



An Evaluation of 'English Skills for the Future' for Tenth Grade Using the Perspective of Revised 2013 Curriculum

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Abstract

This article reports book evaluation in the textbook entitleds 'English Skills for the Future' designed for the tenth-grade students of senior high school. The main objectives of the research are to: 1) discover whether English Skills for the Future is relevant to the English language and literature syllabus of Curriculum 2013; 2) find out whether English Skills for the Future develops the scientific approach; 3) determine whether English Skills for the Future develops authentic assessment and 4) discover whther English Skills for the Future meets the characteristics of good English textbook. The data of this study is document analysis and observation. The data were collected by using document analysis. The technique analyzing data on the textbook involves data collection, data reduction, data display and drawing conclusion as proposed by Miles and Huberman (1992, p. 16). The result confirmed that ES book had met 71% criteria of good book with coverage 63% for relevance of the materials to the curriculum, 75% for material accuracy, 73% for supporting learning materials, 76% for language appropriateness, 81% for presentation technique, 71% for teaching and learning technique, 100% for presentation coverage and 71% evaluation standard of 2013 curriculum. ES book was relevant to the 2013 Curriculum due to the presentational activities and activities for character building.

Keywords: Content Analysis; English and Literature; Curriculum 2013; Scientific Approach; Authentic Assessment;

Introduction

Instructional materials are considered as an important part in most ELT programs, which facilitate the process of language teaching and learning. Generally, these instructional materials can be divided into two forms i.e. printed and non-printed ones. The former type of materials includes textbook, workbook, and teachers' guide. The latter format of instructional materials deals mostly with technology including audiotapes, videotapes and Computer Assisted Language Learning (CALL)-based materials. In most classrooms in Indonesia, textbook is the main resources in teaching and learning process for both teachers and students. For teachers, textbooks help them in achieving the goals of learning. In addition, Richards (2011) argues that in some contexts, textbook may provide the ground for the content of the lesson, and the type of linguistic practice the learners engaged in. Additionally, Graves (2000, p. 151) states that

textbook contains decision about developing material, which are rooted beliefs, understanding and experiences.

As they become one of the major sources of instructional materials in the classroom, textbooks are available commercially in the market having various conditions. In principle, they have to meet the standard of good textbooks to be used in the teaching and learning process. Good textbooks were usually not only visually appealing and attractively presented, but also met the criteria of good English textbooks determined by the curriculum. According to the criteria determined by *BSNP*, good English textbooks for Senior High School must develop learners' ability in four skills, facilitate the development of learners' vocabulary, grammar and pronunciation, encourage the use of authentic communication based on real-life setting, and promote ability to develop intercultural communication in various stages.

Currently, Ministry of Education and Culture launched a brand new curriculum named Curriculum 2013 which was officially launched in 2013. This started to be implemented in most of schools in Indonesia from elementary school level to senior high school level. In response to this current change, Ministry of Education and Culture has produced the English book for teachers and students. The teachers' English book consists of guide how to teach their students according student's English book. The student's English book consisted of materials based on the 2013 Curriculum. The competencies needed to be learnt by students are realized into *Permendikbud No 64 tahun 2013* about *Standar Isi*. It said that students have to learn four competencies. They are spiritual competencies, social competencies, knowledge competencies and skill competencies. It is then expected that these books can be handy resources to implement the new curriculum of 2013.

Considering the above facts, it is considered essential for English teachers to be able to select textbook based on the criteria determined by *BSNP* and ELT experts. In other words, teachers should be able to evaluate textbooks by employing the aforesaid criteria. By so doing, it is expected that teachers could judge the effectiveness of a certain textbook which in turn lead them to the decision whether to adopt, to adapt it to be suitable to the learners' needs, or simply to supplement it with some additional materials.

Based on the small survey conducted by the researcher in some schools in Kota Banjar, the most widely used textbooks by the English teachers of Language and Culture program of senior high school is "English Skills for The Future 1 for Grade X Senior High School/Madrasah Aliyah Language and Culture Program Curriculum 2013". After years of implementation, there should be a consideration to evaluate this textbook's effectiveness. In addition, in implementing 2013 Curriculum in Language and Culture program, there was a need to see whether the book was still relevant to use according to 2013 Curriculum and to find out what aspects of the book that needed improvement or replacement to suit 2013 curriculum.

