CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is one of the most important things in a person's life. Education determines and guides a person's future and life direction. A person's talents and expertise will be formed and honed through education. Education is usually used to measure the quality of each person, and it is also one of the needs of human beings to improve and explore the potential of human existence.

Understanding education, education can be divided into two types, namely formal and non-formal. Formal education is obtained by following a project planned and constructed by a country's agency, department, or ministry (for example, a school of education that requires a Curriculum for teaching planning). Non-formal education is knowledge gained from various experiences in everyday life, both experienced and learned from others.

The teacher is also responsible for ensuring that the learning material is introduced to students and children or based on their development and direction related to appropriate learning outcomes. In order to select textbooks, teachers must consider at least two basic rules. The content and format will be introduced later in the next chapter. In theory, textbooks are developed based on written courses. This course also guides the evaluation of textbooks. Oliva & Gordon (2013: 19) states that "Curriculum implementation is defined as the translation of plans into action", clearly this statement states that curriculum implementation is an action based on plans that have been made. The role of this textbook is to act as

an intermediary between existing (written) notes and the subjects being implemented. Increasing attention is being paid to the quality of textbooks around the world. The book is based on the 2013 curriculum currently being collected According to Widiati, Dkk (2014:1) the 2013 curriculum aims to adapt to the 21st century learning model. In this learning method, there is a transformation from informing students to looking for students in various learning sources outside the scope of the teaching staff and educational units. Given that English has more learning resources than all other languages, the role of English in this learning model is very important.

The 2013 curriculum recognizes the importance of the role of English in conveying ideas beyond Indonesia's territorial borders and in absorbing ideas from outside that can be used by the nation and state. Thus, the formulated competencies of secondary education graduates can be a reflection of a nation that actively contributes so that world relations and civilization can be achieved. Learning English for Secondary Education Class XII of senior high school which is presented in the form of a book designed to improve language skills. The presentation uses a text-based learning approach, both oral and written, by placing English as a means of communication. Understanding the type, rules, and context of the text accordingly, making it easier for students to understand implied and implied meanings in a text; also to present ideas in the form of text that are easy to apply for the meaning of the content and to appreciate the beauty of the choice of word series.

The researcher is also curious about the topic or theme chosen in textbooks and in each sub-chapter of reading material. As it is known by researchers that in

every reading material or textbook, the writer must really pay attention to the selection of each theme to build the unity of each material so that it can include goals in the teaching and learning process in the English environment as a Second Language. Furthermore, textbooks that are given ESL environmental standardization must have communication skills that are built into the real world. Each topic must have a theme that blends in with the best. The naming of each theme must be easily understood by students and later can imply it into the real world of communication. Furthermore, the contents of the textbook are analyzed by researchers which points have weaknesses or good points. Researcher is very curious about the content of the 2013 Curriculum English Book.

This research is a descriptive qualitative research. To describe the validity of the contents of the learning textbook using thematic coding tools. The writer aims to find out about the 2013 curriculum. This study then hopes that standard textbooks can be widely used as the main textbook for every junior high school student and teacher. Quality textbooks that are suitable for use as learning materials. Considering that the 2013 curriculum only emphasizes attitudes towards students and communication skills, every standard textbook must also have criteria like this, to build good student attitudes through learning English. Through good communication, English can then be used in very close relationships around the world.

The researcher then made the research problem as a thematic coding of Textbook Analysis. Thematic coding is used to pursue categories to what extent textbook patterns are similar. And used to get the essence of textbook content according to standards with the Communication Language Teaching approach.

Selection of the title **"** An Analysis Of Characteristic Of 2013 Curriculum As Found In English Textbook Entitled "Bahasa Inggris" For Class Xii Students Of Senior High School**"**.

1.2 The Problem of the Study

Based on the background above, the problems is formulated as follows: "How is the characteristic of 2013 curriculum applied in English textbook entitled "Bahasa Inggris" for class XII of Senior High School?"

1.3 The Objectives of the Study

Based on the background of the study, the study focuses on finding out the characteristics of the 2013 curriculum in textbook class XII Senior High School.

