-80%, it can be used in your situation but needs adaptation. If below 60%, the book is not suitable for your situation.

Content & Subject

Content & subject is one of the categories analyzed in Demir & Ertas (2014) theory. The checklist evaluation table consists of 10 questions related to content & subject. Based on the table above (table 1.1) presented the result of the subject and content of the textbook. The data above contain 10 items to analyze the English textbook for class X students in yes categories. The description of the checklist results above can be seen in the explanation below.

Target Language Culture

This English textbook used American and British cultures. It can be found in chapters one and chapter 2. Chapter 1, "Talking About Self," and chapter 2, "Which is Your Best Get Away? ". The writer used American and British culture to style the title in this chapter. The students will use the American and British cultures to make conversations.

Interesting Content in the Textbook

This content of the textbook is interesting as supporting media. It is because in the textbook representation the content uses interesting demonstrations. It can be found in all chapters demonstrations in this textbook are usefully to make students understand the content and do exercises. The demonstrations also make students can visualize the contents of the textbook. For example, this textbook used colouring pictures and gave warmer or games in the first part of every chapter. Warmer games are as follows: Chinese whisper, describing the pictures, adding man out games, listening games, crossword puzzle, hangman, describe and guess, storytelling, discuss the pictures, and pantomimes games.

Level Of Understanding In The Textbook

The contents of this textbook are easy to understand. Because in every chapter, always add the descriptions and instructions. It makes students easy to understand the meaning of the contents. The descriptions and instructions can be found in every part of the chapter. The example like part of warmer, part of vocabulary, part of reading, part of text structure, part of grammar review, part of speaking, part of writing, and part of reflection.

Motivating contents in the textbook

The contents in this textbook are motivating students. It is because, in the last chapter, there is part of quotes motivations. It can be found in all chapters in this textbook and on the chapter's final pages. The quotes of motivations can help students always to be motivated.



Interesting Theme In The Textbook

The content in this textbook is understandable for learning support. It is because every part in this textbook is easy to understand. This textbook can easily to learning the themes because the themes in this textbook relate to students' real life. It is can found in themes in chapter 1 about the conversation to introducing. It is related to daily activities for students. In chapter 2, that expression about the conversation to congratulating and complimenting someone. Chapter 6 is about giving announcements. All chapters above can show if the themes in the chapter is related to students' real life.

Types Of Theme In The Textbook

In this textbook, there are many themes of content. This textbook can find content types according to the themes and parts. For example, the book contains themes about daily conversations, themes about narrative texts, themes recounting texts, and themes about giving information. In every chapter, there are ten parts. The parts are 1) Warmer, in this part, is to the motivated student before starting learning activities. This part expected students to engage with every topic in the chapter. 2) Vocabulary builder, this part focus on improving the vocabulary skill of students. 3) Pronunciation, practices in this part focus on the course are speaking because this part is about students speaking skills. 4) Reading, this part focus on honing students speaking skill. 5) Vocabulary exercises, it is used to examine students' vocabulary skill. 6) Text structure, in this part, examines students writing skills to writing systems. 7) Grammar, review, in this part, measures students can master their grammar skills. 8) Speaking, is focused on improving speaking skills and pronunciation skills. 9) Writing, in this part supports other chapters about grammar, structures, and vocabulary-building skills. 10) Reflection, this part is about reflection on learning activities using this textbook using essay questions.

The Relationship between the theme and culture

Chapter in this textbook, there are several themes. It is because it is adopted with local culture and target culture. It can be found in several chapters. Examples in chapter 5 about Niagara Falls, chapter 9 about the battle of Surabaya, chapter 11 about Cut Nyak Dien, chapter 12 about Issumboshi, and chapter 13 about Malin Kundang. All topics in this chapter are adapted to local culture and target culture.

Group Discriminations In The Textbook

Content in this textbook, there is the content relationship between two cultures. In every chapter, if the content is correlated with culture must be aware of the norms in the environment. Norms about toleration of culture, gender, race, and religion.

The Relationship Of The Textbook To Current Conditions



Contents in this textbook are adapted to the current situation. It is because this textbook is used in a certain period. This textbook is also adjusted with confirmed cases of students. It can show in chapters 1 about introducing oneself, chapter 2 about giving & asking congratulating and complimenting others, and chapter 6 giving & asking announcements. All the chapters about daily life conversations. It can also be found in the narrative and recount text containing social topics.

