



An Analysis of Content Feasibility from *BSNP* on “*Bahasa Inggris*” Textbook for the XI Grade

Apta Vania Putri¹, Lidiyatul Izzah²
{aptavania13@gmail.com¹, lidiyatul.izzah@umj.ac.id²}

English Education Program, Universitas Muhammadiyah Jakarta, Indonesia¹²

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Abstract. Based on the 2013 curriculum, this study analyzes an English textbook for senior high school students in the XI grade entitled "Bahasa Inggris." The assessment used a *BSNP* rubric, which is in accordance with the 2013 curriculum's core and basic competencies. An explanation-heavy descriptive qualitative methodology is used in this investigation. Using the *BSNP* assessment criteria, the researcher modified the textbook material to match the core competencies and basic competencies of the 2013 curriculum. Data were obtained by the researcher using document analysis. Secondly, because the researcher focused on the subject in the first semester, only four chapters were analyzed. According to the study's findings, 53% of the content is proof of concept. This indicates that the content used for the XI grade in the "Bahasa Inggris" textbook during the first semester is still acceptable.

Keywords: English textbook, *BSNP*, 2013 Curriculum, Feasibility of content

1. Introduction

In Indonesia, English is regarded as a foreign language. It holds a unique place in the school curriculum. In this regard, Indonesia has been teaching English as a foreign language in schools since elementary school, junior high school, and senior high school. To aid teachers in conducting instructions and achieving the objectives of materials, they can use some instructional materials as the source of teaching and learning activities in the classroom. Instructional materials are divided into two forms: printed ones, such as textbook, module, handout, brochure, and pamphlet, etc.; and non-printed ones, such as video, cassette, CD, internet and computer based materials. One of the mostly used materials is a textbook [1].

A textbook is an essential component of the teaching and learning process. It is commonly utilized as a teaching and learning resource by teachers and students. To effectively teach, teachers frequently rely on textbooks as their primary teaching tools. It also assists students in comprehending the materials presented by the teacher [2].

Media for learning English can be a motivated scaffolding effectively [3], [4]. The medium used classically in school is textbook. According to [5] that textbooks are books that contain selected materials on certain areas of study, in written form that meet certain requirements in teaching and learning activities, and arranged systematically to be assimilated [6], [7], [8]. Lessons from textbooks are an example of a teaching resource. Books are a crucial learning material in the classroom. The support of the teaching and learning process is impacted by the availability of textbooks. One of the key elements for learning achievement is textbooks [9]. Students can simply get more knowledge and information they need inside and outside the classroom by using textbooks as a learning media [10], [11], [12]. It can improve a learner's attitude. In some situations, it serves basis of language input students and language practice that occur in the classroom. In other situations, it provides a clear framework which the teacher and the students know where they are going and what is coming next. It also provides readymade texts and tasks with possible appropriate students' level, which save time for the teacher [2]. For that reasons, it is not surprising that most teachers use a textbook in their class. Without a textbook, instruction and learning will not be efficient [13]. It seems sense that not all English

textbooks are appropriate for students given the various styles and settings of the books. Additionally, several textbooks on the market do not follow the fundamental skills stated in the 2013 curriculum. The best textbooks to use still need to be decided by the teachers. By analyzing the guidelines for teaching foreign languages, we may see that there is a difference between what is called ideal and what textbooks currently contain [14]. For analyzing textbooks, there are a lot of great of analytical checklists or scoring criteria. [15] gives a realistic definition of the proverb "don't judge a book by its cover." It simply shows that when choosing a course book for students, there are other functional considerations in addition to the visual worth of the book's cover.

Textbooks unquestionably support the currently being used curriculum in a significant way. It is frequently discovered that the resources, in this case the 2013 curriculum, which is the most recent curriculum used in Indonesia, are not always representative and through enough to satisfy the demands of the curriculum itself [16]. In other words, it is possible that the curriculum materials still serve as the foundation for teaching and learning, despite the textbook materials' seeming irrelevance. Therefore, it is essential to perform research on analyzing the English textbook contents in order to fully understand the connection of the materials from the English textbook itself with the 2013 curricular materials.