1.4 The Scope of the Study

This book introduces the minimum work that students must do to achieve their expected abilities. According to the method used in the 2013 curriculum, students are asked to be brave enough to find other available learning resources that are widely distributed around. In the activities of this book, the teacher's role in increasing and adjusting the absorption of students is very important. Teachers can enrich creative content in the form of other appropriate and related activities from   social   and   natural   environments.

1.5 The Significance of the Study

The research results are expected to provide:

1. Theoretically

    1. The result of the research could become a new perspective in analysis of curriculum.

    2. Could become a new model in doing content analysis.

2. Practically

    1. Teachers of English subjects can use this research to select English textbooks suitable for their class.

    2. Course developers can use this research to calculate how to teach English to students.

    3. Environmental English education departments can use this research to expand the activity model in textbook.

CHAPTER II

LITERATURE REVIEW

2.1 Education

Education is to consciously and systematically create a learning atmosphere and learning process for students, so that students can actively develop their potential, so that they have religious spiritual strength, self-control, personality, wisdom, noble character, and skills needed by themselves and society public. Education can be interpreted as a conscious and systematic effort to achieve a better standard of living or progress. In simple terms, education is a learning process that allows students to understand and understand, and makes people think more critically. John Dewey (2003:69) state explains that "Education is the process of forming fundamental skills intellectually and emotionally towards nature and fellow human beings".

2.2 Curriculum

2.2.1 Definition of Curriculum

Curriculum is not to care about what students will do in the learning context, but care about what they will do (or what they can do) as a result of what they do and the relationship between the learning process, not in the report or after fact. The national English curriculum was revised in 1984, 1994, 2000, and 2003. According to the 1975 curriculum the objectives of teaching English in junior secondary schools were to facilitate developing science, technology, culture and

arts, as well as enhancing international relations. The four language skills: reading, writing, listening and speaking are taught discretely.

The total vocabulary that students must master when completing junior high school is 1,500 words and 4,000 words for high school students Formation of habits by training according to military means so that, at that time there were more vocabulary excavations that the students believed could master English well. In addition to mastering 4,000 words to determine English vocabulary patterns, the teachers at that time tried to teach comprehension goals and reading structures, as well as other learning objectives.

Such a topic means that when the teacher asks students to remember a set of words, the word must have a topic.

The 1975 curriculum approach is:

1. Goal-oriented

2. Integrative oriented

3. Emphasized the goals of efficiency and effectiveness in capacity and time

4. Follow the instructional system with development procedures learning system

5. Influencing psychological behavior by emphasizing response and drilling stimuli.

In 1975 was also known for the audio-lingual approach that was the same as the approach to the previous curriculum. In 1984 the ministry of education revised the national curriculum so that it became known as the 1984 curriculum. Communicative is defined as oral communication so that other language skills such as reading, listening, and writing are ignored. Grammatical accuracy is

sacrificed for fluency; as a result students almost speak something akin to Creole English. Creole language, or simply, is a naturally stable language that is developed from the mixing of the parent language.

Another curriculum was introduced in 1994. Not many changes in teaching English. However, there was a change in the priority of language skills in the 1994 curriculum. The most important language skills are reading, followed by listening, speaking, and writing. The number of words expected to be mastered has decreased to 1,000 from 1,500 words for junior high school and 2,500 words for senior high school decreased from the previous 4000 words.

Curriculum for high school students majoring in language, they must master 3,000 words at the end of the program. Language skills and language elements are no longer taught separately as in the 1984 curriculum. Teaching is wrapped around the themes and functions of language (Mistar, 2005: 13).

James A. B. (1986:1) states, the curriculum is divided into four categories, namely:

1. The curriculum as a product is a type of document that contains a number of subjects, a syllabus for a number of subjects, a series of skills and objectives to be achieved and contains a number of textbook titles.

2. Curriculum as a program refers to a series of subjects provided by schools or educational institutions including compulsory subjects and elective subjects.

3. The curriculum as a provision for learning means something that is taught. Something that is taught can be in the form of knowledge, expertise or skills, attitudes and behavior.

4. The curriculum is defined as the subject experience of students which refers to a series of events experienced by students as a result of various planned and unplanned situations.

According to Ross, L.N. and N. Dean Evans. (1997:1) views the curriculum as "everything that plans the experiences given by schools to help achieve learning that is determined beyond their ability.

