

BUILDING SKILLS, KNOWLEDGE, AND ATTITUDE RELATED TO STUDENT-CENTERED LEARNING: A CONTENT ANALYSIS ON VIRGINIA EVAN'S ENGLISH GRAMMAR BOOK ROUND-UP

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A textbook is considered an essential component of a learning system because it assists teachers in delivering and developing learning materials and providing a framework for teaching program activities. A learning textbook must adhere to educational objectives, instructional needs, and curriculum. This study aimed to analyze the textbook's content, whether it is qualified for teaching English, and whether it is relevant for teaching English based on the 2013 curriculum and BSNP textbook qualified standard. This study used a descriptive qualitative method. The instrument used in this study was a document analysis checklist that had been modified to reflect the 2013 curriculum and BSNP standards. The textbook assessment stages contain qualified textbook and content feasibility, language, presentation, and graphical components. The researcher found the material offered in this textbook covers all of the subject matter in the scope aspect that supports the attainment of the curriculum standard competencies and essential competencies. Through core competencies (CC) and Basic competencies (BC), this textbook presented students with the most comprehensive learning experience, allowing them to build skills, knowledge, and attitudes related to student-centered learning. The material's applicability, language, presentation, and graphic components are considered in the BSNP standard qualified textbook. Based on the result of data analysis, the researcher concluded that this English grammar book round-up indicates the qualified textbook and relevance to teach English based on the 2013 curriculum and BSNP standard qualified textbook.

Keywords: *A Textbook; BSNP Textbook Qualified Criteria; Content Analysis; The 2013 Curriculum*

1. INTRODUCTION

In this current era, there are a lot of textbooks that are used for teaching and learning. A textbook is important in learning as a teaching guide. A textbook is used to explore science, technology, art and present material about a scientific discipline and as a means to help students learn (Brown, 2000). Students and teachers use a textbook as a learning syllabus. It assists in teaching and gives instructional guidance. Textbooks can be used as a learning medium to help teachers deliver and develop learning materials and provide a framework for teaching program activities (Callender, 2009). A teacher is given the authority to select the textbook used in the teaching and learning process, and the textbook must be appropriate for students. One way to determine the quality of a textbook used in a learning system is by analyzing the textbook. A textbook analysis is an investigation activity, study, examination, and research of written materials containing learning resources by relevant standards and qualifications (Hall & Valentin, 2005). A learning textbook must adhere to educational goals, instructional needs, and curriculum.

In addition, textbooks must also motivate students, display attractive graphics, consider linguistic variables, encourage student activity, including reading materials and exercise (Laurent, 2011). A qualified textbook must be interesting, provide knowledge, stimulate students to think analytically, emphasize normative values and respect differences of the readers (Cunningworth, 2000). This matter is relevant to the directorate of general secondary education (*Permendikbud*, 2016), which states that a textbook is a collection of systematically made of writings containing a particular subject matter prepared by the author using the applicable curriculum reference. In Indonesia, the current curriculum is the 2013 curriculum,

which is known as K13. The main principle of curriculum development in 2013 is a competency-based curriculum and has three aspects of assessment; knowledge, skills, and attitudes & behavior. Based on *Permendikbud* No. 2 of 2008, textbooks at the primary and secondary education levels must be assessed for feasibility by the BSNP (*Badan Standar Nasional Pendidikan*) before using by teachers or students as learning resources in the teaching and learning process. It is required to have a textbook that has passed the BSNP assessment. Therefore, based on the Development of Culture and Nation Character in 2010, there are 18 characters which is a process of cultural inheritance and a national character to students to behave in a variety of virtues that are believed and used as a basis for perspective, thinking, behaving, and acting to improve the quality of community and nation living in the future. The characters are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendship/communicative, peace-loving, fond of reading, caring about the environment, caring socially, and responsible (Rindrayani, 2020). Because of k-13 curriculum is concerned about learner's character education. By having character education, the efforts are made seriously in the form of a transformation of social and cultural ethical values that are grown and developed in personality to form behavior that aims to educate children (Jamaludin, Sudrajat, & Prawira, 2021).

Furthermore, Education and Cultural Ministry No.19 of 2005 state the appropriateness of the textbook's content, language, presentation, and graphics are assessed by BSNP and stipulated by ministerial regulation. Even so, the reality is that there are textbooks that are still very diverse in quality. It follows the researcher's interview results with four English teachers who applied the 2013 curriculum in junior high school to obtain information about the Suitability. Based on the results of interviews that have been conducted, it turns out that the textbooks used at school still have shortcomings, especially in the use of old editions. One of them is "English Grammar Book, Round-Up." Meanwhile, Education and Cultural Ministry No. 19 of 2005 and Ministerial Regulation No.22 & 23 of 2006 state the criteria for a good textbook are books that can be used for at least five years, both in terms of content and physical book. The five years are intended to accommodate meaningful changes in the development of science and technology and the consideration of economics for users. Conditions, as mentioned previously, should not be allowed to continue. Therefore, this study aimed to analyze whether the textbook content is qualified for teaching English and whether the textbook is relevant to teaching English based on the 2013 curriculum and BSNP textbook qualified standard. Based on the interview session with the teacher on March 12th, 2021, teacher mostly used k-13 curriculum as the guidance for the teacher to teach in the classroom because based on their point of view, k-13 curriculum encourages the students to be active, creative and virtuous. This study is conducted since there were lots of old book used in some schools in Indonesia, especially in Padangsimpuan, North Sumatera, which needs to be updated at least 5 years based on Education and Cultural Ministry No. 19 of 2005 and Education and Cultural Ministry No.22 & 23 of 2006. Teachers may find this article helpful in suggesting ways in analyzing and selecting English learning textbooks based on the 2013 curriculum and BSNP standard qualified textbook.

