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Quality of English Textbook Work in Progress for SMA/SMK/MA Class X in Edition 2022: A Content Analysis

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ABSTRACT

This research describes the quality of an English textbook "Work in Progress" for SMA/SMK/MA Class X, especially edition 2022. This research is a content analysis. The analysis shows that the book consists of chapters, the topic of the chapter, instructional objectives, questions to think about, tasks (project), chapter review, enrichment, reflection, and assessment. Based on the Theory of Quality book by Greene & Petty (1971), this book has good quality based on ten criteria including 1) attracting the students' interest through games such as Bingo and board games. 2) motivating students by using audiovisuals (photos/videos) and doing the design project. 3) loading/containing interesting illustrations in cartoon/caricature. 4) considering linguistic aspects and talking about English skills including listening, speaking, reading, writing, vocabulary, grammar, and structures. 5) connecting to other subjects, such as related to subjects of sports, psychology (mental health), health, and nutrition. 6) stimulating students' activity, especially in doing individual tasks/projects. 7) Avoid vague concepts and use clear concepts, especially in instructions to do something based on the pictures given. 8) having a clear point of view, especially in the second-person point of view. 9) emphasizing the moral values to students/readers such as containing the story of Malin Kundang and Little Red Riding Hood. 10) respecting and appreciating the student's personality. The textbook is appropriate and suitable for its users (high school students). In terms of language, the book is communicative, easily understood by students, and does not contain a provocateur or anything like that.

Keywords: *English textbook, textbook, textbook quality*

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Introduction

Currently, education systems in numerous nations are undergoing curriculum revision. Curriculum revisions are the outcome of advances in science and technology as well as other rising global trends. These reforms have affected not only the content but also the presentation of textbooks. One of the most fundamental reasons for this is that the information era has brought technology into our schools and the lives of our young and old (Mahmood, 2009). The most notable consequence of this process is the textbook, which is the most extensively utilized instrument for curriculum interpretation and implementation.

Textbooks are a significant teaching and learning resource in schools. Textbook development and production is a continuous process that requires ongoing and rigorous study and development. Mahmood (2009) defines curriculum as the primary strategy for ensuring the availability of competent and efficient human resources for the growth of a nation and a progressive society. A textbook is the heart of teaching and is also a crucial part of the curriculum (Dharma & Aristo, 2018). It means that textbooks are the physical representation of the curriculum. These are intended to educate students on what educators consider essential.

Textbooks are significant sources of knowledge for students (Devetak & Vogrinc, 2013). Textbooks represent the most important learning resource for students (Sievert et al., 2021). Textbooks are highlighted as crucial tools for the efficient enhancement of education quality (Essuman & Osei-Poku, 2015). Textbooks play an important part in the instructional process (Ogan-Bekiroglu, 2007). Agrawal et al. (2012) state that textbooks are the educational input most consistently associated with gains in student learning. Textbooks are the major means of imparting content knowledge to students, particularly in developing nations, and teachers base their lesson plans on the information provided in textbooks. Textbooks are educational documents created, structured, and formatted in a way that facilitates understanding (Alpizar-Chacon & Sosnovsky, 2019).

Textbooks are widely acknowledged as a standard component of classrooms around the world and are crucial vehicles for promoting curricula (Okeeffe, 2013). Consequently, their content and organization are crucial for the promotion of a certain educational perspective. There are numerous aspects of textbooks, some of which authors are unaware of, that have a substantial impact on their intended readership. Such characteristics may have both beneficial

and negative effects on learning. A textbook analysis is a way through which these traits can be recognized and consequently, the use of textbooks be established (Okeeffe, 2013). Textbooks are one of the instruments in the teaching and learning process (Pradita, 2018). In schools, textbooks serve as a crucial resource for accomplishing educational goals during teaching and learning activities. To instruct and acquire a scientific discipline, textbooks may be utilized. In addition to aiding instructors in determining the content that will be covered today and tomorrow, textbooks enable students to review previously presented material or prepare for what will be covered tomorrow.

According to Prastowo (2015), the elements of textbooks consist of book titles, basic competencies or subject matter, supporting information, exercises, and assessments. First, basic competency or main material. Books must provide material according to the curriculum, and the suitability of the material in the book is also standardized. The materials contained in it must be in line with the concept of educational science. The inconsistency of the material in the book with the concept of education will also affect the learning objectives and the school's vision and mission. In adjusting the material, the material in the book must also be accurate, up-to-date, and following the context and thinking abilities of students which can affect student learning outcomes. Second, supporting information refers to the curriculum and materials. This information is useful for strengthening the material described. For example, in math books, there are synonymous numbers and formulas. For students to better understand the usefulness of the number formula, supporting information needs to be conveyed with case examples, interesting pictures, or facts in the field. Third, exercise. Textbook elements are also inseparable from practice. As a learning handbook, this training section needs to exist. Which aims to assess how well students understand the material that has been presented. Usually, in textbooks, practice questions consist of multiple choices and fillings. Fourth, assessment. The textbook functions as a guide for students in the learning process. So, when they have done the exercises, in the book there is also a description of the assessment that must be mastered by the teacher. It should be understood from the outset that learning textbooks must function as an attractor of interest and motivation for students and their readers.

