

**A CONTENT ANALYSIS ON LISTENING MATERIALS IN
ENGLISH TEXTBOOK BASED ON 2013 CURRICULUM
FOR THE TENTH GRADE STUDENTS AT SENIOR HIGH
SCHOOL 04 BENGKULU CITY**

THESIS

Submitted as a Partial Requirements for the degree of Sarjana Pendidikan
(S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty UIN
Fatmawati Sukarno Bengkulu



By:

Yosi Okta Romania
SRN. 1811230147

**ENGLISH EDUCATION STUDY PROGRAM
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UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO (UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

ADVISORS SHEET
Subject : Yosi Okta Romania
SRN : 1811230147
To : The Dean of Tarbiyah and Tadris Faculty UINFAS
Bengkulu
Asslamu 'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Yosi Okta Romania
Nim : 1811230147
Title : "A Content Analysis On Listening Materials In English Textbook Based On 2013 Curriculum For The Tenth Grade Students At Senior High School 04 Bengkulu City"

Has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu 'alaikum Wr. Wb
Bengkulu, 8 August 2022

First Advisor:  Riswanto, M.Pd., Ph.D. Nip. 197204101999031004
Second Advisor:  Feny Martina, M.Pd. Nip. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
FAKULTAS TARBİYAH DAN TADRIS
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51171, 51172, 51276 Fax. (0736) 51171
Website: www.uinfasbengkulu.ac.id

RATIFICATION

This is to certify the thesis entitled : **“A CONTENT ANALYSIS ON LISTENING MATERIALS IN ENGLISH TEXTBOOK BASED ON 2013 CURRICULUM FOR THE TENTH GRADE STUDENTS AT SENIOR HIGH SCHOOL 04 BENGKULU CITY”** by **Yosi Okta Romania (1811230147)** has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman

Dr. Nurlaili, M.Pd.I

NIP. 197507022000032002

Secretary

Heny Friantary, M.Pd

NIP. 198508022015032002

Examiner I

Dr. Svamsul Rizal, M.Pd

NIP. 196901291999031001

Examiner II

Zelvia Liska Afriani, M.Pd

NIP. 199404202018012003

Bengkulu, 8 August 2022

Approved by the Dean of Islamic and Tadrīs Faculty


Dr. Mulyadi, M.Pd
NIP. 0705142000031004



MOTTO

Allah will not burden a person except according to his ability

(QS. Al-Baqarah: 286)

The biggest failure is not a mistake

But quitting and giving up before feeling success

~Yosi Okta Romania~

The effort is often more important than the result.

(Inspired by Arthur Ashe)

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ Allah subhanahuwata'ala as the Lord of the universe, the researcher would like to say thank for everything who has given blessings, grace, and health in completing this thesis.
- ❖ For myself I just want to say thank you so much for all of the greatest things you have done for your life.
- ❖ My beloved father (Sirat Judin) and beloved mother (Rusmini Alm) you my sun shine in my life, I love both of you so bad, thank you for your support and especially the great player to make my dream come true, it really means a lot for me.
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SURAT PERNYATAAN

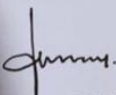
Yang bertandatangan di bawah ini:

Nama : Yosi Okta Romania
Nim : 1811230147
Program : Tadris Bahasa Inggris
Judul Skripsi : A Content Analysis On Listening Materials In English Textbook
Based On 2013 Curriculum For The Tenth Grade Students At
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NIP. 197007011999031002

Bengkulu, 12 Juli 2022
Yang menyatakan,


Yosi Okta Romania
NIM. 1811230147

PRONOUNCEMENT

Name : Yosi Okta Romania
NIM : 1811230147
Study Program : English Education Study Program
Faculty : Tarbiyah And Tadris

I hereby sincerely state thesis entitled: **“A Content Analysis On Listening Materials In English Textbook Based On 2013 Curriculum For The Tenth Grade Students At Senior High School 04 Bengkulu City”** is my real masterpiece. All thing out my masterpiece in this thesis are signed by citation and referred in the bibliography. If after proven that my theses discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2022
Stated by,



Yosi Okta Romania

SRN. 1811230147

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The researcher,

Yosi Okta Romania
SRN. 1811230147

ABSTRACT

Yosi Okta Romania, (1811230147) 2022.