Realizing the importance of materials for Language and Culture program, there should be a textbook evaluation portraying the appropriateness of textbook as well as the strength and weakness of particular textbooks. However, little has been done to evaluate textbooks for Language and Culture program. In reference to this, the researcher decided to conduct a study entitled "An Evaluation of 'English Skills for the Future' for Tenth Grade Using the Perspective of 2013 Curriculum" which particularly aimed at understanding the extent to which the "*English for Future*" textbook is relevant to the curriculum 2013, the implementation of scientific approach in the textbook, and the authenticity of the assessment used in the analyzed textbook.

Review of Related Study

Many researchers had conducted studies about textbook evaluation in the past. Their research contributes very much to the development of the textbooks they evaluated. Al-Sowat (2012) did research

about evaluation of English Textbook “Say It in English” for the first year of intermediate grade in Saudi Arabia. This study aimed at evaluating the English Language textbook for First Year Intermediate Grade from the perspectives of male and female teachers in Taif Educational Governorate, Saudi Arabia. The study also examined the statistical differences between the views of male and female teachers referring to (gender, years of experience, and the interaction between gender and years of experience). The researcher designed a questionnaire consisting of 79 items to evaluate this textbook. The study shows that the degree of the textbook evaluation was good for three criteria and weak for six criteria. The general degree was weak (3.07 out of 5).

Abdelwahab (2013) did a study on developing an English Language Textbook evaluative checklist. The study was designed a valid, reliable and practical checklist in evaluating ELT textbooks. In the light of the review of the literature regarding good quality textbook and the application of the evaluation checklist, the researcher recommended the following criteria to be taken into account when selecting and evaluating an English language textbook: 1) Physical and utilitarian attributes; 2) Efficient outlay of objectives and supplementary materials; 3) learning-teaching content ; and 4) Language Skills.

Nguyen (2015) conducted a research on evaluating English 6, an official textbook used for grade 6 pupils in all secondary schools all over Vietnam, in the teaching and learning context of the Mekong Delta. The research was conducted in two stages: a theoretical evaluation and an empirical evaluation. The theoretical evaluation was based on the researcher’s experience, expertise, and the literature on textbook evaluation. The empirical evaluation was based on data collected from 22 teachers and 313 pupils at 8 different secondary schools in four different provinces in the Mekong Delta in the form of questionnaires, semi-structured interviews, documents and classroom observation. The results of the evaluation show that the textbook suits the teaching and learning context and culture, gives much help to both teachers and pupils, receives positive responses from teachers and pupils.

Reswari (2014) did a content analysis study evaluating When English Rings a Bell textbook used in Junior High School. The purpose of her research was to discover the textbook meets characteristics of good English textbook and to find out whether the textbook reflect the graduate competences, teaching and learning process method and evaluation of curriculum 2013. The result show that the textbook fulfill eight out fourteen good characteristics of English textbook and the textbook does not reflect the graduate standard graduate competences, teaching and learning process method and evaluation.

Naseem, Shah and Tabassum (2015) did a research about evaluation of English textbook in Pakistan: a case study of Punjab textbook for 9th Class the present study aimed at evaluating English text book for matriculation programme (9th class) prescribed by Punjab Textbook Board, Lahore, Pakistan. The main purpose of this study was to investigate the suitability of the textbook to contribute to the improvement of the English language programmes in Pakistani schools. A review of evaluation checklists and other methods led to the decision that adapted checklist would best fit for this study. The results of this study showed that the relevant textbook did not fulfill the general objectives of target language. The problematic areas were related to integration of skills, nature of activities and some general features of the textbook. The results also implied that more attention needs to be given to the English language textbooks that are being utilized in language programmes.