Based on the above definition, the writer concludes that the curriculum is a container that will determine the direction of education. The success or failure of an education is very dependent on the curriculum used. The curriculum is the spearhead for the implementation of educational activities. Without a curriculum it is impossible for education to run properly, effectively and efficiently as expected. In theory According to (Mistar, 2005:13) curriculum for high school students majoring in language, they must master 3,000 words at the end of the program. Language skills and language elements are no longer taught separately as in the 1984 curriculum. Teaching is wrapped around the themes and functions of language.

In this curriculum, learning English only emphasizes how children must master communication using English. Students should always practice speaking in English in their everyday way of speaking. In this curriculum students must look for the original to practice their mastery of communicating in English. In 2004 a competency-based curriculum was adopted. There are no significant changes in terms of learning materials. In the previous curriculum trimester the school calendar was used. In the 2004 curriculum a semester school calendar was introduced. The quality of education is controlled by the government by setting

basic competencies and competency standards. Likewise, it emphasizes communication to face the global economy and global education.

Students have to compete around the world with communication tools. As we all know that the main language for communication is English. High standards of passing are emphasized in English lessons. Besides that, it also uses the seventh learning pattern, namely Listening, Then Speaking, Reading and then Writing; adaptation theory of the way humans produce language or can speak.

In 2006, in line with the enactment of the Regional Autonomy Law, the Ministry of Education promoted school-based management and school-based curricula. Schools are expected to develop their own curriculum and be financially independent. The adoption of a school-based management system only benefits schools in cities and in well-developed areas. Schools in disadvantaged and rural areas are under-resourced due to significant budget cuts from the central government. The government still controls education by suggesting approved teaching materials and applying national standard tests. The same is true in rural, rural areas where there is a shortage of qualified English and English teachers.

This year, the government finally decided to initiate a new design curriculum, the 2013 curriculum. Thousands of schools, ranging from Elementary Schools (SD), Junior High Schools (SMP), to Senior High Schools (SMA) have participated in this trial. Despite the debate about the lack of preparation and infrastructure, the 2013 curriculum offers many new features in our education system.

Unlike previous courses, the 2013 course is based on IT. The Ministry of Education and Culture has established a website to monitor the implementation of

the 2013 curriculum. The website provides detailed information on course implementation, including teacher guides and topics. However, this course will remove computers or IT from the compulsory secondary school subjects. Students are not required to take courses in computer science; instead, they can study outside the classroom. In contrast, science subjects (mathematics, physics, biology and chemistry) and religious subjects each received an extra hour of contact time.

The difference between the 2013 Curriculum and the Education Unit Level Curriculum lies in the aspect of knowledge competence. The 2013 curriculum places attitudes on a higher priority than skills and knowledge competencies. Thus, it is said that the subjects of English, Social and Science will be removed from the subject list for primary schools; Social studies and science will be integrated into other subjects, such as Indonesian, etc., while English can be studied as an extracurricular subject. No wonder the government forgets that to achieve a bright future, a good attitude must be accompanied by knowledge. Moreover, this subject is very important for child development. English is the international language, Social science teaches children how to socialize with others, and Science explains their own nature. I can't imagine what it would be like if 6 years of elementary school were wasted without thoroughly studying these three important subjects.

Nunan (1988:98) states, Material is actually an important element on the inside curriculum, and does more than just lubricate the learning wheel. Best of all, they provide concrete models for desired classroom practice. They act as curriculum models and they best fulfill the teacher development role.

The curriculum must have competency standards. Standard English learning competencies are competencies that must be achieved by students as a result of learning English. There are three standard competencies in English lessons:

1. Oral and written communication using a variety of languages in the form of narrative, report, news item, etc.

2. Communicating spoken and written language using a variety of languages in the form of descriptive paragraphs, anecdotes and expository.

3. Communicate spoken and written language using a variety of languages in the form of explanations, discussions, comments and reviews.

English education serves to develop students in all aspects of education such as: personality, science, technology, arts, and international communication skills. Although in the current curriculum it is said that English is not taught as a compulsory language, it is believed that through English lessons students must get other aspects of education. Through language can build students' attitudes and the way they face the future in this global era.

2.2.2 Curriculum 2013

The 2013 curriculum is considered the most important comprehension, skill and character education course. Students are required to understand the materials, actively participate in discussions and presentations, and have a high degree of respect and discipline.