A Content Analysis on Listening Materials in English Textbook Based On 2013 Curriculum for the Tenth Grade Students at Senior High School 04 Bengkulu City.

Thesis, English Education Study Program, Tarbiyah and Tadris, Islamic University of Fatmawati Sukarno Bengkulu (UINFAS Bengkulu)

Advisor: 1. Riswanto, M.Pd.,Ph.D

2. Feny Martina, M.Pd

This research focused on listening material in English Textbooks published by Private Publications/Erlangga based on the 2013 Curriculum syllabus and this study aims to determine whether the listening material in English Textbooks for Tenth Grade Students of SMAN 04 Bengkulu City meets the aspects of the curriculum syllabus. 2013. This research is very important for the academic world to make it easier for a student and teacher to choose a good textbook. The method used in this research is Content Analysis. Researchers used two analysis matrices in collecting data. The first analysis matrix will show the listening material in the textbook with the 2013 curriculum syllabus. The second analysis matrix will show the percentage score of the English textbook based on the criteria from the 2013 curriculum. As for the results of the data analysis, the first matrix shows that the listening material in the English textbook is appropriate with the 2013 curriculum syllabus and the second matrix also shows that English textbooks are in the "good" category where textbooks published by Private Publications/Erlangga have an average percentage of 92% (Good). In conclusion, English textbooks published by Private Publications/Erlangga are in the "good" category for students in carrying out the teaching and learning process.

Keywords: Listening Materials, Textbooks, Curriculum 2013

ABSTRAK

Yosi Okta Romania, (1811230147) 2022.

A Content Analysis on Listening Materials in English Textbook Based On 2013 Curriculum for the Tenth Grade Students at Senior High School 04 Bengkulu City.

Skripsi, Program Studi Bahasa Inggris, Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Sukarno (UINFAS Bengkulu)

Pembimbing: 1. Riswanto, M.Pd.,Ph.D 2. Feny Martina, M.Pd

Penelitian ini difokuskan pada materi listening dalam Buku Teks Bahasa Inggris yang diterbitkan oleh Publikasi Swasta/Erlangga berdasarkan silabus Kurikulum 2013 dan penelitian ini bertujuan untuk mengetahui apakah materi listening dalam buku teks Bahasa Inggris untuk Siswa Kelas X SMAN 04 Kota Bengkulu memenuhi aspek-aspek silabus kurikulum 2013. Penelitian ini sangat penting bagi dunia akademik untuk memudahkan seorang siswa dan guru untuk memilih buku teks yang baik. Metode yang digunakan dalam penelitian ini adalah *Content Analysis*. Peneliti menggunakan dua matriks analisis dalam mengumpulkan data. Matriks analisis pertama akan menunjukkan materi listening dalam buku teks dengan silabus kurikulum 2013. Matriks analisis kedua akan menunjukkan presentase skor dari buku teks bahasa inggris berdasarkan kriteria dari kurikulum 2013. Adapun hasil analisis data, matriks pertama menunjukkan bahwa materi listening dalam buku teks bahasa inggris sesuai dengan silabus kurikulum 2013 dan matriks kedua juga menunjukkan bahwa buku teks bahasa inggris dalam kategori “good” yang mana buku teks yang diterbitkan oleh Publikasi Swasta/Erlangga memiliki presentase rata-rata 92% (Good). Kesimpulannya, bahwa buku teks bahasa inggris yang diterbitkan oleh Publikasi Swasta/Erlangga adalah kategori “good” bagi siswa dalam melaksanakan proses belajar mengajar.

Kata Kunci: Materi Listening, Buku Teks, Kurikulum 2013

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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning material in textbooks should always correspond to the current curriculum. Therefore, a textbook requires a certain evaluation to remain following the curriculum. Textbooks are the most important teaching and learning tools in education. Textbooks have multiple roles in the modern education system. One of the textbooks' most important functions is to provide teachers and learners with an accurate and complete presentation of their respective lessons. Textbooks are official course materials designed to guide and support teaching and learning. Cunningsworth (1995) in Ayu Mutiara (2020, p.3) points out that textbooks are the source of achieving goals related to learners' needs. Another textbook aspect of Richards (2019) confirms that textbooks are an important component of language courses and the source

of most of the language information (language input) for language learning and classroom English practice. As a result, textbooks generally serve as a foundation for the following: learning content, skill balance, and the variety of English language practical activities that students engage in in the classroom. Textbooks are also books that are prepared for students to use in the learning-teaching process. It serves as the primary component for delivering the material outlined in the syllabus. It influences the course's content, the mix of skills taught, and the language used by students.