2. RESEARCH METHOD

This research used a qualitative descriptive approach and content analysis technique for analyzing a textbook. Descriptive presentation of qualitative data is content analysis (Rahman, 2016). In this study, the content analysis aimed to analyze the textbook and explain whether the content is qualified and relevant for teaching based on the 2013 curriculum and BSNP textbook qualified standard. In this study, this research's object is content and relevance for teaching based on the 2013 curriculum and BSNP textbook qualified standard. In the data collection technique, the researcher used a documentation checklist. The instrument used in this study is a documentation checklist adjusted based on the criteria for a qualified textbook based on the 2013 curriculum and BSNP textbook qualified standard. In this study, the researcher is also the key instrument. The textbook eligibility analysis is based on the 2013 curriculum and BSNP textbook qualified standard in two tables of textbook assessment stages. The tables contain the content eligibility, linguistic

component, presentation component, and graphical component.

Constructed instruments are delivered to expert judgments (judges I and II) for content validity checks in instrument validation. The judges compare the instruments' components to the indicator and grand theory, then put a sign (√) on the column if relevant and irrelevant. These are the steps followed in analyzing the textbook; the researcher determines the textbook that would be researched. After deciding on the textbook, the researcher analyzes it based on predetermined standards. The textbook must match the material, the teaching and learning process, the use of language, and the curriculum used (Tomlinson, 2012). For analysis of the data, in the beginning, the researcher decided on the research question. The researchers adopted the rubric provided by BSNP to assess the textbook and fulfill the 2013 curriculum. Firstly, the researcher read and comprehended all of the indicators in the rubric. Then researchers discussed 159 pages on different topics. The data was collected by comparing it to the indicators provided by the rubric assessment that BSNP adopted and the last is analyzing the data and describing it into paragraphs. There are four kinds of triangulation. They are source triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. The source triangulation means that the researcher triangulates some sources of the data during the data was obtained.

Meanwhile, investigator triangulation refers to the researchers' method of triangulating the data source by having the data validated by checking the data to experts to reach data validation. In addition, methodological triangulation referred to the researchers' data collection strategy to acquire data validation. Then, theoretical triangulation refers to the researcher's triangulating method based on some linked theories to validate the research results. This research applied the triangulation method to reach the validation of the data. The researcher compared the instruments' components to indicators and grand theories. Then, the researcher cross-checked the data of the textbook components from analysis based on her view. After analyzing the content of the textbook, the researcher applied investigators triangulation. The researcher checked the data obtained from the observation to two experts. Then, the researcher consulted it with two experts. The researcher carried out this process to get the data validation.

3. FINDINGS AND DISCUSSION

Based on the analysis of the English grammar book, round-up, the results of grammar book are obtained as in the following table:

Analyses of The Textbook Content

A textbook entitled	: English Grammar Book, Round-Up
The writer of the textbook	: Virginia Evans
Illustrators	: Chris Zmertis and Terry Wilson
Textbook Size	: 30 cm x 21 cm
Pages	: 159 pages
Publication Year	: 2006
Publisher	: Longman Group
Textbook Publishing Place	: Spain
Addressed to	: Beginner Level
ISBN-13	: 978-0-582-82341-9
ISBN-10	: 0-1582-82341-2

Table 1. Documentation Checklist I (The Qualified Textbook for Teaching English)

No	Components	Important Aspect Included
1	Content Eligibility Component	Core competencies (CC), basic competencies (BC), suitability of textbook content between core competencies (CC) and basic competencies (BC)
2	Presentation component	Table of contents, purpose of each topic, concept map or summary, keywords, question/exercises, bibliography
3	Graphical	Textbook cover, content of the textbook, format suitability, print

component	quality (clarity, flatness, print color), the physical strength of textbook (paper, materials, binding)
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English Grammar Book, Round-up is an ideal for students of English at beginner stages of language learning and combines games and fun with systematic severe grammar practice. This textbook consists of 159 pages on several topics and assignments/ exercises. In first and second pages consists of a table of content and introduction. The third section discusses English grammar elements and practices to the end of the pages. This textbook discusses the qualified textbook for teaching English, which refers to three components; content eligibility, presentation, and graphical. The analysis can be described as follows:

Content Eligibility Component

The content eligibility component is divided into three parts, namely core competencies (CC), basic competencies (BC), Suitability of textbook contents with core competencies, and basic competencies (CC & BC);