Karamifar, Barati and Youhane Local Evaluation Criteria for Global Textbooks: A Case Study (2014). This study was an attempt to set some textbook evaluation criteria based on the ideas of teachers and students who used global textbooks in language institutes of Isfahan, Iran. To do so, the researcher conducted interviews with 15 teachers and 15 students in order to find out what they thought of the textbooks they were teaching and/or learning. The data gathered from the interviews showed the specifications teachers and students take into account when judging their textbook. Finally, based on the interviews two local questionnaires were developed. The questionnaire developed for teachers comprised 40 items which fell into 10 clusters. The items were developed based on what the teachers said while

evaluating the ELT textbooks they used. The items are Items related to design and appearance (1-4-5-6-8 (Cluster 1)), organization (2-3-7(Cluster 2)), speaking (9-10-11(Cluster 3)), listening (12-13-14-15-16(Cluster 4)), reading (17-18-19-20(Cluster 5)), writing (21-22-23(Cluster 6)), vocabulary (24-25-26-27-28(Cluster 7)), cultural issues (29), grammar (30-31-32(Cluster 8)), pronunciation (33-34-35(Cluster 9)), student centeredness (36), supplementary sources (37), teaching methods (38) and teacher's book (39-40 (Cluster 10)). The questionnaire for students consisted of 25 items which fell into 7 clusters – which addressed different issues and aspects related to ELT textbooks. the categorization of items on students' questionnaire are Items related to design and appearance (1-2-3-4-5(Cluster 1)), speaking (6-7-8(Cluster 2)), listening (9-10-11(Cluster 3)), reading (12-13-14(Cluster 4)), writing (15-16(Cluster 5)), vocabulary (17-18-19(Cluster 6)), grammar (20-21-22(Cluster 7)), pronunciation (23), topics of units (24) and aims of students (25).

Based on the review of relevant researchers, there are similarities and differences between them and the research that was conducted by the researcher. The similarities are that the relevant researchers and this research, the researchers evaluate the textbook based on the criteria of good textbook. Most of the relevant researchers evaluate the textbook by gaining data from the teachers with questionnaire and interviews. The big difference is that in this research, the researcher evaluates the content of the textbook deeply and the researcher evaluates English Literature in Language and Culture Program. In evaluating textbook, the researcher uses the criteria of good textbook and will consider the Indonesian English Language Curriculum 2013 revised edition 2016.

Methodology

This research is content analysis. Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material (Ary., et.al, 2010, p.457). Moreover Berelson as cited in Gall (2003, p. 278) defines content analysis as a research technique for the objective, systematic, and qualitative description of the manifest content of communication. Furthermore, Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contents of their use (Krippendorff., 2004, p. 18). Content analysis is used in evaluating the textbook. It aims to gain holistic picture and depth understanding of the strength and weaknesses of English textbooks and to discover whether or not the English textbooks analyzed met the criteria of a good textbook and relevant to 2013 Curriculum.

The data collection technique employed in this research was document analysis and interview. The checklist is used to evaluate the document (textbook). It is believed that a checklist is a more effective instrument to analyze language teaching materials like textbook (Mukundan., et al, 2011). The second data is interview. It is given to students aimed to collect data about their impressions and opinions about English Skills for the Future for Senior High School Grade X Language and Culture Program.

As previously mentioned, document analysis is one of the techniques employed to collect the data. To do so, some systematic stages were completed i.e. 1) deciding the criteria to be included as the aspects for evaluating the textbook based on the guideline of the Curriculum 2013 and ELT theories; 2) applying the criteria to be further described and analyzed, and 3) drawing the summary of the study based on the overall evaluation. Another technique used in this study was interview. The researcher has made a guide for the interview so that the interview technique could explore the evaluators' analysis and the students' opinions about the textbook.

The data collection technique mainly used a set of checklist for textbook evaluation and interview guide. The statement in the checklist are based on the textbook evaluation criteria issued by BSNP 2013. Therefore some modification to the aspect of content, language and representation is made to suit 2013 curriculum. The modification in presentation aspect is done by adding some criteria which represent

scientific approach as the core of 2013 Curriculum. The lacks in language and content aspect are overcome by adding some criteria from the EFL experts such as Ur (2009), Cunningsworth (1995), Mukundan (2011) and Littlejohn (2004). There are three aspects of the textbooks to be evaluated in this research namely content aspect, language aspect, and presentation aspect.