Mohamedi's Soedijarto (2011: 49) explained that Indonesia has undergone many curriculum changes, including courses 1947, 1964, 1968, 1973, 1975, 1984,

1994, 1997, 2004, 2006, and finally course 2013. Curriculum changes may be affected by many factors, one of which is political factors. For example, the 1984 curriculum was included in the PSPB's national resistance education theme. In addition to excluding PSPB subjects in the 1994 curriculum, a high school curriculum will be introduced to make public education a preparatory education for universities.

The curriculum development in 2013 was carried out in accordance with the changing needs of various aspects of life, and the task of No. 5 Tahun 2010 about the Sistem Pendidikan country in the 20th century and the President of Peraturan in the 20th century about Rencana Pembangunan Jangka Menengah Nasional UU in 2003 (Kusuma, 2013). Mendikbud (2013) stated in Modul Bahasa Inggris that the content of the 2013 course is the core competence of the class, followed by the basic competence of the subject. The core competence is the quality that the students in the class must possess through the basic competence organized in the student's learning process. Basic ability is the ability that students must learn. This basic ability will provide a reference for teachers to compile course outlines and teaching learning process.

The 2013 curriculum uses scientific methods. As conveyed in Permendikbud No. 81a in 2013, the scientific method is a learning process designed to allow students to actively construct concepts and principles through the following steps: (1) observation; (2) questioning; (3) gathering information And draw conclusions, (4) association, and (5) communication.

According to Widiati, Dkk (2014: 1) the 2013 curriculum aims to adapt to the 21st century learning model. In this learning method, there is a transformation

from informing students to looking for students in various learning sources outside the scope of the teaching staff and educational units.

2.3.3 Characteristics of the 2013 Curriculum

The characteristics of the 2013 curriculum are as follows:

1. Develop a balance between spiritual and social attitudes, knowledge and skills, and apply them in various situations in school and society;

(Mengembangkan keseimbangan antara sikap, pengetahuan dan keterampilan

spiritual dan sosial, serta menerapkannya dalam berbagai situasi di sekolah dan masyarakat).

2. Placing the school as part of the community that provides learning experiences so that students are able to apply what they learn at school to the community and utilize the community as a learning resource;

(Menempatkan sekolah sebagai bagian dari masyarakat yang memberikan pengalaman belajar agar siswa mampu menerapkan apa yang dipelajarinya di sekolah kepada masyarakat dan memanfaatkan masyarakat sebagai sumber belajar).

3. Give sufficient time to develop various attitudes, knowledge and skills;

(Memberikan waktu yang cukup untuk mengembangkan berbagai sikap, pengetahuan dan keterampilan)

4. Competency development as outlined in the form of class core competencies which are further detailed in the basic competencies of subjects;

(Pengembangan kompetensi yang dituangkan dalam bentuk kompetensi inti kelas yang dirinci lebih lanjut dalam kompetensi dasar mata pelajaran).

5. Developing core class competencies into elements of organizing basic competencies. All basic competencies and learning processes are developed to achieve the competencies contained in the core competencies;

(Mengembangkan kompetensi inti kelas menjadi unsur-unsur pengorganisasian kompetensi dasar. Seluruh kompetensi dasar dan proses pembelajaran dikembangkan untuk mencapai kompetensi yang terkandung dalam kompetensi inti).

6. Developing basic competencies based on accumulative principles, mutually reinforcing (reinforcing) and enriching (enriching) between subjects and levels of education (horizontal and vertical organizations).

(Mengembangkan kompetensi dasar berdasarkan prinsip akumulatif, saling menguatkan (reinforcing) dan memperkaya (enriching) antar mata pelajaran dan jenjang pendidikan (organisasi horizontal dan vertical)).

7. Referring to these six characteristics, all curriculum implementation activities are centered on the realization of core competencies which are realized by placing schools as part of the social system.

(Mengacu pada keenam karakteristik tersebut, maka seluruh kegiatan implementasi kurikulum berpusat pada perwujudan kompetensi inti yang diwujudkan dengan menempatkan sekolah sebagai bagian dari sistem social).