Textbooks may vary by an interest group in language teaching. It can also customize courses, teacher needs, and student needs. We can find another textbook used by another school. Therefore, teachers should try their best to choose suitable and ideal teaching materials that are beneficial to both students and teachers. However, in some cases, the needs of learners can sometimes be the

most important point for teachers to select teaching materials. In other words, according to Emelda S. and Arono (2017, p.2), English teachers should be able to rate textbooks to determine if they are still helpful or should be replaced. Based on initial observations made by researchers on Monday, June 6, 2022. The research collected data in the form of interviews with English teachers and tenth graders of SMAN 4 Bengkulu City. Students stated that the most difficult basic skill was listening skill because students could not hear what was said in the audio and did not understand it. In this activity, the researcher found that the listening material in the tenth grade English book at SMAN 04 Bengkulu City was adequate but difficult for teachers to apply. Because the listening materials are more than reading materials making the students feel difficult to understand. So, every listening material in English books is not applied because students have weaknesses in listening and a lack of skills

in learning to listen. This means that high school, which focuses on productive abilities such as reading, speaking, and writing, does not imply that English teachers ignore other skills. And then, the researchers chose SMAN 4 Bengkulu City for research because this school has used the 2013 curriculum and this book has never been used by other schools, especially in the tenth grade.

Listening is the most important skill in English learning. This is the acquisition process of understanding spoken utterances in the classroom. Hearing is often associated with the process of speaking. If a person has not been taught form or pronunciation, he or she may not produce some words correctly. Academics need to learn, plan and carry out listening or speaking activities in an EFL classroom. Because "listening and speaking skills today feature prominently in language curricula around the world" (Richards, 2008, p.1). Another meaning of listening is progress, which has been the focus of many

examinations at institutions around the world. Listening comprehension becomes the question and the most difficult part of the exam. As stated by Richards (2008) in Xuezhong Zhang, (2020, p.11) that now, Exams for university admission, exit, and other purposes frequently contain a hearing component, recognizing that listening skills are a critical component of second-language ability and also reflecting the idea that if listening is not examined, teachers will not teach it.

Listening is one of the fundamental language skills, according to Bulletin (1952), in Darman, Stefani, and Anggie (2019, p.139-140). It is a medium through which children, adolescents, and adults gain a significant percentage of their education, knowledge of the world and human affairs, ideas, sense of values, and appreciation. Teachers should be able to choose appropriate learning materials for students based on their awareness of the critical role of listening in the language acquisition

process. The term "learning sources" or "learning material" refers to any items that have instructional content and are used in formal or informal education (Evaluation & Selection of Learning Resources: a Guide, 2008). Additionally, the term "listening materials" refers to anything used by teachers to aid in the language learning process during a listening engagement. Appropriate listening material should be provided for students.

The government recently changed the curriculum from 2006 (KTSP) to 2013 (K13). This means that the teacher must develop a syllabus is applicable in all Indonesian schools. The teacher's textbook should be qualified to teach in accordance with the syllabus, which can help the school's curriculum achieve its objectives. Additionally, School Based Curriculum addresses the four English language abilities of hearing, speaking, reading, and writing. At Senior High School, there is a difference

in the new government curriculum content, because Senior High School 04 Bengkulu City Students have been preparing for this situation the challenges of work. Indeed, the curriculum (K13) remains largely same in 2013, with the exception of a modest increase. The 2013 curriculum incorporates the primary competency, the fundamental competence, the capacity for learning, the lesson, and the tasks.

Textbooks contain academic text that could be utilized as an information source (Cunningsworth, 1995). In terms of the function of textbooks in EFL, Hutchinson and Torres (1994) argue that textbooks play important and positive roles, such as assisting teachers in designing and implementing their materials for English language instruction. A teacher who uses textbooks as their primary source of information and content needs to be careful when selecting textbooks. To prevent students studying

English as a second language from being misled while using textbooks not tailored to their needs.