Local Culture And Target Culture In The Textbook

In this textbook there are local culture and target culture. This culture is adapted to two countries also. The first is local culture and target culture. It can be found in chapter 5, 9, 10, 11, 13 about local culture and target culture. The topic presentation about local wisdom and national figure. Local culture in this textbook about local wisdom. Example in chapter 9 and chapter 13. Chapter 9 is about the battle of Surabaya, and chapter 13 about Malin Kundang. In other chapters can found the target culture, example in chapter 5. In this chapters have a title "let's visit Niagara Falls". This Niagara falls is a symbols of the target culture. The textbook also used national figure from local culture and target culture. The national figure in local culture can found in chapter 10 and chapter 11. In chapter 10 presentation biography about B.J.Habibie and in chapter 11 presentation about Cut Nyak Dien as a national figure. The national figure from target culture can find in chapter 7. This chapter entitled "The Wright Brothers" about two innovators about airplane.

Skill & Sub-skill

The explanations of the checklist results of the skills & sub-skills find out the results from 24 sub-question in 8 question. There are 23 criteria in good quality and 1 in bad quality. The description above can be seen in the explanation below.

Reading

The exercises and assignments contained in the textbook adequately support the subject matter for students. In this textbook, there are several exercises questions and assignment questions. The exercises given in the English textbook are exercises that test the basic skills of English learning. These skills include reading, writing, speaking, listening, vocabulary, pronunciation, and grammar.

No reading text found that did not match the subject which is studied. This is because each chapter has a different type of reading for each theme. The subject taught in the textbook have been decided into chapters. Therefore, there is no reading text that is different from the subjects. This textbook given for reading materials are in English. Even though it uses English, the reading text uses theme related to Indonesian reading text. The reading text used in this textbook are mixed reading text. The mixture here refers to the text's topic, not the language used.



Listening

Listening tasks in this textbook have tasks with the same theme as the theme of each chapter. This is done so that the content of each listening task follows the object learned by the student. The audio listened to students is a question related to the studied subjects. Therefore, this textbook provides listening assignments according to goals defined by students.

When doing listening activities, speakers are used to support audio listening. But in some textbooks there is no audio listening facility. Audio listening is only given to teachers as a support for learning. The audio will be listened to together in the classroom. The audio quality is determined by what the audio sounds like in play. If a good speaker turns off, the sound emitted will be heard clearly. The audio used is a recording of the native speakers. The language and accent used is British English. Audio recordings are used as authentically as possible but easy for students to understand. The English material recording that is listened to before that includes background information on the topic to be heard. This is done so that students can understand what topics are covered in audio listening. This material is usually what is in the material of each chapter. At the beginning of the chapter and the topics that are discussed in one chapter are carried out. The initial material as a background supports listening material to help students understand.

Speaking

This textbook covers speech situations that are compatible with the students' background. This is the situation used is relevant to the daily life of the students. The vocabulary and situation used are relevant to the background of the students. In speaking activities, these activities are developed so that they can become meaningful communication activities. The purpose of meaningful communication in this textbook is dialogue that can be used in real life, so that what is done is meaningful for students. This textbook facilitates speaking activities for students in the form of individual and group activities. This is so that students can practice speaking with conversation dialogues and monologues.

Writing

In the writing material, students are asked to make a sentence related to the object learned in the chapter. In writing activities, students are asked to make incomplete sentences. In each chapter, material about grammar is provided and students must write according to the grammar learned in the chapter. In addition, students will write sentences with genres adapted to the topic. Writing exercises aim to train students to compose sentences well in accordance with the grammar format. This is done while still paying attention to the students' understanding of the material being studied. The topics given to



students are topics the teacher has explained before giving writing assignments. This is so that the writing task has an achievable goal and still considers students' abilities. Each writing question exercise has a different level of difficulty. In this textbook, the difficulty level is adjusted at each chapters. Questions are easy to put at the beginning of the textbook section, while difficult questions are placed at the end. In addition, the number of questions is easy and difficult to raise according to needs of students. This is done so that the composition in the writing questions is controlled and integrated.

Vocabulary

New vocabulary is well introduced in textbooks. This is because the new vocabulary chosen in the textbook is a vocabulary that is in line with the topic in the chapter and needs to be learned by students. The vocabulary given in the textbook follows the level of the reader. In this case, it is the level of the learner. The vocabulary in the textbook is good distributed. It shows that the new vocabulary can be found in all chapters of this textbook. New vocabulary exercises do not just introduce common vocabularies. But introducing internalization vocabulary that has been introduced or just introduced. This is done so that the vocabulary learned by students does not settle on the same vocabulary at each level.