Greene & Petty (1971) put forward 10 requirements for quality books, namely: 1) The textbook must be of interest to the children, namely the students who use it. 2) The textbook

must be able to motivate students who use it. 3) The textbook must contain illustrations that attract the hearts of students who use them. 4) The textbook should consider linguistic aspects so that it follows the abilities of the students who use it. 5) The textbook must have a clear and firm point of view so that in the end it becomes the point of view of loyal users. 6) The textbook must be able to provide stabilization and emphasis on the values of children and adults. 7) The textbook must be able to respect the personal differences of the students who use it. 8) Textbook contents must relate to other subjects; it is even better if you can support it with a plan so that everything forms a complete and integrated whole. 9) The textbook must be able to stimulate the personal activities of the students who use it. 10) The textbook must consciously and decisively avoid vague and unfamiliar concepts, so as not to confuse the students who use them.

Quality textbooks must have these ten components and also textbooks must comply with the applicable curriculum, because of the importance of the curriculum in the education system because the curriculum is a guide and guide in the learning system so that the learning system can be carried out following the expected goals. Furthermore, the indicators previously described in the textbook must be met, as a result of the learning that has been done. Based on the results of the analysis, the book has good quality because it already has the ten components described by Greene and Petty. Judging from the importance of the quality of textbooks in the learning system, we need to analyze whether textbooks are feasible and suitable for use in learning systems.

According to Greene & Petty (1971), the limitations of a textbook can include several things including 1) The textbook itself does not teach, but is a teaching tool. 2) The contents presented as sets of learning activities are integrated artificially or artificially for each particular class. 3) Practical exercises and tasks seem to be inadequate or inadequate due to limitations in the size of the textbook and because there are so many practices, and exercises that need to be carried out in practice. 4) Teaching facilities are also very few and brief due to the limitations of space, place, or containers available in them. 5) Help or assistance related to evaluation is only suggestive and does not evaluate the whole or the desired completeness of information for the community, especially students and teachers.

Textbook evaluation aids teachers in locating suitable course materials, allowing them to regulate and adapt them to meet the needs of their students and to promote natural

interaction (Ahmadi & Derakhshan, 2016). Textbook analysis has subsequently checked products' utility and quality concerning such proficiency development (Vitta, 2021). Current textbook analysis research places a major emphasis on the textbook's content, structure, and expectations as elements for analysis (O'Keeffe & O'Donoghue, 2015). Textbook evaluation has become a necessity, it is important to help a teacher to be more selective in choosing suitable textbooks for students (Suryani, 2018).

A quality textbook is determined by specific standards or criteria, including but not limited to its alignment with the present curriculum, the method's compatibility with the material covered, the substance of the book, and its scientific perspective, which pertains to the appropriateness of the theories employed in its design. Therefore, it is necessary to carry out an analysis of these textbooks, in this case, the BSE (Electronic School Book) whether the BSE meets the criteria for a good textbook following the quality criteria set by the BSNP (National Education Standards Agency). High-quality textbooks and learning materials are especially important for students (Nomoto et al., 2011). Arba'ati et al. (2015) add that every teacher and student requires textbooks to facilitate the teaching and learning process. Good-quality textbooks can assist teachers and students and promote the professional development of science teachers (Swanepoel, 2010).

The difficulty of obtaining good quality textbooks is a problem that needs to be studied in more depth. The difficulty of meeting the quality criteria set by the BSNP (National Education Standards Agency). As we know today, the government has provided a policy in the form of providing electronic school books (BSE). Students or teachers can download the book for free. The government buys books from authors who have passed the predetermined standardization selection of textbooks. The contents of the book, the method's compatibility with the material presented, and the textbook's scientific perspective—specifically, the appropriateness of the theories employed in the textbook's construction—are all elements that contribute to the quality of a good textbook. Therefore, it is necessary to carry out an analysis of the textbook, in this case, whether BSE meets the criteria for a good textbook as set by the BSNP (National Education Standards Agency).

Textbooks are books compiled by experts in a particular field of study to support learning (Fitria, 2022). Textbooks are intended for students and educators in schools. Textbooks contain learning materials to achieve certain goals following the applicable

curriculum so that they are dynamic, systematic, and formal. Textbooks play an important role in the learning process. Analyzing textbooks is one way to find out how well the material contained in learning materials is. Various theories of textbook analysis are based on BNSP, quality, function, the basis for preparing textbooks, and so on. Analysis of the textbooks chosen by the author uses the quality theory from Greene & Petty (1971).

There are several previous studies related to the quality of textbooks. First, Yustiana (2012) found that based on the criteria for the quality of textbooks in terms of content, Citizenship Education 4 textbooks met the appropriate criteria, with the conformity of 45.05% of all existing criteria. Based on the criteria for physical textbooks/presentations. Second, Wahyuningsih (2015) states that the feasibility of the content in the Javanese textbooks obtained a percentage of 85.73%, and (b) language feasibility in the Marsudi Basa and Javanese Literature textbooks obtained a percentage of 82.85%. However, there are still 47 errors in the form of spelling, diction, words, and sentences used. Third, Yanti (2016) states that the book "Bina Fikih" indicates that the systematic presentation of the contents of the book chapters is presented systematically and based on oriented principles and competence. So, the textbook is a quality book and has been proven to meet the eligibility requirements for the process of studying and learning. Fourth, Hasibuan & Silaban (2017) state that the average quality assessment of chemistry textbooks developed based on the 2013 curriculum is higher than the average rating of the quality of chemistry textbooks based on the KTSP curriculum. Fifth, Pradita (2018) states that the 2017 revised edition of the Indonesian language textbook for junior high schools, in terms of content feasibility, has been categorized in the very appropriate category with 84.54% and in terms of language eligibility has also been categorized in the very feasible category with an 88.38%. So, this textbook is very suitable for use in the teaching and learning process in class. Sixth, Anwar (2018) indicates that Arabic language textbooks evaluate and select high-quality textbooks to use. This study used the 2013 Arabic Curriculum 2013, included in textbooks that meet the requirements with a standard score of 760 points. So, the textbook is suitable for use by its users. Seventh, Nabila (2018) finds the quality level of the three Sociology textbooks is in a fairly good category based on the results of the acquisition of the feasibility values of the content, presentation, language, and graphics of each textbook. Eighth, Aini & Huda (2020) state the results of the analysis of the quality of Islamic Religious Education textbooks seen from the four