Two techniques of analyzing the data were applied in this research. First, the technique used to analyze the data from the questionnaire and checklist was manually counted to transfer the data into percentages. This checklist contained three aspects of evaluation. Those aspects are content, language, and presentation. These three aspects were divided into several sub aspects. This checklist contained six columns in which the first column was for the areas of evaluation. There were 7 sub aspects in evaluating the textbooks with some areas of evaluation in each of them. The first column was for belief statements as items for book evaluation criteria. The second to fourth are towards criteria the belief statements were met in the textbooks. The range of the score was 1-4 starting from poor to perfect. Second, the technique of the data analysis for the interview transcripts adopted the procedure of data analysis by Miles and Huberman (1994). The procedure of data analysis is as follows 1) data reduction; 2) data display; and 3) conclusion drawing and verification.

Result

This study aims to discover (1) the relevance of “English Skills for the Future for Tenth Grade Students” book to the English and literature syllabus of Curriculum 2013; (2) whether “English Skills for the Future for Tenth Grade Students” book develop scientific approach or not (3) whether “English Skills for the Future for Tenth Grade Students” book develop authentic assessment or not and (4) whether “English Skills for the Future for Tenth Grade Students” book meet the criteria of good EFL book or not.

Relevance of the Material to the Curriculum

The sub aspect of relevance of materials to the curriculum had three areas with twelve items. The areas to be evaluated in these sub aspects were material completeness, material depth, and material organization. The result of the relevance of the materials to the curriculum is showed in Table 1.

Table 1 Result of Relevance of Materials to the Curriculum

Aspects	Percentage
1. Materials Completeness	68%
2. Material depth	47%
3. Material organization	65%

In relation to the relevance materials to the curriculum, the data revealed that the ES book has poor in material depth with 47%. In the other hand materials completeness and materials organization has range percentage 65% - 68%. It means that the ES book was categorized as fair in material completeness and materials organization.

Scientific Approach

In regard to the scientific approach stages, the book has generally promoted scientific approach used in curriculum 2013. It consists of observing, questioning, exploring, associating, and communicating. In relation to observing stage, it was found that students are required to watch the videos and identify the terminologies or take the information from the video while practice is giving true or false statements based on the statements provided. Meanwhile, regarding to questioning stage students need to discuss several questions related to the topic while the practice is vocabulary building that students have to match the words with its meaning then fill in the blanks with the suitable words. On the other hand, the activities in exploring stage are reading and answering the text or grammar exercise. In associating stage, the activities are classifying and comparing the functional text or transactional text. In communicating stage, students are expected to retell the text, read some sentences, complete the text and rearrange the text. The practice has similar activity but in practice students are asked to do the activities individually.

Authentic Assessment

Based on *Permendikbud* No.81a 2013 on the implementation of Curriculum 2013, authentic assessment is an assessment which significantly focuses on measuring students' learning process dealing with their attitude, knowledge, and skill. This assessment measures, monitors and evaluates all aspects of the learning outcomes including cognitive, affective, and psychomotor domain. According to Feuer & Fulton, there are numerous types of authentic assessment used in classroom today (1993). Those are performance assessment, portfolio assessment, and project assessment. The analysis of authentic assessment is shown in Table 2.

Performance test is done by creating dialog, creating report text, creating a simple essay, doing role-play, and retelling story. However, the English Skills for the Future book does not provide performance assessments in every chapter. Showcase and collection portfolio cannot be found in the textbook, while it is the implementation of teaching and learning in the classroom that must be administrated by the teacher. ES book has not provided the activities or task to guide teacher in doing a showcase and collection portfolio. Meanwhile, the assessment portfolio can be found in the ES book by doing self-assessment and peer assessment. Self-assessment is provided at the end of the chapter. In regards to peer assessment, students are asked to evaluate their own performance and assess their friends' performance. The result of Peer Assessment checklist can be used as information on areas which need improvement. Peer-assessment is not provided in every chapter of ES book. In brief, the English Skills for the Future book provides sufficient portfolio assessment. Project assessments are given both as an individual task or group projects. Project assessments are activities in implementing what the students learn from the beginning until the end of the teaching and learning process. In project assessments, the activities are mostly creating spoken and written text. In brief, the project assessments are covered in the English Skills for the Future book.

Table 2 Authentic assessments analysis

Chapters of ES Book	Performance assessment	Portfolio assessment	Project assessment
Chapter 1A	--	√	√
Chapter 1B	√	√	√
Chapter 2A	√	√	√
Chapter 2B	--	√	√
Chapter 3	√	√	√
Chapter 4A	--	√	√
Chapter 4B	--	√	√
Chapter 5	√	√	√
Chapter 6A	--	√	√
Chapter 6B	--	√	√
Chapter 6C	√	√	√

Appropriateness to the Characteristics of a Good English textbook

For the characteristic of a good English textbook, the analyses are based on the content, language and presentational aspect.