As a teaching and learning tool, a textbook can also be referred to as a textbook. Textbooks that are up-to-date and relevant to the course material are a teacher's best friend. Chunningsworth (1995, p.16) asserts that a successful textbook must satisfy three requirements: The course book should be tailored to meet the needs of the students, not the instructor. In addition, they should be in line with the program's overall goals and objectives, as well as the actual and potential uses of the language that students will have in the future, as well as their own needs as learners, and should make learning easier for them without imposing a rigid teaching methodology. Finally, the course book should serve a clear purpose as a learning aid. They should serve as a medium of communication between the learner and the target language. As translators between the target language and the student, they should

serve as mentors. It is therefore essential for a teacher to carefully select and assess the content of the English textbook.

According to the just-mentioned explanation, the study's primary goal was to examine the listening elements in the textbook "*Bahasa Inggris*," which was written for students in Senior High School 04 Bengkulu City's 2013 curriculum. The purpose of this study was to determine whether or not the goals of teaching listening skills in a textbook are being met by the listening materials students are using. As a result, the authors are eager to learn more about and investigate this topic. To her, textbooks were a great source of information, especially in listening skill materials. The researcher chose to analyze *Students Book: English for SMA/MA Grade X*. The reason is that she was already familiar with the book and already used it in his teaching and learning activities, this book is one of the most sought-after

English Textbook sold in those popular textbooks. Finally, the researcher decided to do a research entitled **”A Content Analysis on Listening Materials in English Textbook Based on 2013 Curriculum for The Tenth Grade Students at Senior High School 04 Bengkulu City”**.

B. Identification of the Problems

Based on the research background, the researchers identified a number of issues such as:

- a. Students claimed that listening skill is the most difficult skill.
- b. Teachers are confused about how to choose textbooks with an appropriate category.
- c. The teacher does not know whether the listening material in the textbook in accordance with the 2013 curriculum syllabus or not.

C. Limitation of the Problems

Based on the explanation in the above background, the researcher limits the problem in the study such as:

- a. These researchers focus on content analysis of listening material on the English textbooks.
- b. These researchers is limited to English textbook published by Government, which is based on the syllabus 2013 curriculum for Tenth Grade Senior High School.

D. Research Questions

Based on the above research background, the researchers formulated the research question is to "what extent the listening materials of English textbooks for the Tenth Grade Students of Senior High School 04 in Bengkulu City meet to aspects of the content suggested by syllabus of curriculum 2013?"

E. Objective of the Research

To describe whether or not the listening materials in the English textbook for the Tenth Grade Students of Senior High School 04 Bengkulu City meet the aspects of the curriculum 2013 syllabus.

F. Significance of the Research

a. The Teachers

Teachers are aware of and have the ability to select the good textbook for classroom guidance when teaching English lessons related to the syllabus based on the 2013 curriculum.

b. The Students

When studying in the classroom, students can learn and improve their listening skills by using listening materials in conjunction with an English textbook as guidance for students in the classroom to follow the lesson.

G. Operational definition of Terms

1. Listening material

Listening was one of the first language skills and basic abilities that beginners should learn when learning a new language. In addition, using listening material can improve students' skills. Tomlinson (2011) stated in Oktalia Dwi, Ngadiso, and Slamet (2018, p.71) that the prepared hearing material must include particular events whereby the language speakers must engage, as well as a broader region in which the language speaker can play a role in the that event.

2. The curriculum 2013 (K13)

Curriculum 2013 (K13) is a government-mandated curriculum that took the role of Curriculum before. The curriculum must act as a guide for the teacher as they teach their pupils in the classroom; this will ensure that the study is better

organized and produces the greatest results during classroom instruction.

3. Textbook

Textbooks are used in the classroom to control and prepare students before they begin their studies. There are materials and ideas in textbooks, and textbooks are usually published based on the curriculum in each school. According to Wita Nurhikmah (2016), the textbook contains primary materials in the learning-teaching process and serves as the primary teaching aid. It merely compiles a vast number of instructional resources to aid teachers and students in the process of learning-teaching. However, teachers must exercise caution when selecting a textbook to serve as their primary source of content in class, Miftahur Rijal (2014, p.36-48).