components of the assessment are 93.68% with the title of very decent. Ninth, Ambarwati (2021) indicates that the two used textbooks are more effective in supporting geographical thinking skills, and efforts to develop geographical thinking skills without using textbooks are sufficient. Tenth, Haris et al. (2022) state that the adoption of scientific approach indicators in the entire number of chapters in the SMK class XI mathematics textbook determines the quality of mathematics textbooks for the class 11 curriculum 2013 falls into the "sufficient" category.

Based on the previous studies above, they have similarities and differences with this research. In the similarity aspect, all previous studies focus on the quality of the textbook or schoolbook as stated above, but have a different textbook. The first study centers on textbooks about Citizenship Education. The subsequent studies examine those devoted to Javanese, Fiqh, chemistry, Indonesia, Arabic, sociology, Islamic religious education, geography, and chemistry. The fifth and sixth research endeavors respectively to examine chemistry, Indonesia, chemistry, Arabic, and chemistry textbooks. Furthermore, the seventh and eighth research focuses on sociology textbooks, Islamic religious education, and geography textbooks. From those subject textbooks above, there is no research focus on the English textbook, so the researcher is interested to know the quality of English textbooks. Therefore, the objective of this research is to describe the quality of an English textbook entitled "Work In Progress" for SMA/SMK/MA Class X, especially edition 2022.

Methods

Generally, a content analysis focuses on existing textual material generated as a result of various communicative activities, such as newspapers, books, and speeches (Hmelo-Silver et al., 2013). McNabb (2014) adds that content analysis is used to define the characteristics of documents and other types of records. The purpose of content analysis is to find and interpret the meaning contained in written words (Houser, 2016). In qualitative research, documents are typically analyzed using a form of content analysis (Merriam & Tisdell, 2015). The type of document used in this research is taken from an English textbook entitled "Work in Progress" for SMA/SMK/MA Class X in the Book Edition 2022. Book presentations are designed in the form of various learning activities to achieve competency in Learning Outcomes. This book is used in implementing the education unit's implementation of Independent Curriculum.

There are three steps of analysis including reducing data, displaying data, and taking a conclusion as stated by Miles et al. (2018). Because the main purpose of content analysis is to reveal the meaning contained in the text, reading the text carefully and repeatedly is mandatory. The job of analyzing data requires concentrated effort attention and exertion, in the mind of the researcher. Qualitative data analysis starts when the researcher collects data, by sorting out which data is important or not. The size of importance or not refers to the contribution of the data to efforts to answer the focus of the research. Through the data will be obtained more meaningful information. Next, the researcher displays the selected findings in the form of pictures from the textbook to make it easier to categorize and describe. Then, the researcher concludes the data that has been collected and described.

Result and Discussion

In the English Textbook "Work in Progress" for SMA/SMK/MA Class X in the 2022 Book Edition, we will find guides inside the book. The book consists of six chapters. Each chapter comprises things including 1) Name of the chapter. The chapter is tagged Chapter One, Chapter Two, Chapter Three, Chapter Four, Chapter Five, and Chapter Six. 2) Topic of the Chapter. The name of the chapter is the topic of the chapter which is essentially the subtheme of the theme for each semester. There are two themes in the book; Sports is the theme for semester one or odd semester and Arts is the theme for semester two or even semester. 3) Instructional Objectives. These are objectives set for students to achieve upon completing the chapter. These objectives serve as a guide for students. They are adjusted to the type of text genre taught in each of the chapters. 4) Questions to think about. The set of questions is constructed to orient students to what they will learn in the chapter. 5) Tasks. This section presents materials and activities you need to do to achieve the instructional objectives set. Seven tasks in each chapter organize the materials and activities from spoken discourse to writing one. 6) Chapter Review. This section is aimed at students carrying out chapter mastery checking by themselves. 7) Reflection. This is the section in which students select what students learn from the chapter; which area of the materials they believe, they have grasped well, and that they need to learn more and better. Students' reflections may serve as important input for teachers on the materials explained and how students explained to them so that students can do it better for the benefit of students. 8) Assessment. This section is aimed to

measure their knowledge and skills on the materials presented and discussed in the chapter. The assessment requires students to work either individually or in groups to design, complete, and present a project to mark. 9) Enrichment. This section is designed to provide you with further readings students can read on students' time on the materials they have learned in the chapter.