1. The core competencies (CC) has four indicators. The first is that students respect religious teachings. Second, honorable behavior, discipline, responsibility, care, tolerance, cooperation, civility, and self-confidence are valued and practiced. The third, comprehending factual, conceptual, and procedural information based on interest in science, technology, art, and culture about visible phenomena and events. Fourth, try, process, and show what you've learned in school and other sources in the physical domain (using, parsing, assembling, altering, and producing) and the abstract realm (writing, reading, counting, drawing, and composing).
2. The basic competencies (BC) has several indicators in this textbook that describe each indicator in core competencies (CC) as follow: (BC1.1) Appreciate and be grateful for English as a gift from God Almighty to unite the nation in differences. It is found on the textbook pages 13, 15, 20, 39, 43, 55, 67, 74, 79, 104, 111, and 116. For example, on page 13, there is a group task, "oral activity 3," about guessing the subject from the Teacher's instruction. Students are encouraged to work collaboratively to respond to and solve difficulties in this material. (BC1.2). Appreciate and be grateful for the existence of English as a means of understanding and presenting oral and written information. It is found in textbooks on pages 3 to 113 with written information about explanations of learning materials that are useful for increasing students' knowledge. The researcher would explain the material on the topic of discussion in this book; for example, pages 3 to 8 discussed the plural of the countable and uncountable noun. It consists of the explanation, the examples, and the exercises. The explanation begins with understanding plural countable and uncountable nouns with picture illustrations to support explanations and make it easier for students to understand this material. (BC2.1), appreciate honest, responsible, and polite behavior in responding personally to things or events in learning. An independent exercise task on pages 43, 49, 51, 53, and 54 involves analyzing pictures of people on vacation at the beach, a woman sitting by the fireplace, people singing at the bonfire, a man running away from aliens, and a family picnic. This can be categorized as a personal response to the culture and customs of the local people, taking into account ethics, politeness, and responsibility in responding and providing feedback. (BC2.2), have honest and creative behavior in explaining the steps of making or working on something in learning. This textbook can be found on page 76 of item 135, which describes how to conduct an interview and use a list of questions created by the textbook. With this material, students can be motivated to have honest, confident, polite, and caring behavior in describing a learning topic through things that have been observed and train students to be able to explain the steps or processes in an activity. Third (BC2.3), have confident, caring, and polite behavior in responding personally to short-term events. This book is on page 80, which discusses the results of the interviews. This can motivate students to have polite behavior, be confident in responding and provide feedback about the results of their observations through interviews. (BC3.1), understand the material in sequence, both orally and in writing. In this textbook, the material is explained clearly, and in a sequence orally and in writing. It

is on every page. The materials have been arranged systematically to make it easier for students to understand the material in this textbook. (BC3.2), The information has been taught in this textbook clearly and sequentially so that students can identify each topic of discussion orally and in writing. This textbook can be seen from the first page to the last page. The material has been systematically arranged on each topic to make it easier for students to learn each topic discussed in this textbook. Third (BC3.3), In this textbook, the material has been described clearly and coherently so that students can classify the topic of discussion through oral and written. This book is contained from the first page to the last page. Fourth (BC3.4), in this textbook, has described the material clearly and coherently so that students can identify the topic of discussion through oral and written. This book can be seen from the first page to the last page. (BC4.1), capture the meaning of the material presented in the textbook orally and in writing. In this textbook, the material is presented coherently and clearly. This certainly makes it easier for students to understand the meaning of each material so that students can provide responses, elaborations orally and in writing. (BC4.2) compiling and making examples according to the topic of discussion in this textbook. This textbook contains complete material. It can be seen from the beginning of the page to the end of the page. Each topic of discussion is arranged in a very orderly manner. It begins with a grasp of each issue's definition and compiling and developing examples relevant to the discussion topic. This will certainly make it easier for students to understand better the material presented in this textbook. (BC4.3), review and revise the material on the textbook discussion topic orally and in writing. In this textbook, it is found on page 8 "oral activity one and writing activity 1", page 10 "oral activity 2, page 13 "oral activity three and writing 2. page 15 oral activity four and writing activity 3. page 20 oral activity 5 pages 21 oral activity 6. page 24 oral activity 7. page 32 oral activity 8. page 39 oral activity 9 and 10. The writing activity 3. page 42 writing activity 4. page 43 oral activity 11 and writing activity 5. page 47 oral activity 12 and writing activity 6. page 54 oral activity 13. page 55 oral activity 14 and 15, writing activity 7. page 67 oral activity 16 and 17 writing activity 8. page 74 oral activity 18, 19, 20, and writing activity 9 and 10. page 79 oral activity 21. page 80 writing activity 11. page 86, oral activity 22 and 23, writing activity 12. page 94 oral activity 24 and writing activity 13. page 104 oral activity 25, 26 and writing activity 14. page 111 oral activity 27, 28 and writing activity 15. This textbook feature practice tasks in games, narratives, conversations, writing plans, etc. These activities allow students to complete the assignments given independently or in groups. It is certainly in line with what is expected by the basic competencies that the 2013 curriculum has determined. (BC4.4), summarize the results of the discussion through the assignment of assignments and exercises. Found on pages 25 to 26, 56 to 58, and 87 to 91. This book contains complete material through assignments and exercises on each topic of discussion. On pages 25 to 26, "exercise I" discusses practice questions about plurals of countable and uncountable nouns, personal pronouns, possessive, demonstrative, and articles. Pages 56-58 "exercise II" discusses the present perfect, simple future, question words, prepositions of time, place, and movement. page 87 "exercise III" discusses imperative, adjective, adverbs, comparisons, modal verbs, infinitive, present participle and too/enough.

3. Textbook content's Suitability for competency requirements and fundamental skills in core competencies and basic competencies (CC&BC); The completeness of the material in the English grammar textbook round-up can be quite complete because the material presented in this book represents basic competencies; understand, analyze, apply, and present. That is why the scientific approach (observing, questioning, reasoning, trying, and communicating) used in the 2013 curriculum can be applied in teaching. This textbook has met the criteria for the breadth of the material. This textbook has directed students to get to know the surrounding environment. On page 33, "materials about the simple present" are found using examples of everyday activities carried out in the real world. The material in this book is classified as being able to meet the criteria for material depth. This can be seen in the row of four indicators that are put forward; understanding, analyzing, applying, and presenting.