CHAPTER II

LITERATURE REVIEW

A. The Concept of Listening Material

a. Definition of Listening

Listening is the first language skill that an individual acquires in someone's life and the one that most use for the rest of their life. With an individual's efforts to comprehend what is going on around them, the creation of the universe holding the knowledge, feelings, and thoughts of this era, and the development of the fundamental mental structures, listening begins in the preschool years (Arici, Sever in Acat, 2016, p. 2). For this situation, the time spent on further developing listening abilities won't be an exercise in futility (Petress in Acat, 2016, p.2). Because students should listen to the explanation of the teacher to understand the lectured topic, it is possible to say that there is a

close relationship between academic success and listening skill.

According to Howatt and Dakinin Saricoban (1999), listening is the capacity to recognize and comprehend what others are talking about. For learners, listening is how spoken language becomes input. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously. So, according to Saricoban, listening is the first stage in learning a language through understanding verbal communication.

Listening, according to Rost (2011) is the process of accepting whatever the speaker says, constructing and representing meaning, trying to negotiate and responding to meaning with the speaker, and constructing meaning through

intervention, imagination, and empathy (Darman, Stefani, and Anggie, 2019, p.139-140). Listening and interpreting a spoken (and maybe unspoken) message is a difficult task an active process referred to as listening. Furthermore, Chamot, Kupper (1989) in Erlina, Indrawati Rita, and Rita (2016, p.307-308) define listening as a conscious and active process in which listeners construct meaning by using cues from contextual information and existing knowledge while relying on multiple strategic resources to complete the task requirement.

Listening is the key to receiving messages effectively. Listening skill is a combination of listening to what other people are saying and psychologically relating to the person speaking. Listening is one of the language abilities that require a craving to figure out others, a mentality of regard and acknowledgment, and the longing to open the

psyche to see things according to one more perspective.

The material is essential for students to improve student's listening skills. Appropriate educational materials can motivate kids to learn. The material that is appropriate for the students must be interesting, at the appropriate level of difficulty for the students, and presented in a variety of activities. Students should be provided with interesting materials that are familiar, meaningful, and diverse. It can make it easier for them to understand. Aside from that, the material should be as natural as possible so that students can practice and imitate the speakers' original voices.

It is critical to consider whether or not to include listening material in the design process the prepared materials can pique students' interest when designing listening material. Certain materials are

tedious, and too theoretical topics should be avoided in favor of more practical and applicable concepts to spark learners' interest (Ur, 1984). Additionally, listening material must meet several criteria to be classified as good and relevant. Furthermore, so that listening material can be classified as good listening material, listening material must meet several criteria, including the ability to entertain and entertain students, can be used for independent learning, simplicity of use, variety of tasks, and usage of real materials (Anderson, 1993; referenced in Kadagidze, 2006).

Tomlinson (2011) In Oktalia Dwi, Ngadiso, and Slamet (2018, p71), suggests that intended listening materials should include specific events in which language speakers must engage, as well as broader areas in which language speakers can play a role. Furthermore, language learners are taught to do

something that students need or want to do, as well as learn about something useful or interesting, and listen to students' questions and requests for clarification. Participate in topical discussions with friends of interest and concern, and communicate (For instance, the primary objective of small talk is to establish social contact rather than to communicate informational ideas).

From the explanation above, the researcher can conclude that listening is the ability to identify and comprehend what others are saying. It is also a complex activity, and students can understand what they hear by activating their previous knowledge. And then, the material is essential for students to improve student's listening skills.

b. Elements of Listening

Shockingawful (2017, p.1) expresses that in the listening rubric there are four parts, to be specific:

1. Ability to Focus

Focus denotes the ability of pupils or listeners to pay attention to the information from the audio. Focusing can be classified into two categories: focusing on the ears to listen to the audio and focusing on the eyes to read and match the text with the audio. The multiple distractions in a regular classroom and some loud outdoor noise may be difficult for some eyes to adjust to.

2. General Understanding

The general understanding is the ability of the listeners to comprehend the primary idea of the text. The listeners

typically pick up on the text's main points quickly. The listener can use imagination to understand something in general.