Based on this statement, it can be concluded that the 2013 curriculum aims to develop student skills, where students play an active

role in the learning process, and the main task of the course is to form a good student personality. According to Widiati, Dkk (2014: 1) the 2013 curriculum aims to adapt to the 21st century learning model. In this learning method, there is a transformation from informing students to looking for students in various learning sources outside the scope of the teaching staff and educational units. Given that English has more learning resources than all other languages, the role of English in this learning model is very important.

2.3 Textbook

Textbook is a book that contains a comprehensive compilation of the contents of a research branch, with the purpose of explaining it. Teaching materials in the form of textbooks are very important for teachers and students. In making teaching preparations and implementing teaching, for example, teachers need textbooks. In addition, without textbooks, teachers will find it difficult to prepare written evaluations. As for students, textbooks also play an important role. Students who do not bring textbooks during teaching and learning activities will not be able to follow the lessons well. In other words, the lack of textbooks in activities and teaching can lead to less successful teaching.

Textbooks have many functions.

According to Prastowo (2012: 167), textbooks are teaching materials produced by an author or a team of authors that are compiled based on the available curriculum or curriculum interpretations and use an approach to implementing the curriculum.

Textbooks are books that contain material descriptions of certain subjects or fields of study, arranged systematically and have been selected based on specific objectives, learning orientation and student development to be assimilated (Muslich 2010: 50).

Tarigan (2009: 13) states, textbooks are textbooks in certain fields of study which are standard books compiled by experts in certain fields for instructional purposes that are equipped with suitable teaching facilities and are easily understood by the wearer in schools and colleges. so that it can support a teaching program.

Based on the above definition, The researcher conclude that Textbooks, Textbooks are school books, Textbooks, Textbooks, or Textbooks, which are books used in schools or educational institutions and are equipped with training materials. Textbooks are books that are used in schools or educational institutions contains descriptions of certain subject matter or field of study, which are systematically arranged and selected based on specific objectives, learning orientation, and student development, to be assimilated. In theory, according to Prastowo (2012: 167), textbooks are teaching materials produced by a writer or a team of writers who are compiled based on the available curriculum or curriculum interpretation and use an approach in implementing the curriculum.

2.4 Previous of the Study

   This study aims to identify the theme and material of the textbook "Bahasa Inggris" which is in accordance with the basic competencies of the 2013 Curriculum for class XII of Senior High School. This research uses descriptive qualitative research. The data source in this study is an English textbook entitled "Bahasa Inggris". The researcher adjusts the theme and material of the English textbook entitled "Bahasa Inggris" with the Basic Competencies of the 2013 Curriculum. The researcher uses document analysis and observation as data collection methods. Finally, the authors conclude that all the themes and materials in each chapter in the English textbook are in accordance with the basic competencies of the 2013 curriculum for class XII of Senior High School. The English textbook consists of eleven chapters and each chapter has its own theme and material. In the eleven themes of each chapter, all of the theme chapters are in accordance with the basic competencies of the 2013 curriculum for class XII of Senior High School. This research is also a research that has been there before. The results of this study are the results of research which show that the authors find similarities between theory and application, with striking and current textbooks.

   Second, this study aims to identify the theme and material of the textbook "Bahasa Inggris" which is in accordance with the competence of the textbook entitled "An Analysis of English Textbook Entitled" English for SMA / MA SMK / MAK Class X "but does not use the 2013 Curriculum for Class X SMA. This study both uses descriptive qualitative research. The data source in this study is an English textbook entitled "Bahasa Inggris." The writer adjusts the

theme and material of the English textbook entitled "Bahasa Inggris" with the competence of the book. The writer also uses document analysis and observation as data collection methods. Finally, the writer further concludes that the results show that this textbook is well designed and encourages the independence of students to learn and use language. In addition, this textbook achieves evaluation of textbooks. Biocchi (content, grammar focus, level, material and methodology) well. Although this book is quite good, there are drawbacks, it is not provided by the CD for listening activities, so each teacher makes his own and makes his own audio. This writer is also a research that has been there before. The results of this study are the results of research which show that the authors find similarities between theory and application, with striking and current textbooks.