Content Aspect

The content aspect had three sub aspects namely the relevance of materials to the curriculum, material accuracy, and supporting learning materials. The following table is the detailed analysis of the content aspects.

Table 3 Result of content aspects

Aspects	Percentage
I. CONTENT ASPECTS	66%
A. The Relevance of Materials to the Curriculum	63%
B. Material Accuracy	75%
C. Supporting Learning Materials	73%

The data showed that the range of percentage was from 63% to 75%. It was in the intervals 60% - 79% meant that the aspect was "Fair". Regarding the content aspect, the data displayed that ES book has fairly good content aspect in general. Furthermore, the subaspect has similar percentage with content aspects. The ES book has fair categorized in the relevance of the materials to the curriculum, material accuracy and supporting learning materials. In the other hand, subaspect of the relevance of the curriculum has the lowest percentage in the content aspect. Subaspect supporting learning materials has the highest percentage of all. The detailed analysis of the content aspects is given as follows.

Language Aspect

The language aspect had one sub aspect namely language appropriateness. The sub aspect of language appropriateness had three areas with eight items. The areas to be evaluated in this sub aspect were the relevance of the language towards learners' development, communicativeness and the coherence and unity of ideas. Table 4 shown the result of language aspect.

In relation to language aspects, it has percentage 76% which means that the ES book has categorized as fair. In every subaspect, it can be proven that one aspect has been categorized as poor and two aspects have been perfect percentage. The ES book has 100% correct in English grammar; coherence and unity of ideas in the language and materials presented in each unit; and coherence and unity of ideas in the language and materials presented among units.

Table 4 Result of the language aspect

	Aspects	Percentage
II.	Language Aspect	76%
1.	The language used in each explanation and instruction must be relevant to learners	75%
2.	Difficulty level and language unfamiliarity in each unit must be facilitated.	42%
3.	The language used in each unit must be relevant to the learner	67%
4.	The language in each unit must be clear and easily-understood by learners.	75%
5.	The language in each unit corrects English grammar.	100%
6.	There is coherence and unity of ideas in the language and materials presented in each unit.	100%
7.	There is coherence and unity of ideas in the language and materials presented among units	100%
8.	There is good coverage of language content consisting grammar, vocabulary and pronunciation	50%

Presentation Aspects

The presentation aspect had three sub aspects namely presentation technique, teaching and learning technique, and presentation coverage. Table 5 is presented the result of presentation aspects.

Table 5 Result of presentation aspects

	Aspects	Percentage
A.	Presentation Technique	81%
B.	Teaching and Learning Technique	71%
C.	Evaluation standard of 2013 Curriculum	67%
D.	Presentation Coverage	100%

Based on the data displayed, it showed that the ES book has the perfect percentage in presentation coverage. The percentage is 100% which is categorized as good. Moreover, the presentation techniques have good categorized which has 81%. On the other hand, teaching and learning technique has percentage 71%. It is categorized as fair. It still need improvement and additional suggestion. The lowest percentage is evaluation standard. It has 67% fulfilled the criteria. It is included into fair categorized.

Discussion

Regarding evaluating the relevance of materials to the curriculum, there were three sub aspects. They are materials completeness, material depth and material organization. In material completeness, based on the finding that most of criteria that have not been yet fulfilled is on producing the interpersonal, transactional and functional text in ES book. The interpersonal text was absent in this textbook. Although the transactional text could be found on some dialogs but it had not given the explanation how to use, the transactional text is given indirectly in every dialog. The dialog had been covered in interaction with friends, teacher and older person. Based on BNSP (2013), the textbook should provide transactional text both in understanding and producing. Although it is not mentioned the learning materials in syllabus, it should be given the relevant interpersonal text. It based on Brown (1995: 159-163) explained that a good material should match to approach (curriculum), syllabus, goal and objectives. In addition, Abdelwahab (2013) said that the textbook fullfills the general objectives of teaching English language at the specified educational institute.