3. Listening for Details

Listening for specific information is another name for listening for details. It requires comprehending the assignment and concentrating to take in certain facts.

4. Accuracy of Answer

The capability of students or listeners to respond to a task with the right answer is referred to as the accuracy of answers. To get the right answer, students need to understand the text and vocabulary.

From the explanation above, the researcher uses the ability to focus on listening material using audio. The suitability of listening learning objectives with the listening material in the textbook. In

addition, the recording or audio of listening material that supports the material shows the speaker's expression, the clarity of the speaker's voice, the speaker's speed, the speaker's accent, and the speaker's voice intonation.

1) Principles of Listening Materials

There are several ways to create good listening materials factors that should be taken into account by the task maker to create good listening materials. According to Celce and Murcia (2001), listening materials follow three principles. The first consideration is appropriateness. Both the content and the results of the listening material are as relevant as possible for students. There are many books available that provide material for listening activities. However, assignment creators should be

careful when selecting material that is relevant to students' real-life experiences. Assignment developers should not only adopt but also modify the material to meet the needs of their students.

The second is applicability or transferability. Relevant materials appear to have the potential for transferability. Good listening materials should include something that is both internally and externally applicable to everyday life it is internally applicable if it can be used in other classes. Externally applicable, on the other hand, it can be used outside of the classroom. One example of relevant material is a TV news broadcast. It is not only classified as real-life listening skills, but it also includes relevant materials.

The third principle is task orientation. There are two types of focus in this formal language learning class, namely the language use task and the language analysis task. Combining these two types can enhance the learning process. Individual listening and responsibility, problem-solving, processing, copying, summarizing heard information, and collaborative listening and consideration through questioning and answering routines are all examples of activities of some specific tasks that can be completed.

Based on the explanation above, the researcher can conclude that there are three principles involved in listening activities that focus on the task of using language. This can help to build students' vocabulary and knowledge. As a result, it can improve

predictability such as schematics and scripts, enabling students to make alternative predictions. Actors, situations, sequences of actions, and consequences are all factors to consider. Language analysis tasks, on the other hand, aim to examine certain aspects of language structure and language use. It can also help students develop individual strategies to help students learn things about how language works.

2) Listening Materials based on the Tenth Grade Students in Senior High School English Curriculum 2013

Materials that should be listened to by Senior High School tenth graders are called listening materials for this purpose. These materials are derived from core competencies and basic competencies

determined by the syllabus in the 2013 Curriculum. Based on the 2013 Curriculum, the learning materials for the tenth-grade students include transactional text (to get things done), interpersonal text (to socialize), short functional text, simple oral monologue (genres), songs, and some expressions that can be used in a certain situation. Based on the basic competencies in the 2013 Curriculum, students will learn about the social function, the structure of the text, and the language features of each text. The students also need to learn how to use the text in appropriate contexts and capture the meaning of the given texts.

According to Brown and Yule (1983), a text intended to convey facts or propositions is referred to as a "transactional

text." A "message-oriented" style of writing, is one. In other words, the intended audience must understand the message's instructive content. Interpersonal text is more "reader/listener" type oriented. The text is more concerned about the listeners' or readers' convenience than the message. Usually, the purpose of this text is to socialize or to maintain the social relationship between the speaker/writer and the listener/reader. Short functional text is short written text that is related to our daily life and used for daily communication, for example, announcement, advertisement, invitation card, etc (Sudaryanto, 2010). In this case, the curriculum focuses on the short functional text in the form of announcement text. Next is simple monologue text, it is a

short speech in which only one person speaks without others interacting. For the simple monologue text, the 2013 Curriculum presents the text in the genre of descriptive text, recount text, and narrative text. The 2013 Curriculum also suggested the students listen to various expressions that can be used in their daily communication. Those expressions are self-introduction, compliments, expressing care, expressing asking about intentions/plans, congratulating, telling and asking about experience, and the meaning of a song. So, all the materials mentioned above are expected to be included in Student's Book: English for SMA/MA Grade X.