Therefore, the concepts, definitions, principles, examples, and exercises in this

textbook can be said to have been by the basic material needs that support the achievement of core competencies and basic competencies (CC&BC). It can be seen in each material that is displayed on each topic of discussion. The material in this book can help students develop a spirit of cooperation, caring, honesty, and confidence, as well as encourage students to think systematically, encourage students to express their ideas, and provide opportunities to review the material covered in this textbook.

Presentation Component

The learning textbook has a presentation component consisting of four indicators; a table of content, the purposes of each topic, concept map/summary, and questions/exercises. The table of content of this English grammar book consists of 159 pages containing various English grammar topics and exercises. The purpose of each topic has a variety of purposes. Page 3-8 discussed the plural of countable and uncountable nouns. On pages 9 to 15, it discusses personal pronouns, be, have (got). On pages 16 to 20 discussed possessive/demonstrative. On pages 25 to 26 discussed revision exercise 1. on pages 27 to 32 discussed expressing quantity. On 33 to 39 discussed the present simple. On pages 40 to 47 discussed the present continuous. On pages 48 to 55 discussed the simple past, on pages 56 to 58 discussed revision exercises 2. On pages 59 to 67 is about present perfect. On pages 68 to 74, discussed the simple future on pages 75 to 80 discussed yes/no question and question words. On pages 81-86 discussed preposition of time, place, movement. on pages 87 to 91 discussed revision exercises 3. Pages 92 to 94 discussed the imperative. On pages 95 to 104 discussed adjectives, adverbs, comparisons. On pages 105 to 111 discussed modal verbs. On pages 112 to 116 discussed infinitive, the-ing form, too-enough. On pages 117 to 127 discussed revision exercises 4. on pages 128 to 131 discussed pre-test 1. On pages 132 to 134 discussed pre-test 2. on pages 135 to 137 discussed pre-test 3. On pages 138 to 142 discussed pre-test 4. On pages 143 to 158 discussed progress tests 1 to 8. On pages 159 to 160 discussed word lists. All the material in this discussion topic aims to help students strengthen their understanding of the concepts in this English grammar book.

A concept map of the explanations supports every topic. From pages 3 to 113, it can be seen. It starts by going over the definitions, applications, examples, and exercises in each area. However, this textbook has no keywords and a bibliography. On pages 3 through 116 of this textbook, find practice questions for each discussion topic and practice questions at the end of every learning section. It can be seen from pages 117 to 158. Some examples can be seen on pages 117, 128, 132, 135, 138, 143, 151, and 152. On pages 117-127 discussed revision exercises 4. It consists of various tasks and assignments that support the previous topics and explanations. The exercises are useful for practicing the ability to understand and apply concepts related to the material in each discussion topic that includes students' cognitive, affective, and psychomotor aspects.

Graphical Component

The graphic component in the textbook consists of five components; textbook cover, contents of the textbook, format suitability, print quality (clarity, flatness, and print color), and the physical strength of the textbook (paper, materials, and binding). On the cover of the textbook, this textbook has a clear point of view about English grammar. It can be seen from the first page until the end of the page. The textbook's cover does not use more than two letters to make it easier for students and readers to know and understand what material will be discussed. The font size in the title is more dominant than the font size of the author's name and publisher's name. It makes the readers or students are easy to read the title of this textbook. The display on the front and back cover a combination of light green, dark green, light blue, brown, and brick red. It has a harmonious color so that it looks aesthetic.

The content of the textbook, suitability of discourse, text, images, and Illustrations, refers to four language skills (reading, listening, speaking, and writing) by taking into account the provisions of core competencies (CC) and basic competencies (BC). Contains linguistic and literary facts that are by the demands to achieve core competencies (CC) and basic competencies (BC). Material concepts are applied through training activities, assignments,

and independent activities that are adjusted to the students' level of understanding and ability. The exercises and questions reflect events and activities that occur in everyday life that encourage students to use their idea individually, in pairs, and in groups. It can measure the mastery of knowledge, attitude, and skills of the student. Format suitability, It uses a simple typeface (not decorative letters) to be easy to read. The type of letters is adjusted to the level of education of students. Use simple letters and use no more than two letters types formatting text and paragraphs with standard and proportional measurements. Print quality (clarity, flatness, print color) The color of the image on the cover has precise and aesthetic color details. The complete layout has a discussion title, materials, explanation, examples, exercises, book pages, picture descriptions, and illustrations. The Physical Strength of textbook (papers, materials, and binding) Textbook paper and size is 30 cm x 21 cm.

Based on the table and description above, the researcher found components of the textbook eligibility indicators in the material and content of the English grammar book, round-up. Content eligibility; core competencies (CC), basic competencies (BC), Suitability of textbook content between core competencies and basic competencies (CC & BC). Serving component; table of content, the purpose of each chapter and topics, concept map or summary, and exercises. Graphic component; textbook cover, textbook contents, format suitability, print quality, and physical strength of the textbook. This textbook is qualified because the material presented in this textbook contains all the subject matter in the scope aspect that supports the achievement of core competencies and basic competencies (CC & BC), which have been formulated in the 2013 curriculum.