It was also found that some chapters had not provided spoken or written task in transactional and functional text. Spoken and written task is relating with speaking and writing activities. It is related with material depth, some aspect was poor in giving the guidance for the students in written and spoken text. It is related with the previous aspect in written and spoken text. Nevertheless, the textbook is limited in giving the speaking activity. It is in line with Cunningsworth (1995: 70), he stated that basically speaking activities are said to be lacking in most EFL textbooks. Furthermore, regarding writing activities, Ferris and Hedgecock (2005: 129) stated that writing activities in textbooks require the students to produce something based on the model given. The emphasis of this will be on the teaching writing skills, strategies, and processes in a sequential way. In addition, abdelwahab (2013) sated that the textbook provides a balance of activities and tasks that focus on both fluent and accurate production. This funding has similar result with Mumpuni's study (2016), she analyzed the 2013 curriculum based textbook "Bahasa Inggris" published by Ministry of Education and Culture for the first semester of eleventh grade of vocational high school in which her study shows that the listening material is not provided in the textbook. It is similar result with diyah's study, she analyzed textbook for high school students of grade XI/ semester I, she found that 0 indicators of listening activities, 3 indicators of speaking activities out of 5 in which 2 units do not have speaking activities at all, 1 indicator of writing activities out of 7.

In addition, the textbook has mostly fulfilled the graduate standard. The finding has different result as Reswari's study (2014). She analyzed the 2013 curriculum-based textbook entitled "When English Ring Bell" in which her study shows that textbook does not fully reflect the graduate competence. The graduate standard is explained in Minister of Education and Culture Regulation number 020 Year 2016. It is stated that the graduate competence standard of Senior High School includes attitude, knowledge and skill. Those three competences have different psychological products. Attitude is achieved by the activities of accepting, performing, appreciating and implementing. Knowledge is achieved by remembering, understanding, applying, analyzing, evaluating and creating. Skill is achieved by the activities of observing, asking, trying, reasoning, presenting and producing.

In relation to the core and basic competences. The core competencies include attitude, knowledge and skill. Those competencies are explained in core competences (KI) of the Minister of Education and Culture Regulation No. 24 Year 2016 about Core Competence and Basic Competence of subjects. In new

regulation, there are four competences in English Literature Curriculum 2013. The first core competency refers to spiritual competences. The second core competence refers to social attitude. The third competence refers to knowledge. And the last refers to skill. The competencies are achieved through learning process intra-curricular, curricular and/ or extracurricular activities. Spiritual Attitudes competence is appreciating and comprehending the religion. Competence of Social attitude is shown by demonstrating honest, discipline, responsibility, caring (community self-help, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to various problems in interacting effectively with social and natural environment as well as position ourselves as a reflection of the nation in the association of the world. Both of these competencies achieved through learning indirectly (indirect teaching), are exemplary, habituation, and culture of the school, taking into account the characteristics of the subjects and the needs and conditions of the students. Then, core competence 3 discussed-knowledge need to be learnt by the students. In this case, students of grade XI need to understand, apply, analyze, evaluate and create. Skills are then acquired through activities such as observing, asking, trying, reasoning, serving and producing. For basic competence and core competences, the ES book has not accommodated basic competence and core competence. There were four basic competences which are not appropriate with the basic competences. This finding has similar result with, Hidayati's study (2016), Darin's study (2014), and Ari's study (2017). They analyzed different textbook for different grade that is related with curriculum 2013. The study also found that some basic competences had not appropriate. It is happened due to inappropriate material presented in textbook. Nevertheless, the finding is different with Reswari's study, she found that the basic competences are covered in *When English Rings Bell* for grade seventh.

The next aspect is guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structure, and linguistic features after comprehension on a particular text, it is included into material depth. Based on the findings, it is found that the ES book is at guiding learner, it is lack in explanation. This result finding is in line with Reswari's study (2014), her study focuses on analyzing for the year VII students. She found that the English textbook for grade VII has limited explanation about the materials. They need more explanation. It is according to Cunningsworth (1995, p.15), he stated that good textbook facilitate learning, they bring the learner and the target language together, but in controlled way. They also provide exercises and activities designed to promote fluency in the use of English and they often give explanations or contextualized examples, which help learners to understand how the language works. It is similar with abdelwahab (2013), he stated that the exercise have clear instructions that explain how every exercise can be done.