Based on the analysis using the theory from Greene & Petty (1971), ten criteria identify the quality of English textbooks:

1. **Attracting students' interest**

Textbooks must consider the interests of students who use the textbook. The more appropriate textbooks with student interests, the higher the attractiveness of the textbook. Books must contain adequate material. A good textbook is a textbook that presents material that is rich, varied, easy to read, and follows the interests and needs of students. The impact of such books is to be a source of solving academic problems, triggering students to read, have fun, stimulate, children's creativity, and so on. In an English Textbook "Work in Progress" for SMA/SMK/MA Class X in the 2022 Book Edition, we will find examples.

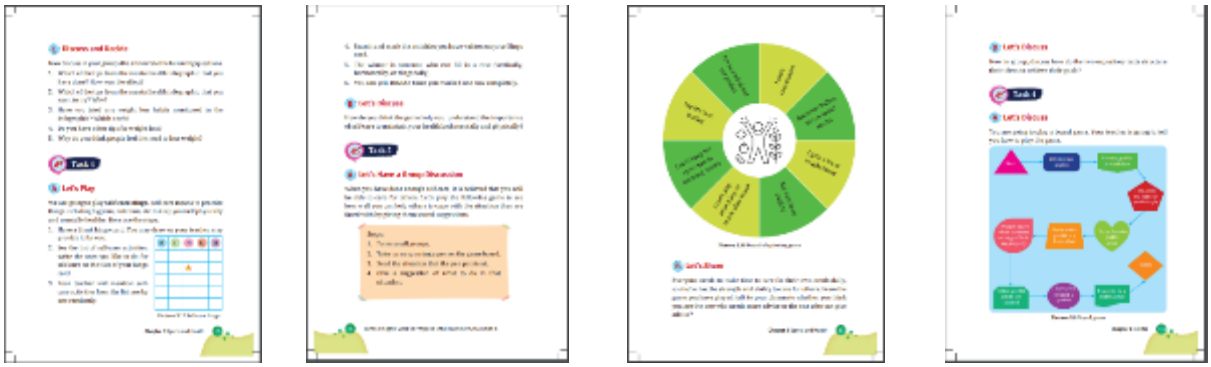


Figure 1. Attracting students' interest using a game

Based on the example above, shows that the contents of the English book can attract the students' interest. Task 4 (pages 65-66) shows an invitation "A Let's Play" which tells about learning by using games. It is written by the invitation "We are going to play Self-care Bingo. Self-care means to practice things including hygiene, nutrition, etc to keep ourselves physically and mentally healthy. The books also tell several steps to play the Bingo game such as: "1. Have a blank bingo card. You may draw or your teacher may provide it for you. 2. See the list of self-care activities, and write the ones you like to do for self-care on the tiles of your bingo card. 3. Your teacher will mention self-care activities from the list one by one randomly.

4. Search and mark the activities you have written on your Bingo card. 5. The winner is someone who can be ill in a row (vertically, horizontally, or diagonally). 6. You can yell, BINGO! Once you marked one row completely". Games are one of the learning media used by teachers in teaching English subject matter.

Task 5 (pages 66-67) shows an invitation "Let's Have a Group Discussion" which tells about asking for discussion. It is written by the ask "When you have done enough self-care, it is believed that you will be able to care for others. Let's play the following game to see how well you can help others cope with the situation they are faced with by giving them sound suggestions. The books also tell several steps to discuss such as: forming small groups, taking turns spinning a pen on the game board, reading the situation that the pen points at, and suggesting what to do in that situation. While in task 4 (page 115) shows asks "Let's Discuss". It is written by asking "You are going to play a board game. Your teacher is going to tell you how to play the game".

2. Motivating students

A good textbook is a textbook that can make students happy to do what is instructed in the book. Especially if the textbook can lead students toward the growth of intrinsic motivation through the textbook material delivered. The author of the book at least has skills in this field. In an English Textbook "Work in Progress" for SMA/SMK/MA Class X in the 2022 Book Edition, we will find examples.

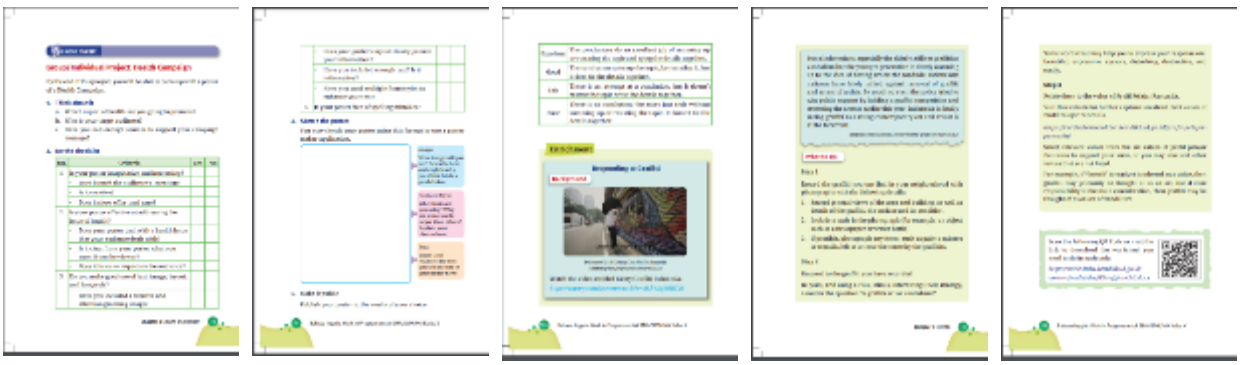


Figure 2. Motivating students using project

Based on the example above, shows that the contents of the English book can motivate students. Task 4 (pages 73-75), shows giving a design project "Sketch the poster". The book is written, "You may sketch your poster using this format or use a poster maker application". The book adds more details about 1) Image: What image will you use? Describe here and explain why you think this is a good choice. 2) Font and Style: What fonts are you using? Why

are some words larger than others? Explain your choices here. 3) Text: Write (and rewrite!) the text you will include in your poster here. 4) Make it public! Publish your poster to the media of your choice. Besides, the books as students to watch the video entitled Gritty Graiti Indonesia to motivate students in designing or creating a project making graffiti.