This textbook uses new vocabulary in vocabulary materials. This is done so that students can add new vocabulary and new terms. The new vocabulary students use in doing practice questions in the same chapter. This vocabulary will be repeated so that students remember and can apply it in question exercises and daily activities

The vocabulary given to students refers to the topic of each chapter. This is done so that the vocabulary is integrated with the context being studied. In addition, the vocabulary used is often used in situations that are appropriate to the context. The context is the topic of the chapters studied in each vocabulary question. This is done so that the vocabulary learned is integrated and appropriate.

Grammar

This textbook presents grammatical points with examples and explanations that are easy to understand. This book explains using illustrations and direct examples that make it easier for students to understand the grammar learned. The main function of the grammar structure is applied to interaction and communication. The grammar structure is used as a benchmark in creating sentences. The sentences will later be applied to conversation and communication.

In the textbook, grammar material gradually increases the complexity or degree of difficulty. This is done so that students' ability to understand grammar will continue to improve. In addition, students' knowledge of grammar will be more diverse. The presentation of grammar material is



presented systematically. The presentation of grammatical material is adjusted to the material described. This is done so that students can understand grammar material easily. In addition, so that students do not confusion when they want to learn grammar material.

Pronunciation

This textbook provides special materials to train students' skills in pronunciation. The exercises focus on producing stress patterns, intonations and individual sounds. Pronunciation skills are tested using practice questions adjusted to the student level. In pronunciation, points are carried out with a bark. It is done so that students can do good pronunciations method exemplified. In addition, the pronunciation carried out is strengthened by the use of this skill in learning activities.

Note-taking, skimming, scanning, inferring meaning, listening

This textbook does not have material that does not contain note-taking, skimming, scanning, inferring meaning, or listening. The textbook, it only discusses the skills of students on a basic. Such skills are the skills of reading, writing, speaking, and listening. The level of difficulty tested on students is adjusted to the students' ability. Some materials are inserted into listening activities on a basis as support for learning activities.

Layout & Physical Make-up

Layout & physical makeup is one of the categories analyzed in Demir & Ertas (2014) theory. The checklist evaluation table consists of 14 questions related to layout & physical makeup. Based on the checklist of layout and physical make-up above, show the results of the physical analysis make-up of the English textbook. The result of the checklist consists of 7 items appropriate for class tent students in senior high school. The items consist of quality, detail, preferences, visuals, illustrator, and physical size of the textbook. All of the items in this textbook are appropriate. The description of the checklist results above can be seen in the explanation below.

Quality of printing of the textbook

This textbook has a good printing quality. Because this textbook uses colored ink with high quality. In this textbook used colouring ink to print the content of the textbook. In the textbook also give a high-quality a paper of the textbook. It is because textbook printing used paper quality. The paper is HVS for printing the content of the textbook and ART carton for cover of the textbook. But in, several pages of the textbook do have not good quality. It is because the quality of ink is unticking and makes pictures in the textbook unclear.

The interested visual in the textbook

The contents of this textbook are good and interesting. It is because the textbook gives an experience to students. This textbook presented content using interesting illustrations like a picture, diagrams, etc., to stimulate students'



imaginations about the subject of learning. This textbook used interesting pictures related to the topic in every subject. All pictures in chapters represented the subject. So it can make students relate to and easily understand the subjects in every chapter. The interested visual not only makes students easy to understand the subjects but also makes students more motivated and interesting in learning the subjects.

Detail overview of the functions and structures in the textbook

Detail overview of the functions and structure in this textbook shows if the textbook has a sequential overview. This is an overview of the table of contents and detail of each chapter. The activity in the table of contents consists of preferences, contents of preferences, contents, content mapping and chapter order. The chapter order comprises the order of chapters, chapter title, and pages of each chapter. In addition, there is a chapter activity in the textbook's content which consists of the order of chapters, subject titles and learning objectives. Then followed by the subject matter according to the chapter title. The material in the textbook begins with the starting material and then ends with the practice questions. From the review in this textbook, it is hoped that it can help students to easily know what the topics and theories when studied.

Preferences in terms in a textbook

This textbook is a textbook that focuses on training students in learning English. The content of the textbook reflects the objectives of the learning. This is done by paying attention to some important things in the textbook. Preferences used still pay attention to the design, layout and layout of the images. Example in figure above it is the good layout of the images. The images arranged in a systematic way to support the materials. After reading the materials, it is supported by good preferences, making it easier for students to understand the material. A good presentation of preferences can be seen by the presentation of material that is neat and orderly and easy for students to understand.