2.5 The Conceptual Framework

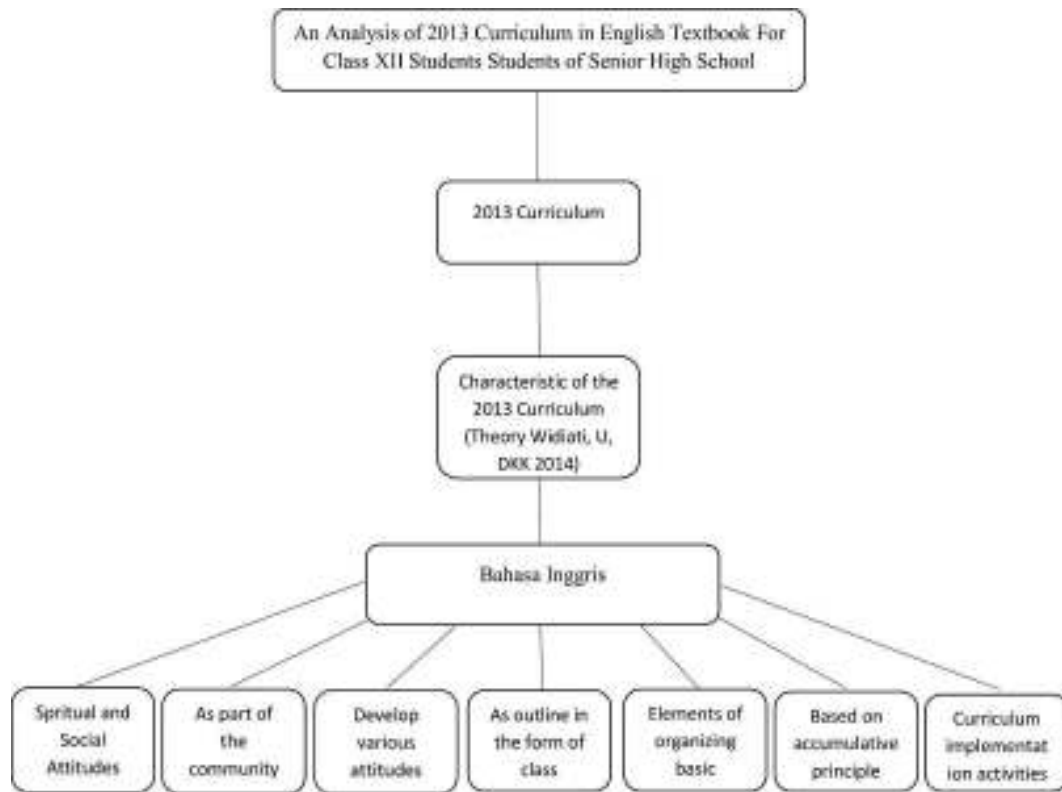The chart of the method can be summarized in the pattern below:

Figure 2.5 The Conceptual Framework of An Analysis of Characteristic of 2013 Curriculum as Found in English Textbook Entitled "Bahasa Inggris" for Class XII Students of Senior High School (Hutabarat.Togi.2021)

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

The design of this study is descriptive qualitative research because this study aimed to observing 2013 curriculum in English textbook entitled "Bahasa Inggris" for class XII Students of senior high school. According to Kothari (2004: 3), qualitative research deals with data that are in the form of words or pictures rather than numbers and statistics. Moreover, as the data was in the form of words and documents, so the data were analyzed qualitatively.

Qualitative research is a general term. It is a way of knowing in which a researcher gathers, organizes, and interprets information obtained from humans using his or her eyes and ears as filters. It often involves in-depth interviews and/or observations of humans in natural, online, or social settings. It can be contrasted with quantitative research, which relies heavily on hypothesis testing, cause and effect, and statistical analyses Lichtman (2013:7).

Based on the above description, According to Kothari (2004: 3), qualitative research deals with data that are in the form of words or pictures rather than numbers and statistics. Moreover, as the data was in the form of words and documents, so the data were analyzed qualitatively. Because Qualitative research is an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency of certain more or less naturally occurring phenomena in the social world.

Research design is the framework of research methods and techniques selected by researchers. The design allows researchers to hone research methods that fit the subject and prepare them for success in their research. Research design also is a research plan and procedure that includes broad assumptions so that the methods of collecting and analyzing data are detailed.

According to Creswell (2009:3) Research Design is plans and the procedures for research to detailed methods of data collection and analysis. According to Moleong (1989:3) Qualitative research is a particular tradition in social science that fundamentally relies on human observation in its own domain and relating to these people in their language and terminology.