Currently, the curriculum 2013 is the state-approved textbook used in Indonesia (K-13). Previously, the 2006 curriculum, also known as the education Unit level Curriculum, was in use in Indonesia (*KTSP*). The Indonesian government changed the curriculum in 2013 to better meet the difficulties of the modern world [17]. According to the changes in the curriculum in Indonesia, the implementation of the 2013 curriculum has obviously had an impact on the pattern of development textbook lesson, and the textbook changes each subject may carry out all obligations and realize the right [18]. The curriculum will also indicate what the students need to study. In the learning process, the 2013 curriculum uses two types of textbooks: textbooks for teachers and textbooks for students. The textbook for teachers serves as a guide for teachers in managing learning activities, whereas textbooks for students serve as a repository for students, containing material descriptions as well as some training and evaluation materials [19].

The availability of textbooks affects how teaching and learning are conducted. There must be a lot of considerations for a good textbook in terms of its utility in the teaching and learning process [20]. The process of selecting the textbooks to be used in a certain course while taking into account the value and demands of the teacher is known as textbook evaluation. The Ministry of Education and Culture of the Republic of Indonesia recommends textbooks to help teachers with the process of teaching and learning English as well as to help instructors develop students' skills. In fact, the phenomena observed in schools is that the teaching and learning processes do not yet balance skills. High school English majors don't seem to be able to talk well and fluently. Additionally, students seem to have enough listening skills based on their requirements, even though the teacher has educated them during the teaching and learning process [21]

Article 43, paragraph 5, of Government Regulation Number 19 of 2005 states that appropriateness of material, language, presentation, and graphics are crucial factors to take into account while evaluating the quality of textbooks. It is feared that students' understanding will diverge from the aim of the textbook content if the indicators for the used textbooks are not met. In order to effectively employ textbooks in the classroom, it is necessary to first analyze the content. The need for instructional resources continues to be the top priority for teaching and learning activities at the moment. Textbooks serve as both the primary learning resources for students as well as the primary teaching resources for teachers. Textbooks are a quick way for teachers to obtain teaching materials if they are not yet able or prepared to develop lesson plans in accordance with the relevant indications [22].

Before a book is provided to students, the feasibility must be assessed because the book's quality is crucial and needs to be stated. Teachers frequently employ different textbooks without evaluating for content feasibility, presentation feasibility, language feasibility, or graphic feasibility. Consequently, the evaluation of textbooks is seen as a judgment regarding education.

BSNP collaborates with the Curriculum and Book Center, known as Puskurbuk, which specializes in curriculum and literature. According to Government Regulation Number 32 of 2013, Article 43, paragraph 5, textbooks are examined and/or analyzed by BSNP or a team created by the Minister and after determined by Ministerial Regulations. Based on the description above, the author believes it is necessary to conduct study on history textbooks. The authors' interests include the discovery of various potentials as well as some of the inadequacies observed in both internal and external private books. According to the recommendation part of the Haniatin Nabila Thesis, some large private publishers

still pay less attention to the textbook writing guidelines that have been determined by *BSNP* and *Puskurbuk* [23].

2. Method

Descriptive qualitative research will be used by the researcher. For the XI grade of senior high school, the "*Bahasa Inggris*" textbook was analyzed using document analysis as a method. The characteristics and materials are in accordance with what *BSNP* expects from the table of contents as an evaluation criteria for textbooks. This textbook has 8 chapters and the researcher decided to study 4 chapters as a sample to do the research.

The researcher used a documentation to get data from the 2013 high school curriculum for data collection, analysis, and interpretation. The scoring tables and rubric assessments from *BSNP* serve as the documentation for this study. Data for the entire chapter is collected from textbooks. As a reference for assessing and interpreting the data, the researcher will also use books and a variety of research publications on textbook content analysis. The researcher will next use the *BSNP* instrument to collect accurate data, present credible findings that are close to the real world, and apply textbooks. Additionally, Indonesian textbook evaluation and analysis frequently use rubrics. After collecting the data, the researcher decided to use several techniques to analyze the data, namely:

1. Using a rubric, analyze each chapter of "*Bahasa Inggris*" for high school students in grade X. Only one of the four categories offered by the *BSNP* will be used, and the rubric assessment will be taken directly from the *BSNP*. The feasibility of this content.
2. Analyze the data and report it numerically in a paragraph with a descriptive table. After gathering the required data, the researcher provides the data in this step, which is then analyzed by giving each chapter a score from 1 to 4 using the scoring table: (1) very bad, (2) bad, (3) good, and (4) very good. As a result, the researcher provides the findings numerically and descriptively for evaluation.
3. The researcher then totaled up the percentage of conformance of the textbook's contents to indicate the level of fulfillment in the form of a numerical formula. This was done to better convey the data. The researcher will apply [5] statistical model for data formats:

$$\begin{aligned} \text{Percentage} & : P \\ \text{Total Score} & : A \\ \text{Total Score Maximal} & : B \\ \text{Percentage Eligibility} & : P = \frac{A}{B} \times 100\% \end{aligned}$$

3. Findings and Discussion

The researcher provided the data collected from a textbook that had previously been analyzed in this section. For each chapter in the textbook, a score table evaluating the content's feasibility from *BSNP* will be used to present the research findings. Four chapters are used as samples. For each chapter, there are 8 categories and characteristics. At the conclusion, the cumulative score for the four chapters will be displayed as a percentage. The percentage will show how well the English textbook "*Bahasa Inggris*" complies with the *BSNP*'s requirements.

Table 1. The Content Feasibility of Chapter One

Sub-components	Items	Scores			
		1	2	3	4
Materials Suitability with core and basic competence	Completeness			✓	
	In-Depth				✓
The Accuracy of Materials	Social Functions			✓	
	Generic Structure			✓	
	Linguistic Features				✓
Supporting Materials	Relevance				✓
	Development of Life Skills				✓

	Development of Diversity Insights				✓
Total				4	4

a. Materials Suitability with core and basic competence

1) Completeness

Each chapter must have three different sorts of texts, as specified in the rubric assessment, in order for it to be considered complete and receive four points. Interpersonal, transactional, and functional texts all consist. These texts need to be connected to the chapter's fundamental competencies. The researcher gave three points for this chapter because there is no functional text in there.

2) In-Depth

This chapter has covered the four necessary elements. These elements are exposure, retention, production, and extension. For the presentation of this chapter it is shown on pages 4 to 7. Production is on the exercise page located on pages 10 to 16. Extension is on page 16. In production and extension, students are asked to do the exercise orally and written.

b. The Accuracy of Materials

1) Social Function

There are only two social function aspects in this chapter. Interpersonal communication and transactional communication are these two components. Page 10 through 11 is related to interpersonal communication, whereas pages 12 through 16 are related to transactional communication. Three points were given for the chapter's social functions.

2) Generic Structures

Since this chapter does not thoroughly cover the topic of generic structures, it only received three points. On pages 9 to 16, there are exercises that ask students to think systematically.

3) Linguistic Features

The language used in this chapter is considered polite and acceptable in society and uses language that easy to understand. On pages 2, 3, and 12 are language that uses basic expressions related to the topic of the chapter. Therefore, the researcher gave four points for the linguistic features category.

c. Supporting Materials

1) Relevance

The illustrations in this chapter are in accordance with the topic as on page 2 to 3, then there are also pages 12 to 13 that they can motivate students to carry out conversational activities. Therefore, the researcher gave four points for this category.

2) Development of Life Skills

Personal skills, social skills, academic skills, and vocational skills are among the life skills covered in this chapter. This means that every element required for the development of life skills is included in this chapter. Therefore, the researcher gave four points for this category.

3) Development of Diversity Insights

On page 16 there is an exercise in which students are asked to create the post card. On this page, there is an example of a post card with a picture of a traditional Indonesian market, so students can get inspiration in making post cards with themes related to various cultural traditions in Indonesia. So four points are very suitable to be given to this category in chapter one.