In material organization, the textbook has most authentic materials. It is in line with Tomlinson (1998) in Richards (2001, p. 263) propose that good language teaching materials should expose the learners to language in authentic use. In addition, Crawford in Richards and Renandya (2002, p. 67) defines principles for the design of effective teaching materials is the language used should be realistic and authentic. The next aspect is proved that the textbook had not been suitable in school term year. There were so many reading activities that sometimes take a lot of times in classroom. Moreover, the textbook did not allow students being absent from some classes, the textbook needed more adding explanation except the students was creative in finding the explanation by themselves. It is in line with Nation and MacAlister (2010), they stated that the number of lessons in the course should suit the school term or year and the sequencing of the content should allow for some learners being absent from some classes. Abdelwahab (2013) added that the exercises foster the spirit of independent learning.

In supporting materials aspect, the textbook was still lack in promote appreciation towards cultural diversity and complex society. It is according to Ena (2013: 17) that students will be more engaged in the teaching learning process when their materials accommodate their culture. Furthermore, abdelwahab (2013) stated that the social and cultural contexts in the textbook are comprehensible, the content of the textbook is free from stereotypical images and information, the textbook expresses positive views of ethnic origins, occupations, age groups and social groups, the content presents different cultures,

the content discusses some well-known characters from different areas of the world, the content helps students be aware of how to interact using the language within a new culture that is often very different from their own, the content displays different traditions and customs, the topics of the content cope with the criteria of the students' culture. Therefore, the balance dissemination of students' culture and native speakers' culture is needed in order to promote teaching learning process. Most of the text did not promote the cultural diversity, it also does not promote in gender equality. Most of text and dialog that was used is male.

Referring language aspect, the English Skills for the Future for grade X was still not complete. The English Skills for the Future for grade X did not facilitate the language unfamiliarity. The explanation on the competences the students need to reach were very limited. In fact, in the Ministry of Education and Culture Regulations No 68 Year 2013 says that students need to learn materials such as the social function, linguistic features, and generic structure of expressions or texts. Then, it was revealed that the English Skills for the Future for Grade X still has limited in covering the language content. This result finding differs with Reswari's study (2014), her study focuses on analyzing *When English Rings Bell* for the year VII students. She found that the English textbook for grade VII has covered language development for seventh grade.

English Skills for the Future for Grade X has the most material in vocabulary. As pointed out by Schmitt (2000: 146) good vocabulary tasks and activities should comprise of at least three principles. The first principle is adding new words into the old ones. The second principle deals with the teaching of underlying meaning of words. The last principle is teaching word families rather than individual words. This strategy is aimed at raising students' awareness that words are interconnected and interrelated. In vocabulary exercise, students are always asked to match the words and create the sentences of those words. The English Skills for the Future for Grade X did not provide phonetic transcription for the students. Although there was phonetic transcription, it can be found in vocabulary exercise. According to Abdelwahab (2013) stated that the exercises for vocabulary are rich and adequate, the sentences and examples use words that are known by learners, and words are accompanied with their phonetic transcription in English.

In grammar, some chapters did not provide the grammar exercise especially in functional text. Grammar is important for students when the students learn functional text especially in language features of the text because it contains grammar that is used in the text. The principle of communicative activities should be also integrated in the activities. For instance, some grammatical principles could be integrated in accordance to the functions being taught. Further, some supplementary grammar lesson could be offer separately. According to Ur (1996, pp. 185-186), one of criteria good textbook is good grammar presentation and practice. Furthermore, Khoshsima and Khosravani (2013) in recent study stated that textbooks need more practices on pronunciation, language functions, and grammar. Abdelwahab added several aspect for grammar, they are the grammar is contextualized, the grammar examples are interesting and appropriate to the students' level, grammar is introduced explicitly, the exercises for grammar practice are rich and adequate, structures are designed to be taught inductively, grammar lessons are often derived from the listening or reading passages, the time allotted for teaching the material is sufficient, grammatical structures of statements are easy to be. This result finding similar with Hidayati's study (2016), her study focuses on analyzing textbook for high school students of grade XI/semester I. She found that the English textbook for grade XI has not covered grammar. It is proven that textbook meet one out of four indicators of grammar activities in which those activities only exist in several unit.