Visual Picture, Diagram And Table

This textbook has a picture, diagram and table as a supporting visual. This textbook used images that support the material so that students can easily visualize the subject being studied. An example of using pictures can be seen in the chapter 8, which discusses idols, in the reading section of page 110, there is a picture of Afgan. The image supports the reading material, which is a text that discusses the experience of meeting an idol. In this text the idol is Afgan. The image makes it easier for students to visualize the idol figure in the text. In addition, some materials require the visualization of diagrams and tables. Tables and diagrams are used to describe the structure of the material. It can be seen in one of the chapters in the textbook. Chapter 8 in writing section 118 uses diagrams as support in compiling writing exercises. A direction above the diagram makes it easier for students to understand the intent of the diagram. In



addition to drawings and diagrams, textbooks use tables to visualise the material. It can be seen in chapter 11 in the grammar review section of page 151 that there is a table that contains sentences related to the subject in chapter 11, which is about Cut Nyak Dhien and discusses the grammar that is the sentence. Pictures, diagrams, and tables are used almost all over the discussion in the textbook. Only some materials do not use pictures, diagrams and tables but are usually in the form of numerical questions.

Illustrations in the textbook

Illustrations in this textbook are informative and functional. It is because this textbook used illustrations as a support material and subject. This textbook used several illustrations. Example of illustrations in this textbook is pictures, diagrams and tables. All the illustrations give an image to students of the subject. It makes students can easily understand the subjects. Besides that, the illustrations have a faction to support the subjects in the chapters. It includes the exercises and text material.

The illustrations in this textbook are functional to support media. It can be show in every chapter of this textbook. For exemple in reading part, there are illustrations about the text. For example, in chapter 10 about B.J. Habibie pages 134 these are reding textbook about the biography of B.J. Habibie. Besides the reading text there are illustration pictures. The picture is a photo B.J.Habibie. The picture illustration and support the reading text about B.J. Habibie.

Physical of the textbook

This textbook have a size and weight that seem convenient for students to handles. It is because this textbook has ideal size as a coursebook. This textbook have a size 17cm x 25 cm. This size makes a textbook more comvinient to reading, because this size not smaller and larger to students. This textbook also used high quality printing and color. High quality printing and color help students able to see pictures clearly and easily. So, the textbook comviniet for students.

Prectical Consideration

Prectical consideration is one of the categories analyzed in (Demir & Ertas, 2014) theory. The checklist evaluation table consists of 14 questions related to content & subject. The data above presents the results of checklist of practical consideration. The 14 categories in the checklist show that 12 categories are yes and two are no. The description of the checklist results above can be seen in the explanation below.

Textbook update

English textbooks by KEMENDIKBUD have several editions. This textbook publishes in 2017 within the past ten years since 2022. This textbook has been used in general until now. The edition of English textbooks is the third publication as a revised edition. This textbook is used in a period in learning



seasons. It makes books continually update to support learning activities during learning seasons. Textbook updates every turn of the period.

Textbook access

In the era of technology, this textbook supports E-learning models. This textbook can be accessed by soft file on the official website KEMENDIKBUD and by problematic file in the book store. Besides that, this textbook can access free in the library. In several schools, this textbook is facilitated for free.

Price of textbook

The target of this textbook is students and teachers. This textbook has an affordable price for students and teachers. Price of textbooks adjusted to the zone of schools. The label of HET (Harga Eceran Tertinggi) gives price references in every area of schools. In NET limit high price as follows:

Prices for zone 1 Rp.19.300

Prices for zone 2 Rp.20.100

Prices for zone 3 Rp.20.900

Costs for zone 4 Rp.22.000

Proces for zone 5 Rp.29.000

Supplementary materials (tapes, visuals, etc.) of the textbook

The textbook supporting materials used tools adjusted to the skill test. There are four types of materials supporting this textbook. In materials to support reading skills, these textbooks use text and visual pictures. Materials to support speaking skills used text and instruction speaking skills, materials to help writing this textbook also used exercises, and for listening skills in this textbook used audio record by the teachers.

E-format of textbook

The textbook has several format files as a tool for learning. This textbook supports two ways of learning activities using the manual book and e-format textbook. E-format textbooks can find on the official website of KEMENDIKBUD and on the internet. Students and teachers can access it for free.

Learning style and strategies

The textbook has different styles and strategies for supporting the skill and materials. Style and technique can help students to understand the purposes of the materials and exercises. Correct techniques and strategies can make students understand clearly and fast. Material presentation strategies can found in every part of the topic. Every element has different descriptions and instructions according to the skills test. For example, in warmer, this textbook gives descriptions of the games and instructions.