Table 2. The Content Feasibility of Chapter Two

Sub-components	Items	Scores			
		1	2	3	4
Materials Suitability with core and basic competence	Completeness			✓	
	In-Depth				✓

The Accuracy of Materials	Social Functions			✓	
	Generic Structure			✓	
	Linguistic Features				✓
Supporting Materials	Relevance				✓
	Development of Life Skills			✓	
	Development of Diversity Insights		✓		
Total			1	5	2

a. Materials Suitability with core and basic competence

1) Completeness

Pages 21 through 24 contain lessons on expressing opinions and thoughts. The exercises are then found on pages 25 to 30. Fill in the blanks exercises are the first kind of exercise in this chapter. Identifying which sentences are respectful and which are not is the second exercise. The following activity requires students to role-play with their classmates in an interactive conversation. The fifth activity is writing connections. For this exercise, students must select one topic from the list provided. They are also required to create a conversation in which they must convey their opinions on the topic they have selected using the methods described on pages 21 to 24. There are only two items in this chapter that fit within the transactional and interpersonal texts complete categories. This chapter only gets three points as a result.

2) In-Depth

This part receives four points because all requirements were fulfilled. Represents exposure on page 30. Then, pages 27 to 28 for production and pages 27 to 29 for oral production are represented (written). Then, pages 20 to 24 display the retention.

b. The Accuracy of Materials

1) Social Functions

Interpersonal communication can be seen on page 30 and for transactional communication on pages 27 to 28. Of the three aspects required in social functioning, only two aspects are fulfilled in this chapter. Therefore, the researcher only gave three points for the category of social function.

2) Generic Structures

Only two requirements, namely interactive interpersonal texts and transactional texts, are met, hence researchers only give this chapter three points for generic structure. Page 27 presents the first. On page 30, the second is then shown.

3) Linguistic Features

The linguistic feature of this chapter gets four points because all the necessary aspects are met.

c. Supporting Materials

1) Relevance

As in chapter one, the illustrations in chapter two already meet the criteria. A score of four will be given by the researcher.

2) Development of Life Skills

Social, personal, and academic skills are some of the life skills that students might learn in chapter two. As a result, this chapter gets three points for its emphasis on life skills.

3) Development of Diversity Insights

There are student activities on page 30. The topic of one of the exercises is corruption in Indonesia. Students will become aware of these challenges and care about their own country as a result of this topic. As a result, the researcher gives this chapter two points.

Table 3. The Content Feasibility of Chapter Three

Sub-components	Items	Scores			
		1	2	3	4
Materials Suitability with core and basic competence	Completeness				✓
	In-Depth				✓
The Accuracy of Materials	Social Functions			✓	
	Generic Structure		✓		
	Linguistic Features				✓
Supporting Materials	Relevance			✓	
	Development of Life Skills				✓
	Development of Diversity Insights		✓		
Total			2	2	4

a. Materials Suitability with core and basic competence

1) Completeness

An informal or formal invitation letter is covered in this chapter. Lessons that explain invitation letters to students in the context of the book can be found on pages 34 and 35. On pages 36 to 37, formal invitation samples are also provided. Additionally, as seen on page 38, students can learn how to respond to invitation letters in this chapter. Four points are given by the researcher for completeness.

2) In-Depth

This chapter covers every factor needed for the in-depth category, including extension, exposure, production, and retention. Therefore, the researcher gave four points for this category. In the category of completeness and in-depth all have met the criteria. As stated by Tarigan regarding the criteria of a good textbook, one of them is relevance to the curriculum. Both of these categories already include these rights [24].

b. The Accuracy of Materials

1) Social Functions

In this category, this chapter only consists of interpersonal communication and transactional communication. Therefore, the researcher only gave three points for social functions.

2) Generic Structures

Only one aspect is mentioned, hence the generic structure of this chapter only gets two points. On page 41, there is an interactive transactional text that includes this component.

3) Linguistic Features

The language used is perfectly fine because the subject of this chapter is formal invitations. Because all the necessary criteria have been met, four points are given for this category.

c. Supporting Materials

1) Relevance

Considering that the teaching materials in this chapter are relevant to the subject but do not include a source citation, the relevance of chapter three only got three points.

2) Development of Life Skills

On page 33 there are aspects of social skills that can be obtained by students, academic skills are on pages 41 to 43, for vocational skills are on page 43, and for personal skills are on page 44. Because all aspects have been met, the researcher gives four points for the category development of life skills in this chapter.