In presentational aspect sub aspect presentation technique, the English skills for the Future has been good in using organized pattern and order the materials and tasks. For the next aspect is a textbook contain introduction, content, and closing. It is according to Brown (1995) and Abdelwahab (2013), the organization of a textbook is one of the physical characteristic of a good textbook. A good textbook should organize the elements such as table of content, index, answer keys, glossary, and reference

potential. This result finding is similar with Reswari's study (2014), her study focuses on analyzing When English Rings Bell for the year VII students. She found that the English textbook for grade VII has good aspect in opening and closing. Nevertheless, the textbook is poor in balancing manner in every unit. The English Skills for the Future grade X has covered only written text in some chapters.

In addition, the English Skills for the Future for grade X cannot be used for self-study. It needed more explanation in some aspect. The English Skills for the Future for Grade X did not provide clear explanation in explaining grammar and functional text. The textbook should provide explanation in grammar. It is according to Cunningsworth (1995, p. 15), he proposes one of good textbooks is textbooks should take account of students' needs as learners and should facilitate their learning processes. Furthermore, Cunningsworth (1995, p. 3-4) mentions that the criterion of language content seeks to answer the questions on whether the textbook covers the main grammar items appropriate to each level and takes learners' need into account.

In relation to scientific approach steps, it is found that the ES book reflects the scientific approach. The steps or activities provided in the textbook are in line with the approach. The Ministry of Education and Culture Regulations No. 81A Year 2013 states that the teaching and learning process should follow the scientific teaching method. The method consists of some steps, i.e. observing, questioning, experimenting, associating, and communicating. In observing activities, some chapters do not have enough observing activities on listening, reading and speaking. Although there are only few chapters that have observing activities, they fulfil the requirement of observing activities in observing stage. Some inappropriate activities are found in questioning stage since the questioning stage is represented by discussion. The exploring stage focuses on finding information. There are several activities found in exploring stage. Therefore, it can be concluded that the ES book is in line with the exploring stage in a scientific approach. Furthermore, ES book provides some activities in associating activities, such as analyzing, classifying, comparing and discussion. There are two activities that cannot be found in the ES book, those are expressing and getting feedback. In addition, the most widely encountered activity in the ES book is demonstrating and publishing. Thus, ES book has already accommodated communicating activities. This result finding is similar with Reswari's study (2014), Mumpuni's study (2016) and Hidayati's study (2016). They study focuses on analyzing three different books in relation with curriculum 2013. They are found that the textbook is not accommodated scientific approach due to lacking in providing activities and materials that reflect the scientific approach. Based on the findings and discussion, it can be concluded that the ES book is relevance to the English and Literature Syllabus of Curriculum 2013, scientific approach stages, and authentic assessment. Furthermore, the ES book is categorized as fair English textbook. The ES book has fulfilled 71% criteria of good English Book.

Conclusion and Suggestion

Based on the research findings and discussion, there are three things to conclude. First, ES book has developed the basic competencies both knowledge and skill dimension. Besides, ES book has completed thirty-two basic competencies of thirty three basic competences. Moreover, the social function and language features has been relevant to English and Literature Syllabus. Second, the scientific approach stages have been developed in the ES book. In each chapter, the stages of scientific approach have been relevant to curriculum 2013. Third, the authentic assessment is also developed in ES book. ES book has developed the attitude, knowledge, and skill. However, the ES book has not provided the peer-assessment in each chapter.

Some recommendations could then be given to related parties involved in the use of the ES book. First, teachers who are currently using English Skills for the Future have to overcome the lack of basic competencies by doing some adaptations. For example, teachers have to give additional activities in

creating an advertisement. This textbook is still appropriate to use as a reference in teaching and learning process; however, teachers have to modify the exercises, especially grammar exercise in a functional text. Second, the publishers should involve teachers in textbook writing since teachers are the parties who find out most about the learners' cognitive development and socio-emotional stage. Third, *BSNP* should give explicit and distinct guidelines to the publishers regarding the kind of textbooks expected to be developed based on 2013 Revision Curriculum and do some monitoring to the process of textbooks development. Last, for other researchers interested in investigating this area, the upcoming content analysis studies should explore more aspects and give more valuable results, for example on how teachers solve the problems found within the textbooks or how far the problems may affect the teaching and learning process.

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