The books also add more detail about what the students do in several steps such as: In step 1, students record the graffiti, they can find in their neighborhood with photographs with the following details: 1. Record general views of the area and building, as well as details of the graffiti, the surface and its condition, 2. Include a scale in the photograph (for example, an object such as a newspaper or water bottle), 3. If possible, photograph any items, such as paint canisters or stencils, left at or near the scene by the graffitist. In step 2, students respond to the graffiti they have recorded. In pairs, and using a Plus, Minus, Interesting (PMI) strategy, consider the question 'Is graffiti art or vandalism?'. Some words that may help them to express their response such as beautiful, expressive, eyesore, disturbing, destructive, and costly. For example, if "creative" is selected as a value, then graffiti may primarily be thought of as an art, but if civic responsibility is the main consideration, then graffiti may be thought of as an act of vandalism.

3. Loading interesting illustration

Textbooks must be accompanied by illustrations that are striking and interesting. An appropriate illustration certainly gives its charm as well clarify what was discussed. Illustrations in textbooks are effective enough to provide understanding to students. We know that every student has different limitations and learning methods, right? There are types of children who learn audio more easily, there are visual ones, and there are also those who combine the two, namely audio-visual. So, simply adding illustrations, of course, is very helpful for students in capturing the message that the author conveys. In an English Textbook "Work in Progress" for SMA/SMK/MA Class X in the 2022 Book Edition, we will find several examples:



Figure 3. Loading interesting illustration

Based on the example above, shows that the contents of the English book load/contains many interesting illustrations. Illustration aims to clarify the idea of a story or narrative, where the main goal is to strengthen, clarify, beautify, and emphasize the story. Page 31 shows several illustrations of watching a football match. Picture 2.1 shows watching live sports events at Stadion, while picture 2.2 shows watching a sports event at home. These show the illustration of people watching a football match live and on television. Pages 38 and 39 show an illustration of a sports game picture 2.4 shows *Pencak Silat*, picture 2.5 shows rowing, picture 2.6 shows volleyball, picture 2.7 shows wall climbing, picture 2.8, shows swimming, and pictures 2.9 shows running race. Page 31 shows several illustrations of watching a football match.

Pages 55, 56, and 57 show several illustrations of healthy and unhealthy activity. Several illustrations show healthy activity including picture 3.2 which shows them doing exercises, pictures 3.4 and 3.9 which show eating healthy food, and pictures 3.7 which show brushing their teeth. While, several illustrations show unhealthy activity including picture 3.1 which shows slouching on the couch, in picture 3.3 that shows working in front of computers, in picture 3.5 that shows playing games, in pictures 3.6 and 3.8 show eating junk food, picture 3.10 that shows sleeping, picture 3.11 shows weighing his/her body, and picture 3.14 shows listening to music.

4. Considering linguistic aspects

A textbook writer is to pay attention to linguistic aspects. It seems trivial, but using it that is not on target will make it difficult for the students or readers to understand it. Therefore, it is important to write textbooks by considering the linguistic aspects. The author describes the material well and straightforwardly, using communicative language so that it is easily understood by the students. In an English Textbook "Work in Progress" for SMA/SMK/MA Class X in the 2022 Book Edition, we will find several examples:

Table 1. Considering the Linguistic Aspect of English Skills

Topic	Listening	Speaking	Reading	Writing	Vocabulary	Grammar and Structures
Great Athletes	listening to description of athletes in a monologue and in conversations	talking about photographs of athletes and the sports they play, and describing	reading a text and finding general and specific information in	writing a simple descriptive text on a great athlete of the	sports, physical description	simple present tense, part of speech (adjectives, adverbs)

		athletes and the sports they play	the text about great athletes.	preferences		
Sport Event	listening to someone's experience of a sports event	talking about the experience of watching a sports event using 5 senses, and talking about the experience of watching a sports event using 5 senses	reading a text and finding general and specific information in the text is about the experience of watching a sports event	writing a recount text on an experience of watching a sports event using 5 senses	events, time, and place	simple past tense, past progressive tense
Sports and Health	Listening to a procedure on how different activities can help us stay healthy	Talking about suggestions to stay healthy, and give tips to have physical and mental health.	Reading a text and finding general and specific information in the procedure text on how to stay healthy	Writing a simple tips on how to stay healthy	Health and lifestyle	present simple imperative sentence
Healthy Foods	Listening to a procedure of healthy eating	Talking about healthy and less healthy foods and drinks	Reading a text and finding general and specific information in the procedure text about healthy eating	Writing a procedure text on how to eat healthily	Nutrition, Food and drink	had better, modals, comparison, tense
Art (graffiti)	Listening to an exposition about graffiti	Talking about about graffiti	Reading a text and finding general and specific information in the expository text about graffiti	Writing an expository text about graffiti	Street art	expressions forgiving opinions, nouns, verbs, adjectives
Fractured Stories	Listening to a fractured story	Talking about a fractured part of a story	Reading a text and finding general and specific information in the fractured narrative text	Writing a simple fractured narrative text	characters	past tense; conditional a sentence, adjectives; adverbs