3) Development of Diversity Insights

There are a few lessons about diversity insight in this chapter. The textbook's page 36 contains an example of this. The page includes an illustration of an invitation letter and specifies that batik is the appropriate attire for the event. Therefore the researcher gave two points for this category.

Table 4. The Content Feasibility of Chapter Four

Sub-components	Items	Scores			
		1	2	3	4
Materials Suitability with core and basic competence	Completeness				✓
	In-Depth				✓
The Accuracy of Materials	Social Functions			✓	
	Generic Structure			✓	
	Linguistic Features				✓
Supporting Materials	Relevance				✓
	Development of Life Skills				✓
	Development of Diversity Insights	✓			
Total		1	1	2	4

a. Materials Suitability with core and basic competence

1) Completeness

This chapter contains examples of texts as well as a detailed explanation of analytical exposition. The student practices are then found on pages 52 to 59. Because all requirements for completeness have been completed and the chapter's core competencies and basic competencies are still met, it is deemed complete. Therefore, this chapter is considered to be four points complete.

2) In-Depth

This chapter gets four points for the in-depth category since all criteria have been met. Pages 52 to 56 show exposure, pages 47 to 51 show retention, and pages 51 show extension and production.

b. The Accuracy of Materials

1) Social Functions

Given that this chapter only provides two mandatory features, the social function gets three points. They are transactional and functional communication.

2) Generic Structures

Only two requirements are met in this chapter. These features include short functional texts and interactive interpersonal texts. These books are meant to encourage students to think logically. Therefore, the researcher gave three points.

3) Linguistic Features

Due to the fact that all relevant components are used in this chapter, the linguistic features of this chapter get four points.

c. Supporting Materials

1) Relevance

The exercises and texts provided in this chapter are all illustrated and relevant to the topic, which is why the researcher scored this chapter four points for relevance.

2) Development of Life Skills

Interpersonal skills are found on pages 52, 56, and 60, transactional skills are found on page 54, academic skills are found on page 56, and vocational skills are found on page 59. The researcher therefore gave the category this a score of 4.

3) Development of Diversity Insights

This chapter does not contain lessons related to the development of insight into diversity. Therefore, the researcher only gave one point.

Table 5. Feasibility of Content Frequency Table

Sub-components	Items	Scores			
		1	2	3	4
Materials Suitability with core and basic competence	Completeness			2	2
	In-Depth				4
The Accuracy of Materials	Social Functions			4	
	Generic Structure		1	3	
	Linguistic Features				4
Supporting Materials	Relevance			1	3
	Development of Life Skills			1	3
	Development of Diversity Insights	1	2		1
Total		1	3	11	17
		32			

According to the frequency table above, 17 categories of feasibility content received 4 scores and met the criteria for the *BSNP* rubric assessment out of the total 32 categories that were analyzed in 4 chapters. Additionally, 1 category had a score of 1, 3 categories received a score of 2, and 11 categories received a score of 3.

$$P = \frac{17}{32} \times 100\%$$

$$P = 53\%$$

The final percentage indicates that 53% of the materials in the "*Bahasa Inggris*" textbook complied with and met the criteria for the *BSNP* rubric assessment.

4. Conclusion

BSNP is an institution that evaluates the textbook's compatibility and acceptability. Some textbook contents and materials are evaluated using a rubric assessment by *BSNP*. The practicality of content is one of the factors used to evaluate particular textbook contents and materials. It contains four characteristics in terms of content feasibility. There are social functions, relevance and currentness, life skill development, and diversity of insight.

The findings of this work support Madjid's claim in his research that English textbooks must go through multiple security checks before teachers and students use it [25]. Based on the data analysis only two of the eight content feasibility sub-components of the "*Bahasa Inggris*" textbook for senior high school's XI grade got low scores, leading the researcher to the conclusion that the book is useful. The development of diversity insight and generic structure are the sub-components. Three of these sub-components are classified as "poor" for the development of diversity insight, and one generic structure is also bad. The "*Bahasa Inggris*" textbook for the XI grade of senior high school, in conclusion, fulfills all of the feasibility requirements for the *BSNP*'s content as well as the requirements of the 2013 curriculum. However, it would be better if the teacher could also look for other sources to develop teaching materials. Don't just rely on one textbook source.

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