Table 2. Documentation Checklist II (Relevance of Textbook to Teaching English Based on the 2013 Curriculum and BSNP Textbook Qualified Standard)

No	Components	Important Aspect Included
1	Content Eligibility Component	Material coverage, material accuracy, sophistication, contains productivity insight, stimulating curiosity, developing life skills, contain contextual insight.
2	Linguistic Component	Suitable to the development of students, communicative, dialogical and interactive, straightforward/convenient, coherence of thought flow.
3	Presentation Component	Serving technique, supporting material presentation, presentation of learning.
4	Graphical Component	Textbook size, textbook cover, the content of the textbook

Based on the previous table (documentation checklist II), and explained to answer the second research question, namely, is this textbook relevant to teach based on the 2013 and BSNP textbook qualified standard, which refers to four components: content eligibility, presentation, linguistic component, and graphical component. The analysis can be described as follows:

Content Eligibility

In content eligibility consist of material coverage, material accuracy, sophistication, contains productivity insight, stimulates curiosity, develops life skills, and contains contextual insight. The material in this textbook is organized into core competencies (CC) and basic competencies (BC), which include understanding the material and applications, as well as training to achieve core competencies (CC) and basic competencies (BC) through training activities, assignments, and independent activities, as shown on pages 3, 9, 13, 16, 15, and 39. On page 3, there is material about plurals of countable and uncountable which consists of definitions, how to use it, and examples of illustrative images to make it easier for students to understand this material. This material is also equipped with practice questions that help students to practice their understanding. For example, on page 4, put the nouns in the correct list in the plural and read them out. In this exercise, students are expected to analyze plural nouns and read them in front of the class. This can train students' courage to express their opinions and ideas and train language skills in reading. The materials, concepts, terms, and

examples in this textbook are all claimed to help achieve core competencies and basic competencies (CC&BC). as previously explained in the coverage material, on pages 3, 9, 13, 16, 15, and 39, the material in this book is arranged in core competencies and basic competencies (CC&BC) standards which include understanding and application. The material in this textbook encourages students to express and communicate thoughts or ideas through fun learning activities such as playing games, composing, and imagining. Students can express themselves in learning without feeling pressured or intimidated and can better understand the lesson by applying the material directly. This textbook's content reflects scientific and technological advancements. This textbook uses drawings of technology-related items to illustrate each conversation subject. On page 21, there are examples of musical instruments that might help students learn more about the many sorts of musical instruments. On page 21, there is a learning topic about articles by including the names of types of musical instruments that can add information to students. Science's complexity is increasing during this period, and it impacts all elements of life, including music. By knowing the information and types of musical instruments, students can add information and knowledge, so they do not miss out. Students have been placed as subjects of learning through scientific-oriented activities such as cooperative learning, discovery and inquiry learning, and project-based learning in this textbook's presentation of the topic.

The material in the textbook is presented in an interactive and participatory manner, encouraging students to engage mentally and emotionally. It is indicated by individual assignments and group assignments, for example, on pages 15 and 86. On page 15, there are group assignments in the form of playing an "oral activity" game. Students are supposed to predict the verb that the Teacher whispers to the group leader in these exercises. This material can train students to work together in responding and solving problems. Thus, students can interact, exchange information, practice their listening & speaking skills, and respect each other's opinions. On page 86, a writing activity task asks you to find a magazine, observe the pictures contained in the magazine, and then describe the objects in the magazine. It can train students to think critically and systematically and find new things. Illustrations, examples, and practice questions in all discussion topics can stimulate student productivity. The presentation of learning on each topic contains definitions, examples, pictures, illustrations, and training that stimulates students' metacognition and motivation. It stimulates students to think about what, why, and how to study the material in this textbook. Found on pages 24, 55, 74, 80, and 94. For example, on page 24, there is an assignment that discusses image analysis. There are various activities carried out by five people and two animals in a grass garden in the picture. This task can train students' accuracy about the objects in the images they observe to stimulate and motivate students to learn, provide ideas & practice students' writing skills. This textbook contains concepts that can be applied in everyday life. In the material contained in each discussion page, students are expected to use the learning materials contained in this textbook in interacting and communicating daily, for example, on page 55. on page 55, there is a writing activity task to write a letter to a friend about spending the weekend. Letters are written language to convey information, ideas, and ideas to others through writing. With this assignment, students are trained to use learning materials as supporting materials for communicating in writing. The material contains instructional tasks that encourage students to be active and critically analyze the learning material. For example, found on page 104. On page 104, there is a writing activity to compare two people you know a lot; your friends, your parents, or two famous actors. Students are trained to be active and critical in responding to the exercise task and add new information to students in this task.

Linguistic Eligibility

Linguistic eligibility is suitable for knowledge acquisition, communication, dialogical, interactive, straightforward, and coherent thought flow. The language used is adapted to the intellectual abilities and understanding of students. This textbook showed the use of language that is simple and easy to understand by students. For example, found on page 81. On page 81, there was a topic discussed prepositions of place, movement, and time. There was a paragraph and a picture that illustrated the contents of the paragraph. In the

paragraph, it appears to use simple language that is easy for students to understand. as in the first sentence, using a simple sentence: "the greens live in a wonderful cottage" This sentence consists of a subject, verb, and compliment, which is for students to understand. Examples supported this textbook, practice questions that can train and encourage students to communicate their ideas orally and in writing, both individually and in groups, about the material studied in this textbook. For example, found on pages 8, 13, 15, 39, 42, 43, 47, 55, and 67. on pages 8, 13, 15, 39, 42, 43, 47, 55, and 67, there are two exercise tasks, namely oral activity and writing activity. The oral activity is a group task, and the writing activity is an individual task. Students are trained to understand one material topic with different ways of studying it in these two exercises: group and individual activities. It was done so that students can be active and interact in communicating their opinions, respect the opinions of others, and make it easier for students to understand the material in a variety of ways.