Based on the example above, shows that the contents of the English book consider English skills including listening, speaking, reading, writing, vocabulary, grammar, and structures. Besides, the books also describe several definitions of text in the theme 'Do you know?". First, descriptive text is a text that explains and describes a person, place, or thing. It uses adjectives and adverbs. It describes a person, place, or thing. It consists of the

identification of a person, place, or thing and its description. Second, Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recounting. It retells the writer's past experiences with the aim of either informing or entertaining the audience. It often consists of orientation, a series of events, and reorientation. Third, a procedure text is a text that gives instructions for doing a particular activity. It can also serve to explain how something works. It aims to give instructions or to explain how something can be done. It uses imperative and consists of a goal or purpose, which may or may not contain materials and steps.

5. Connecting to other subjects

The books must be written that are interconnected and interrelated with one another. So, the writing of textbooks from one chapter to another is interrelated and is still one theme. From the first chapter to the final chapter, there is a connection. As for the way to make writing more on target, that is enough to make a material plan or material to be written. Without thorough preparation and review of the material, it is difficult to create coherence between chapters. The planning function will later produce a more integrated book. In an English Textbook "Work in Progress" for SMA/SMK/MA Class X in the 2022 Book Edition, we will find several examples:



Figure 4. Connecting to other subjects

Based on the example above, shows that the contents of the English book connect to other subjects. The figure above in Chapter 2 is related to sports subjects. It explains sports events and the names of sports. Chapter 2 also is related to psychology. It explains mental health, such as in the theme "A Read and Decide" which shows the two infographics on mental and physical health, and tells about tips for taking care of our mental health. Chapter 4 is related to the health and nutrition subject. It explains about healthy and less healthy foods and drinks, and tells several simple tips for healthy eating such as 1) eat real food, not processed food. 2) eat a variety of different foods. 3) cook more than eat out. 4) stop eating before you are full. 5) eat at the dining table, not in your car or at your desk. 6) drink water and forget everything else. While in chapter 5 tells about art and the design subject of artwork, especially graffiti.

6. Stimulating student personal activity

Textbooks are intended for teaching materials or learning support. The purpose of learning is to educate by stimulating the brain. That is why, in several chapters, the authors are required to package textbooks in such a way that, in the end, the books written will stimulate the brains of students. For a textbook writer, mastering textbook criteria is not enough. But writers also need initiative and creativity to package message content that tickles the nerves of the brain in stimulating the personal activities of students. So, not only know the knowledge but be able to encourage curious students to try to practice it. In an English Textbook "Work in Progress" for SMA/SMK/MA Class X in the 2022 Book Edition, we will find several examples:



Figure 5. Stimulating student personal activity

Based on the example above, shows that the contents of the English book stimulate students' activity, especially in doing projects. On page 8, a teacher asks students to sit in pairs. The teacher will give the student's partner a picture of a person. Without looking at the picture, draw in the box the person her/his classmate is describing then show the result to their classmate. On page 58, a teacher asks students to draw a picture of the activity that they think was mentioned in the text but not represented by the pictures shown. On page 74, the teacher asks students to sketch the posters. They may sketch their poster using this format or use a poster maker application. Students must consider several things including image, font and style, and text.

7. Avoiding vague concepts and using clear concepts

A textbook should avoid vague concepts or theories. If we want to use a reference source as a reference, use a clear concept. The goal is clear, to avoid confusion and thinking errors for students. One thing that needs to be emphasized is to avoid the knowledge that is an assumption or personal opinion because if the assumptions and opinions are not true, it will create new problems. In principle, use and discuss data from studies or existing scientific theories. If the knowledge is difficult to understand, then the writer is in charge of simplifying it so that students can easily understand it. The author clearly explains the material concepts carefully and well, so as not to confuse the students. For example, the author describes the differences between several genres of texts such as descriptive, procedure, narrative, and recount text. In an English Textbook "Work in Progress" for SMA/SMK/MA Class X in the 2022 Book Edition, we will find several examples:

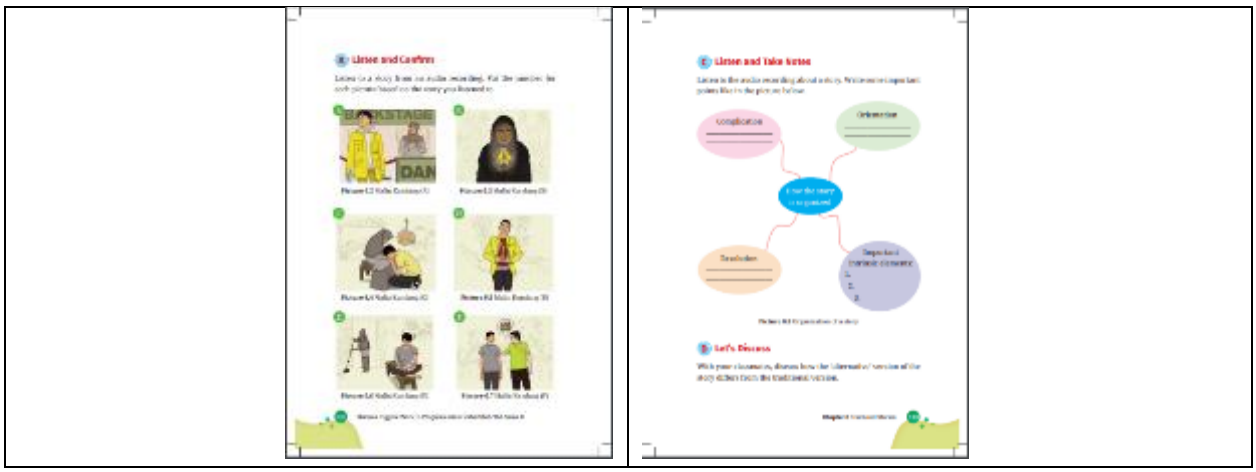


Figure 6. Avoiding vague concepts and using clear concepts

Based on the example above, shows that the contents in the English book avoid vague concepts and use clear concepts, especially in instructions to do something based on the pictures given in the book. On page 132, we can see the instruction to listen to a story from an audio recording and put the number for each picture based on the story listened to. On page 133, we can see the instruction to listen to the audio recording about a story and write some important points like in the picture given.

8. Having a clear point of view

The point of view of the book is clear and firm, and the author presents explanations well and accurately so that the users have the same point of view that is loyal and refer to the same point of view. Textbooks also present views that are neatly arranged and systematic. After giving the material and its presentation as well as examples, then giving training and assignments. Criteria for textbooks that are no less important, namely paying attention to points of view. Good writing at least has a clear, firm, and focused point of view.

In an English Textbook "Work in Progress" for SMA/SMK/MA Class X in the 2022 Book Edition, we will find several examples. On page 9 is written "Research about **your** favorite athlete. Write **your** description of the athlete by completing the following sentences. **You** can use the words from **your** Vocabulary Box in Task 1. On page 13 is written "When **you** read a biography article of a famous person, **you** will likely find that the article includes pictures of the person like Cristiano Ronaldo's picture that **you** see before **you** start reading". On page 134 is written "**Your** teacher will read part of a story. Decide what title and part of the story are read to **you**". Based on these examples, it shows that the contents in the English book have a clear point of view, especially in using the second-person point of view "you" and possessive pronoun "your". These examples of using second point of view (you) are seen in the whole book to refers that "you" as a plural pronoun of students, and "you are" to refer students' own.

9. Providing consolidation or emphasis on the values of children and adults

The other criteria for textbooks are written with emphasis. The authors are at least able to emphasize the value of the material written. An English Textbook "Work in Progress" for SMA/SMK/MA Class X in the 2022 Book Edition, shows that the contents of the English book emphasize moral value to students or readers, such as the theme of Fractured Story. Page 150 shows the story of Malin Kundang. This shows the moral value that can be taken from the

story is not to hurt the prayers of parents, because their prayers will be answered very easily. It can be seen from the prayer of Malin's mother who wanted her child to turn into a stone and Malin immediately became a stone. while page 135 shows the story of Little Red Riding Hood. The moral value is that we should not trust strangers, not share personal information not disobey our parents, and **not lower our guard.**

10. Respecting the personal differences between students and users

Appreciating the student's personality is also one of the steps in the effort so that students can explore their creativity. As we know, creativity is born from self-awareness of learning and exploring oneself, without coercion from other parties. The book does not discriminate between individuals and groups, the textbook respects the differences of its users. The textbook is appropriate and suitable for its users, namely high school students. In terms of language that is communicative and easily understood by students. Students and teachers can easily use it as a guide in addition to additional books or other sources.

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Discussion

A textbook is one of the media used in English language learning (Rahmawati, 2018). Textbooks play a pivotal role in language classrooms in all types of educational institutions (Akbar, 2016). Hutchinson & Torres (1994) argue that the textbook plays an essential and constructive role in the everyday job of teaching and learning English and that its significance increases during times of transition. English textbooks have the potential to serve as a platform for promoting cultural variety and tolerance and as a medium for integrating cross-disciplinary information, in addition to providing advice for language acquisition (Huang, 2019).

A connection exists between textbooks and the learning process. As a result, all educators, but particularly those who aspire to become educators, ought to acquire knowledge about textbook review. There is undoubtedly some value to the existence of textbooks in educational institutions characterized by extremely complex conditions. The text's unconscious value is determined by its weight, function, and mission. Textbooks are said to have a high value in the teaching and learning process because Indonesian language subject holders in schools are not a bit out of their field. They master the field of Indonesian as the subject matter but do not know much about Indonesian language teaching strategies, determine the subject matter, present subject matter, and cannot evaluate teaching and learning outcomes.

In teaching-learning interactions, not only a teacher and students are needed, but also a learning tool is needed. One of them is the textbook. With textbooks, teachers and students will be helped in facilitating the teaching and learning process. A teacher is expected to have knowledge, skills, and a critical attitude towards the existence of textbooks as a support for the applicable curriculum, the procurement of which is increasingly being carried out. In the next stage, the teacher can study textbooks and their relationship with the curriculum so that teachers do not just accept what is in the textbooks but can understand, and criticize by studying textbooks, which in the end the teacher can compile a simple textbook. At least the textbook is used in the school environment concerned only.