B. 2013 Curriculum

a. Definition of 2013 Curriculum

The word curriculum generally refers to a series of subjects that help students achieve specific academic or job goals. A curriculum frequently includes a list of subjects and resources as well as basic learning objectives. Some curricula resemble lesson plans more because they provide thorough instructions on the most proficient method to show a subject, alongside conversation points, test questions, and exercises designated for understudies. The curriculum is a system made to help the instructing and growing experience under the course and oversight of schools, schools, or colleges and their representatives (Komaria, 1998, p.37). The curriculum is an assortment of arranging and putting forth objectives, subjects, and assets that

are utilized as rules in the educating and growing experience to acknowledge figuring out how to accomplish specific instructive objectives (UU No. 20, 2003. According to Poerwanti (2013), the 2013 curriculum emphasizes achieving proficiency through balancing attitudes, skills, and knowledge. However, the curriculum places more emphasis on students' attitudes, competencies, skills, and character development (Shawket, 2016, p.222).

The 2013 curriculum in Indonesia began to be applied at the senior high school level. Additionally, the 2013 curriculum has been trialed before replacing KTSP before being formally adopted in schools. The 2013 curriculum is significantly different from the KTSP in that understudies are supposed to have the option to accomplish specific qualities, for example, strict qualities and some worth shaping attributes, in

addition to the theory-based knowledge that is the sole focus of classroom instruction under the 2013 curriculum. In the classroom, students are also taught about character. To help them comprehend what they are realizing all alone and to assist them with turning out to be socially mindful that their companions, their current circumstances, and their stylish variables are important for the change method, the teacher encourages them to evaluate and then produce it with what they have observed (Ministry of Education of the Republic of Indonesia, 2013).

In the 2013 curriculum, there are some basic principles or also referred to as core competencies. According to M. Fadillah (2014, p.16), the curriculum develops and balances both soft and hard skills while covering attitudes, skills, and knowledge as aspects of competency. One of

the topics included in learning in the 2013 curriculum is core competencies. The qualities that a learner must acquire through an active learning process are known as core competencies. Core competencies are standards of competency for graduates that students who have had a thorough education in a particular school unit specify. The key competencies should characterize a reasonable quality in the accomplishment of hard and delicate abilities, spiritual and social attitudes, knowledge and skill competencies, and skills competencies.

As previously mentioned, core competences are made up of four components that are organized according to the following formula:

- a. Core Competency 1 (KI-1) for the core competencies of spiritual attitudes
- b. Core Competency 2 (KI-2) for the core competencies of social attitudes

- c. Core Competency 3 (KI-3) for the core competencies of knowledge
- d. Core Competency 4 (KI-4) for core competencies of skills.

First, Core Competencies 1 (KI-1) or competencies of spiritual attitude. Attitude is a mental tendency of a person that can create an action or deed. One of the understudy abilities evaluated by teachers is the spiritual attitude. In reality, it serves as a model for character education in the curriculum and is not just designed for evaluation, helping to create a generation of people who are obedient, religious, and of noble character. The first competency over all other competencies is a spiritual attitude. Therefore, learning must be ingrained as a habit and even interwoven into all subjects. The faith and piety of pupils toward their religion can be used to determine their spiritual

attitude. Spiritual attitudes can be raised at the beginning of learning, beginning with the player, while social attitudes can be more manifested in core activities (Gusviani, 2017). As a result, the 2013 curriculum's emphasis on evaluating spiritual attitude includes being diligent in worship, acting with thankfulness, praying before and after conducting activities, tolerance in worship, and greeting others.

Second, Core Competencies 2 (KI-2) or competencies of social attitudes. One of the actions utilized when interacting with another individual or group of people is a social attitude. Meanwhile, social attitudes can be seen in the behavior of students toward teachers and friends. The development of students' social attitudes is a major issue in the 2013 curriculum. This is the same as having a spiritual attitude. The student's ability to

become the next generation of the country with honorable, independent, democratic and responsible personalities is expected to come from having a social mentality. The 2013 curriculum places a strong emphasis on the social attitudes mentioned in core competency 2 (KI-2), such as honesty, self-assurance, responsibility, discipline, and tolerance.