This textbook includes the use of language that is two-way and uses interactive language. It can be seen, for example, on pages 53 and 67 in examples and practice questions containing invitation sentences and examples of conversations that make it appear as if students interact with their teachers through textbooks so that students are motivated to learn the learning material completely. There are conversation questions on page 53 about simple prior content that describes weekend activities. In this assignment, students are trained to use the material and practice language directly using interactive and straightforward language. This assignment also trains students' speaking skills. And on page 67, there is a group exercise assignment about conversations that discuss time expressions, appropriate verbs in present perfect. This task can train students to understand the present perfect material to communicate in two directions or ask questions. In this textbook, the material is presented and explained using simple, acceptable, and polite language that is easy to understand. It can be found on every page of the textbook. For example, on page 27, The topic made it easy for students to understand the lesson and apply quantity expressions in various countable and uncountable nouns and positive, negative, and interrogative sentences. This textbook makes the delivery of messages between materials and the linkage of explanations between topics logical. Found on page 44. on page 44, it discusses the topic of the present simple versus the present continuous. This material discusses the different definitions, time expressions, examples, and illustrations and how to use the simple present and the present continuous. This material also discusses the relevance of each topic in its use in English to help students facilitate understanding of this material.

Presentation Component

There are three things in the presentation technique: a systematic presentation, presentation coherence, and balance between topics or chapters. The systematic presentation of this textbook is quite good, as can be seen from the material, definitions, examples, pictures, and illustrations in everyday life. It can attract students' motivation to study this textbook. In this textbook, learning materials pay attention to character development and the development of students' abilities to help students think systematically, apply learning materials, and interact in everyday life. For example, found on pages 13. on page 13, "writing activity," this exercise asks students to write and describe themselves and their friends. This can train students in describing an object that is around them and practice their writing skills. On page 13, there is an "oral activity" group task on the topic "personal pronoun topic," which has been explained on the previous page, namely page 9. Students are expected to guess the subject from the Teacher's instruction in group work in this exercise assignment. This material can train students to work together, respond and solve problems in this practice question. Thus, students can interact, exchange information, practice their listening & speaking skills, and respect each other's opinions. The sequence of presentations in this textbook can be seen in the concepts presented in each topic of discussion delivered in sequence. They were starting from the definition of each material, examples, pictures & illustrations, and practice questions so as to help students understand the knowledge and concepts of the material in this textbook. This book presents a description of the substance between topics proportionally while considering core competencies (CC) and basic competencies (BC). The material in this textbook is the

development of science and technology that reflects current events and conditions. The material in this book contains descriptions, examples, and practice assignments that encourage students to think critically and draw conclusions from learning materials systematically, such as the example on page 55 in the oral activity exercise, which is about continuing to tell stories. With this exercise, students can train students to study, summarize, and develop responses about a lesson.

This book presents material by containing various strategies and problem-solving exercises through discussion. This book also contains practice questions that encourage students to solve problems found in learning. for example, found on pages 8, 13, 15, 20, 39, 43, 55, 67, 87, 117 and 143. Interrelated examples and descriptions support the concepts raised in this textbook. It makes it easier for students to understand the intent or meaning of the material in this textbook. Examples are on pages 75, 81, 92, 95, 105, and 112. examples support the material in this textbook, practice questions that encourage students to communicate their ideas with the material in this textbook. examples are on pages 47, 55, 67, 74, 80, 86, 94, 104, and 111. The material in this textbook can be applied in daily conversational interactions, such as examples of material found on each discussion page. Students are expected to use the learning materials in this textbook in daily conversation and communication. The material and examples presented in this book are quite interesting. This is because this textbook uses simple language and displays examples & illustrations in pictures to attract students' interest in reading and studying it. This textbook is also equipped with enrichment material in the form of independent tasks related to each material. These enrichment tasks can train and encourage students to seek information from various sources such as newspapers, magazines, pictures, and the internet. This is very helpful for students to know their understanding of the learning material in this book. This textbook, making students the center of learning. The content in this textbook leads to character development and stimulates students' through image illustrations on each material topic, and then proceeds to apperception. It can encourage students' imagination, creativity, and critical thinking.

Graphical Component

Textbook size conforms to ISO standards 30 cm x 21 cm (A4). The title, author, logo, and image layout have the appropriate pattern composition and a clear point of view. This textbook's title has a larger font size than the author's and publisher's names. The color of this textbook's title contrasts with the background color, and the type of font used on the cover of this textbook matches the typography of the contents and does not utilize too many font combinations. This textbook is easy to read because the letters used in the book are simple, easy to read, and reflect the textbook's contents. The placement of layout elements is consistently based on the pattern starting from the introduction, table of contents, title of each material, definition of each material, examples, and the practice questions. This textbook does not use too much typeface, the use of letter variations is not too excessive, presentation of the whole illustration and descriptions support the explanation of each material without disturbing students' understanding.

Based on the table and previous description above, the researcher determined that the content of this textbook is relevant to the 2013 curriculum and the BSNP Standard qualified textbook. The 2013 curriculum provides the broadest possible learning experience for students to develop skills and knowledge attitudes that refer to student center learning through the development of core competencies and basic competencies (CC&BC). This textbook meets the BSNP standard qualified textbook, which refers to the material's Suitability, language, presentation, and graphic components.