CLT in the textbook

Communicative Language Teaching (CLT) is used in this textbook. It is because primarily, materials in this textbook used student learning centres in learning activities. The students have significant roles in learning activities, and



the teacher only facilitates the students to understand the materials using this textbook. In this textbook, students are asked to actively give their opinions and feedback in the classroom. Example in chapter 13 in speaking practice on page 178. In chapter 13, in speaking exercises, there is an instruction to make a group and discuss the drama of Malin Kundang and perform in front of the class. It makes students can express their speaking skills.

Assessment contents

The textbook facilitates students to centre more activities in the classroom. It is because this introduced the participles of CLT (Communicative Language Teaching). This textbook gives exercises as a tool to reflect the study's output. The assessments in this textbook embrace CLT methodologies. On bellow, it is a examples of assessment content and participles CLT.

Methodologies of CLT (Communicative Language Teaching)

The textbooks used the methodologies of CLT in learning activities. The activities in this textbook are based on CLT. This methodology chooses because these textbooks contain English subjects. CLT is a methodology for supporting the activities and subjects in English textbooks. These textbooks hope the students will be active in classroom learning activities. It is can found in Chapter 14, pages 181-192, and the title is "Stong Wind", a description of a topic relating to strong wind. This chapter used an interesting method using pantomime games as a warmer past. This warmer part relates to the main topic and CLT method.

Types of syllabus design

The textbook used visual design and curriculum 2013 as syllabus. The textbooks used the syllabus by curriculum 2013 for senior high school. This curriculum supports learning activities. These textbooks have several types appropriate for learning support. This textbook used the visual picture to present and support learning activities. These textbooks also used pictures directly to appropriate students learning.

Integrated into technology

This textbook has been integrated into technology. The technology can found in the digital access in these textbooks. These textbooks also support online learning with technology. This textbook supports the used website technologies. This is found on an official website in buku.kemendikbud.go.id. in this website, the students can access the textbooks online and download them for offline learning.

The curriculum of the textbook

A good textbook uses the right curriculum. in addition, the textbook's content must be in accordance with the syllabus used in general in accordance with the curriculum. Below is the syllabus used in the textbooks and the syllabus of class X in general. In the syllabus of class tenth students, several indicators are similar in the RPP of the English textbook used 20 KD. Several



KD in English textbooks used more than one activity. For example, the syllabus table for tenth class students used 22 KD, but in the syllabus for class tenth, students used KD only once. Based on the data above, the different KD is found in the textbook and the syllabus for tenth-class students. There are two KD in the textbook. There is no content mapping in the textbook in KD 3.3 and KD 3.4. Besides, several KD in the syllabus is not used in the English textbook in KD 4.3, KD 4.4, KD 4.5, and KD 4.7.

Objective specified in the textbook

Objects in this textbook are specified with the topics. The specifications thing in this textbook can find in every chapter. The objects in textbooks relate to the main subject in the chapter. For example, in chapter 2, pages 20-37, this chapter discusses how to ask and give congratulations and compliments to others. Every part in the chapter related specified topics about asking and giving, congratulating and complimenting.

Objectives the explicitly specific

The learning activities in the textbook have specific and explicitly goals. Therefore, the subject in the textbook must specifically describe the purpose of the chapters. This is done so that textbooks can be used effectively as a learning support media, for example, in chapter 2 about asking and giving the expression to congratulate and complimenting others. So specifically and explicitly, the subject in chapter 2 explains about expression to asking, congratulating, and praising others.

$$\begin{aligned} \text{Content validity} &= \frac{\text{Results}}{\text{Total Criteria}} \times 100\% \\ \text{Content validity} &= \frac{53}{56} \times 100\% \\ \text{Content validity} &= 94,64\% \end{aligned}$$

Concluding the results of checklist analysis can find if the content validity in the English textbook is valid. It is because the subject and content checklist finds all categories valid. Validity in subject and content is 10 from 10 categories, validity of the skill & subskill is 24 from 25 categories, validity of layout & physical makeup is 7 from 7 vriteria and the English textbook's practical consideration results have 12 data from 14 categories. Based on all outcomes, 53 categories are valid from 56 categories. The precentage from the conten validity is 94,64% more then 80%. It is mean the textbook have a perfect categories according Demir&Ertas theory.

CONCLUSION

The content validity is high quality if it is a percentage more than 80%. Whereas in this study, it was found that the results of the validity of the contents were perfect. The analysis obtained these results using an evaluation checklist showing 94,64% in accordance with the criteria. From the total criteria of 56 criteria, there are 53 valid criteria and 3 criteria that need to be improved.



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 construct 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>
- 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>
- 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>