By analyzing textbooks, we can determine to what extent the learning system's textbooks adhere to a certain standard of quality. Textbooks serve an essential function not only as reference material for learning but also as a tool to facilitate pupil learning, which is significant for both educators and learners. Additionally, textbooks aid students in comprehending the subject matter that they will acquire through reading and understanding. A good textbook must be interesting and able to stimulate students' interest to be motivated to learn. With interesting books, students will want to learn and be interested in understanding the learning material.

The criteria for reviewing textbooks are measurements or provisions that become benchmarks or the basis for evaluating or determining a textbook. A professional teacher certainly does not just use textbooks. He/she certainly wants certainty whether the textbook is suitable for achieving the teaching objectives that have been determined. He must also

examine whether the materials are suitable, are the methods appropriate, are the media relevant and supportive, and so on. In short, professional teachers need and should even research a textbook before using it. Immediately the question will arise in your heart, "What textbook is suitable, according to the demands of a class?" in other words, we want to have an instrument that is simple and easy to practice in assessing a textbook. Several reference sources that we can consider and use in preparing guidelines and studying textbooks include 1) curriculum (which applies); 2) subject characteristics (relevant knowledge); 3) the relationship between curriculum, subjects, and textbooks; 4) the basics of preparing textbooks; 5) quality of textbooks; 6) principles of compiling workbooks; 7) workbook selection. This core program is then complemented by a special program that includes several subjects tailored to the student's choice. It cannot be denied that each of these subjects has its characteristics and demands as well.

The theory used to analyze the textbook is based on Greene and Petty who describe 10 criteria for a good quality book. Textbooks that can guide students to more easily understand lessons. From the analysis of one chapter of the book, we can find out whether the textbook is useful for student and teacher learning and can guide students to understand learning material. Based on the explanation from Greene and Petty, 10 criteria must be met for a quality textbook, textbooks that must attract children's interest, textbooks must be able to motivate students, and textbooks must also contain illustrations that attract the hearts of students. Textbooks should consider linguistic aspects, then textbooks must be closely related to other lessons, and textbooks must also stimulate students' activities. Then textbooks must consciously and firmly avoid vague concepts, then textbooks must also have a clear point of view. In addition, textbooks must be able to reinforce the emphasis on the values of children and adults and textbooks must respect the personal differences between students and their users.

Textbooks are instructional tools that facilitate student engagement and learning beyond the confines of the classroom. An increase in textbook quality corresponds to a higher level of proficiency in the instruction of subjects covered in the textbook, such as Indonesian subjects. The results and character of Indonesian instruction will both be enhanced by the use of high-quality textbooks. A textbook must be evaluated not only based on its academic merit but also on account of the breadth of its content. The range of subject matter under

consideration encompasses a wide array of issues about the structure and organization of language, as well as its usage.

The growing number of textbooks acquired by publishers has presented educators with challenges and perplexity regarding the selection process. Consequently, to effectively accomplish learning objectives, a teacher must be adept at selecting textbooks that align with the curriculum and meet the requirements of the students, as the author previously stated. The varied quality of textbooks is a consequence of the fact that they are published by numerous authors. Certain textbooks are of high or moderate quality, while others are of poor quality. Based on the explanation above, it is appropriate for a teacher to have the knowledge and skills to study a textbook to adjust the textbook to the applicable curriculum so that learning objectives can be achieved optimally. We need to understand how the linkages between curriculum, subjects, main books, and workbooks. The general basis for preparing textbooks is the curriculum. From the curriculum, several basic points for writing textbooks are derived which apply to all types of subjects. This general basis is complemented by a special basis, which is described in certain subjects. This special basis only applies to relevant subjects. The general basis and the special basis are combined so that the basics for compiling textbooks for certain subjects are arranged.

In the process of teaching and learning in schools, textbooks can be used as a guide for teachers and students, namely as the main reference or as a supplementary or additional book. In learning activities, students are not limited to observing what is explained by the teacher. Students need references or references to explore knowledge so that students' understanding is broader and that their abilities can be further optimized. With this textbook, students are led to practice, practice, or try out the theories they have learned from the book. Therefore, the teacher must intelligently determine whose textbook will be used in learning. Because, when the teacher correctly determines the best textbook, it will have a big effect on the learning process later.

Conclusion

Based on the explanation above, the quality of textbooks can be seen based on aspects of content/material, presentation, graphics, and language aspects. The material in textbooks must follow the learning objectives based on the curriculum, it is even better if the material is

integrated with other subjects but still respects non-contradictory things. Textbook material is expected to make students actively study again even though it is outside the teaching and learning process. In addition to the material aspect, the method of presenting material in a textbook is expected to be systematic and can make students better understand the knowledge that is appropriate to the age of the student. The aspect of presenting the material is closely related to the graphic aspect. The material in textbooks should be balanced with interesting illustrations and following the material to help students understand and imagine a subject. The linguistic aspect is no less important, in presenting material it should use language that is easy to understand but, if possible, the use of words in presenting material is not monotonous and is developed according to the level or level of the student's school.

Textbooks are one of the most important learning media to help the learning process, so teachers should analyze the contents of the textbook first and have a sourcebook-appropriate companion to add to that information found in textbooks. Textbooks should be in line with the applicable curriculum, it would be better if the textbook author pays attention to the content of the material following the contents of the curriculum and if the learning objectives are achieved. It is important to carry out further research regarding the analysis of textbook content on the subject of evolution due to the objects studied in it, so complex that it takes a lot of research related to the object of study more varied and in a wider scope.

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