The result of this study regarding the qualified of the textbook English Grammar Book, Round-up contains all the subject matter in the scope aspect that supports the achievement of CC and BC, which have been formulated in the 2013 curriculum. The findings from the third textbook's components eligibilities; content Eligibility, presentation components, and graphical component. Those textbook components are connected to the previous study from Arifah, Santosa and Ngadiso (2018), which explains content analysis of competence and scientific approach in an English textbook. It shows from the material match each item of core

and basic competencies (CC&BC). The scientific approach stages were presented implicitly through the activities in the textbook. The pattern attribution, attitude competence were incorporated in all activities through all scientific approach stages in the textbook. Knowledge competence was mainly found in the exploring and observing set. Meanwhile, the communication set has the highest level of skill competency. This study was also in line with the theory from Deuri (2012) a textbook as teaching materials contains learning instruction. These core and basic competencies will be achieved in the content of materials, supporting information, and exercises. A qualified textbook is expected to support teaching and learning that contain materials for implementing the curriculum and achieving national education goals. According to Constitution No. 20 of 2003 on the national education system, national education aims to develop capabilities and shape the character and civilization of a dignified nation. Educate the nation's life and develop the potential of students to become human beings who believe and fear God, have a noble character, are healthy, knowledgeable, creative, independent, democratic, and responsible. The statement from Constitution No.20 of 2003 is in line with the research conducted by Rutela Renette (2003), who claimed that a content analysis of character education value in the English students' textbook for senior high school. Renette's study was to find a content analysis of character values in the English student's textbook for senior high school 10th grades, 11th grade, and 12th grade and the dominant difference of character from and the books. According to his study, moral values in the textbook covered that honesty and mutual cooperation are the dominating character values.

Furthermore, Maryam (2020) stated about the place of creativity EFL syllabus, a content analysis of students' and teachers' books. Maryam's study evaluates creative teaching strategies in post-basic English as foreign language EFL textbooks. This research has two significant inquires types of creative thinking skills in the EFL textbook and types of teaching creativity strategies specified in EFL textbooks. According to Maryam's study, the activities in the post-basic EFL textbook do not support creative thinking skills. The result of Maryam's study was only 20 % of grade 12 textbook activities partially of fully creative thinking skills. It also indicated that the prescribed creativity teaching strategies are not very common in the EFL teachers' books, so this research provides some recommendations for curriculum developers to pay more attention to the contents of books that follow the curriculum. the relevance of textbook content based on the curriculum 2013 and BSNP standard qualified textbook, as mentioned in the finding, from the four textbook's component eligibilities; material, presentation, language, and graphic component. It is found that this textbook is relevant based on the 2013 curriculum & BSNP textbook qualified standard. A textbook contains learning materials to improve purity, noble character, personality, kinesthetic talents, and good health. National educational standards develop them (*Permendiknas* No. 2 of 2008). Educational institutions must have textbooks that have passed the BSNP assessment (*Permendikbud* No. 2 of 2008). The suitability of the content of textbooks, language, presentation, and graphics are assessed by BSNP and determined by ministerial regulation (*Government Regulation*. No.19 of 2005). Learning must meet certain criteria, minimum characteristics, and competencies that must be in the textbook. Such as the feasibility of textbooks on content/material, presentation, language, and graphics are determined according to needs, curriculum guidelines, and the development of science and technology.

According to the regulation of the minister of national education No.11 of 2005, concerning the feasibility of the contents of learning textbooks, it is assessed from the suitability of the material with core competencies (CC) and basic competencies (BC). The 2013 curriculum learning principles, students must learn independently, use various competency-based learning resources core competencies and basic competencies (CC&BC), activity-based learning that develops and applies exemplary values, curiosity, creativity, effective learning, and respectful learning, respect diversity (*Permendikbud* No. 22 of 2016). the regulation of the minister of national education No.11 of 2005 is in line with a study from (Cahya, Sutarsyah & Suparman, 2016). This study analyzes the eleventh-grade English textbooks based on standardization of good textbook criteria from BSNP. This study shows some strength in activity-based learning and students' respect. In The 2013 curriculum, the three parts of the content feasibility component are core competencies (CC),

basic competencies (BC), and textbook content with core competencies and basic competencies (CC&BC). The core competencies (CC) has four indicators: first, respect for religious teachings; second, honorable behavior, discipline, responsibility, care, tolerance, cooperation, and self-confidence; third, comprehending factual, conceptual, and procedural information; and fourth, attempting the process, using, and producing. Basic competencies (BC) is the elaboration and development of core competencies (CC). The suitability between core and basic competencies (CC&BC) includes the scope of the presentation, concepts, definitions, procedures, examples, and exercises adapted to the cognitive, affective, and psychomotor domains (Muslih, 2021). It is in line with the study from (Maria, Lauren, and Erikson, 2021) about analyzing material relevance in the psychomotor and cognitive domain based on the 2013 curriculum competence a textbook eight grade. According to their study, the textbook analysis consists of Simpsons and the cognitive domain of taxonomy and focuses more on material relevance. The cognitive domain in the textbook material is relevant to the 2013 curriculum, and it is appropriate to the psychomotor domain. The definition and examples presented contain moral values; cooperation, mutual help, and respect for opinions. It is shown on the topic of the group task oral activity material. Exercises and questions can measure students' mastery of knowledge, attitudes, and skills through assessment. The material is presented through discourse, text, pictures, illustrations, descriptions, examples, exercises, and reflections on events and activities in everyday life. The material is explained sequentially to encourage students to communicate their ideas in writing and orally individually, in pairs, and in groups. It contains assignments that encourage students to seek further information from various sources, such as the internet, books, and articles, to encourage students to be active and critical to open students' horizons to recognize and appreciate cultural differences and customs. Presentation of material also stimulates the imagination and creative thinking through case analysis and exercises. Then there's the preliminary completeness, which includes the introduction and table of contents. The material used is general so that it does not cause problems of ethnicity, religion, race, between groups, does not discriminate or is biased by gender, region, and profession, and does not contain pornographic elements. Four language skills are stated in this textbook to master; listening, reading, speaking, and writing. In listening, students must do some activities, such as identifying the name of things mentioned by the teacher. Doing some oral interaction: conversation, describing things, and retelling some stories. The reading skill, students are directed to read and understand the explanations in the textbook. It comprises definitions, concepts, examples, and individual and group practice questions on each topic of discussion. In speaking, students must ask and answer questions orally, have a conversation, and make a dialogue. In writing, students must write their future wishes appropriately, punctuation, simple discussions, complete words, examples for tenses, etc.