Based on the above description, According to Creswell (2009:3) Research Design is plans and the procedures for research to detailed methods of data collection and analysis. Because the writer more interested and easier to understand the theory, and has many well-understood meanings.

3.2 Data and Data Sources

In this study, the data source for this study was an English book for class XII high school students entitled "Bahasa Inggris" which was published by Kementerian Pendidikan dan Kebudayaan in 2018. Then, the data for this study was the content of "Bahasa Inggris" which met the eligibility requirements. The contents is based on the 2013 Curriculum. The 2013 curriculum is used because it prepares Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization."

3.3 Instruments of Collecting Data

The main instrument in this research is observation. Observation is the active acquisition of information from major sources. The method of conducting observation activities must be systematic and the truth must be clarified. In addition, the objects observed in the observation activity must be real and directly observed.

According to Abdurahmat (2006:104) stated that observation is data collection which is done through an observation, by recording the state or behavior of the target object. Thus the observation used in this study is non-participation observation. The things that were observed included: the design, the process of teaching and learning activities, and the findings according to the observation guidelines.

The data from this study were collected through several stages of observation. First, the researcher reads and observes the contents of the textbook as a whole. Second, the researcher compared the contents of the textbook with the 2013 curriculum rubric assessment.

3.4 Techniques of Collecting Data

All procedures have been drawn into how data can be collected by content analysis methods which have been categorized into these steps:

1. Looking for instruments from the 2013 Curriculum. The main guideline to determine the suitability of the "Bahasa Inggris" textbook for class XII of Senior High School with the current one.

2. Study the material in the text book to determine the accuracy of the material and supporting material from the aspect of content feasibility.

3. Observing and scanning the contents of the material in the "Bahasa Inggris" textbook on the material, assignments and exercises, chapter by chapter to determine the suitability and compatibility of the textbook with the instrument.

4. The data obtained from the textbooks are then categorized and arranged in detailed descriptive information to be analyzed based on the characteristics described in the 2013 curriculum assessment rubric in each chapter.

5. Counting the number of frequencies from the description of the data that has been analyzed to find out how much content material meets the criteria based on the feasibility aspect of the content of each textbook chapter.

3.5 Techniques of Analyzing Data

In terms of qualitative data analysis, Sugiyono, (2016: 244) state, "Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, arranging in patterns, choosing which ones are important, and make conclusions so that they are easily understood by themselves and others".

Using the complete data collected from textbook "Bahasa Inggris" and the rubric assessment from 2013 Curriculum, the analysis was done using the following steps:

1. Comparing the material presented in the textbook "Bahasa Inggris" with the categories required characteristic of 2013 Curriculum.

2. Evaluating the materials presented in the textbook uses a Likert scale with a scale of 1, 2, 3, 4. There are nine points of requirement and the maximum score is 4 for each point. In this way, researchers will more easily check the roundness of the instrument he made. This scale is illustrated by giving a check mark ($\checkmark$) of the right column on the horizontal line indicating its score.

3. Interpreting the data gained from the process of evaluation using descriptive explanation.

4. Summing up the compatibility percentage of the textbook content to show level of fulfillment. The researcher will use the following formula to present the data forms in numbers by Sudijono Anas (2005:42):

$$P = \frac{F}{N} \times 100\%$$

a) P = F/N X 100%

b) P = Percentage

c) F = Frequency of fulfilled aspect criteria.

d) N = The total of criteria in each aspect.

Because the presentation of data in this study using the chart and accompanied by a long narrative text descriptions, it is necessary presentation of research results are easy to read to verify the results of

research that has been done. To meet these needs, the researcher use the formula above because the formula shows the percentage of suitability between textbook content with content feasibility standards. The above formula is the most suitable formula because the reader can clearly see the level of conformity of 0-100%

e) The textbook is considered "excellent" if it meets more than 80% of the material evaluation criteria. The textbook is considered "good" if it meets the 61% - 80% material assessment criteria. The textbook is considered "average" if it meets the criteria 41% - 60% of the material evaluation criteria. The textbook is considered "weak" if it meets less than 40% of material evaluation criteria. The above classification has also been adapted to the value guidance of 2013 Curriculum textbook assessment tool text.