In the presentation component, eligibility consists of six indicators; a table of content, the purposes of the teaching topic, concept/summary, and exercises. In the eligibility of presenting textbooks, the consistency of systematic presentation consists of a motivational generator section, an introduction section explaining each discussion topic, and a material section, namely core competencies and basic competencies (CC&BC). The order of presentation is displayed sequentially, starting from presenting and applying concepts (discourse and training) and ending with an evaluation at the end of each discussion topic. Learning on each topic that is displayed is oriented towards scientific activities, cooperative learning, discovery/inquiry learning, and problem-based learning and developing process skills; presentation of the material is interactive and participatory in achieving core and basic competencies (CC&BC). The presentation of the material aims to stimulate creative thinking about what, why, how and develop spiritual and social attitude competencies.

The language used is adjusted to the students' abilities. The language used in the discourse, text, pictures, and illustrations provides a simple description of the use of language in everyday life, as in the topic "writing activity three on page 39 about writing tasks for daily activities". Then, the delivery of messages between paragraphs and relationships between topics is logical. Graphical component feasibility consists of five; textbook cover, textbook content, format suitability, print quality, and the physical strength of the textbook. In the graphic feasibility of this textbook, the display on the front and back covers has a

matching color to make it look aesthetically pleasing. The layout of the title, author, logo, and image have a suitable pattern composition. The cover of the book has a clear perspective on the discussion in the book. The font size in the title is more dominant than the font size in the author's name and publisher's name, making it easier for readers to know the book's title. The front and back covers have illustrations that are proportional to the text size. Color details are exact and attractive in the image on the cover. The full arrangement includes a discussion title, content explanation, examples, exercises, book pages, image descriptions, and drawings are all included in the full arrangement. The illustrations are attractive, harmonious, and creative. It used simple letters and did not use more than two types of letters. They also arrange text and paragraphs with standard and proportional sizes to be easy to read and understand.

The result of this study regarding the qualified of the textbook English Grammar Book, Round-up contains all the subject matter in the scope aspect that supports the achievement of core competencies (CC) and basic competencies (BC), which have been formulated in the 2013 curriculum. In this textbook there are learning styles that make it easy for students to comprehend the information. It can be seen from definitions, examples and exercises. This matter is relevant in quantum learning book, a qualified textbook aligns to the learning styles that help students in learning process. The learning styles divided into three types, namely visual, auditory, and kinesthetic learning styles (Putri & Suryati, 2020).

First, the visual learning style focuses on sight which makes it easier for students to understand information. This type of learning style is more comfortable for students by using pictures and colors. Learning methods for this type include learning by using videos, pictures, books equipped with attractive illustrations that make students of this type can easy to learn. Second, auditory learning style focuses on hearing. This type of learning style is more comfortable with listening for understanding the information. Learning methods for this type include music, voice recordings, reading aloud, and discussions to facilitate, understand and remember the material. Third, kinesthetic learning style focuses on movement. In general, people who have a kinesthetic learning style will easily learn something by practicing it. Based on the analysis of the book, it can be seen that the book involved all learning styles. The book has oral activity which required students to pay attention to the instructions which involved auditory style, for example the teachers divide the students into two teams and says noun in singular and the teams must respond by saying noun in plural which means if the students can focus and listen carefully about the noun in singular, the students can respond correct by saying noun in plural in a correct form. The book has visual activity when the students need to fill in the blank about the text based on the picture next to the text. Last, the students need to move and look around the object in oral activity which is categorized as kinesthetic learning style.

4. CONCLUSION AND SUGGESTIONS

English grammar book round-up indicates the qualified textbook and relevance to teach English based on the 2013 curriculum and BSNP standard qualified textbook. The material offered in this textbook covers all of the subject matter in the scope aspect that supports the attainment of the English curriculum's CC and BC. Through CC and BC, this textbook presents students with the most comprehensive learning experience, allowing them to build skills, knowledge, and attitudes related to students-centered learning. The material's applicability, language, presentation, and graphic components are considered in the BSNP standard qualified textbook. The findings of this study, this textbook provides the broadest possible learning experience for students to develop skills, knowledge, and attitudes that refer to student center learning through core competencies (CC) and basic competencies (BC).

The researcher would propose suggestion for English teachers, students and other researchers. Teacher should select English learning textbook based on the curriculum and BSNP textbook qualified standard. Students should be active learners and have good character; think individually, help each other, respect other opinions and enjoy themselves during the lesson as stated in the 2013 curriculum objective. For the other researcher, the result of this research is expected to encourage other researchers to conduct research

dealing with content analysis in other books.

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