Third, Core Competencies 3 (KI-3) or knowledge competencies. Knowledge is everything a person knows about things, their characteristics, circumstances, and expectations. Knowledge can be acquired through trial-and-error learning, intuition, reasoning, revelation, or experiential education. This study's information is the knowledge that supports student understanding during the learning process. Students are required to be able to apply the knowledge mentioned in the

2013 curriculum in their daily lives, not just in theory. The realm of knowledge explains the scientific principles that students should comprehend during the teaching and learning process (Zaim, 2017, p.19). Through low to high-level thinking skills, this learning seeks to assess students' proficiency in the four domains of knowledge, which comprises authentic information, reasonable information, procedural information, and metacognitive information.

Fourth, Core Competencies 4 (KI-4) or skills competencies. The ability to develop and explore knowledge is one of the skill qualities needed in the 2013 Curriculum. Although wide knowledge is a prerequisite for broad skills, it is not always the case. For this reason, in addition to the knowledge component of the 2013 Curriculum, the skills component also needs to be outstanding.

The response is succinct, allowing students to focus on the application and reality of the theory rather than just learning the theory itself. Students' skills are measured at various stages by "observing, asking, attempting, reasoning, presenting, and producing" (Maryani et. al., 2015, p1). This method tries to show students that knowledge about different topics can come from anywhere at any time, removing the need for them to rely solely on the teacher for information.

In the 2013 Curriculum, the appraisal should cover the four abilities depicted beforehand. Most significantly, because it has a significant impact on authentic evaluation, learning requires mastering not only the content but also the full range of the four basic abilities. Survey understudies' capacities given their real presentation by adhering to the abilities set by the

educator is called authentic assessment in learning (Olfos et. al., 2007, p.156). Authentic assessments significantly contribute to improving student knowledge and developing their aptitude in all subjects. When learners are capable of executing the task in a manner that is consistent with real life, an authentic assessment is used (Sewagegn et. al., (2020, p.256). Based on the 2013 curriculum, the primary method of student assessment is authentic assessment. However, since non-authentic assessment is also employed, authentic assessment is not the only method used to evaluate students.

1. The suitability of the material with core competencies (KI) and basic competencies (KD)

The following criteria for material appropriateness with KI and KD are divided into two groups, namely completeness and depth.

a. Completeness of material
(Kelengkapan Materi)

A textbook in this part must cover at the very least the texts typically used in English communication and require students to investigate them (interpersonal, transactional, and functional texts). The text must be appropriate for the student's class for students to comprehend and produce identity

presentation listening/reading phrases by paying attention to social functions, text structure, language, and delivery formats in interpersonal or educational communication, as well as functional elements that interact contextually, as well as religious and aesthetic values.

b. In-Depth of material (*Kedalaman Materi*)

A textbook must meet certain unique requirements, which are essentially in-depth material. The first is exposure (*Pajanan*), which requires textbooks to offer exploratory content that incorporates a variety of texts relevant to students' daily life, particularly in terms of the message delivered. Second, text formation

retention requires textbooks to include instructions that help students grasp the explicit meaning of text-forming elements such as social functions, text structures, and linguistic aspects. Production is the final one. Taking the construction of relevant texts, social, and spiritual factors into account, textbooks must be able to encourage and guide students in developing contextually relevant spoken or written texts.

2. The accuracy of listening materials

The English book of SMAN 04 Bengkulu City class X entitled Student's Book: English for SMA/MA Grade X, Erlangga publisher met most of the textbook evaluation criteria determined by the BSNP.

The Student's Book: English for SMA/MA Grade X fulfills several criteria on the sub-aspects of the relevance of the material to the curriculum, the accuracy of the material, learning support materials, language determination, presentation techniques, teaching and learning techniques, and the scope of presentation of subject matter, one of which is "Text verbally and in writing to praise the extended (extended) and the response" so that students listen/watch the praising interaction of the material.

a. Social function (*Fungsi sosial*)

Students must meet this requirement as part of their investigation of the textbooks they are studying. As a result, textbook content must be capable of directing students

toward interpersonal, transactional, and functional communication. Centered on appropriate hearing materials such as films, role plays, songs, past simple and present perfect tenses, descriptive texts, recount texts, and announcements, among others.

b. Generic structure

This criterion suggests that the textbook must provide the subject in a structured manner. As a result, it is anticipated that students will emerge with a habit of thinking systematically in daily life. The activity may involve interactive elements such as requesting and providing information, as found in interpersonal and transactional texts.

c. Linguistic Feature

Textbooks are supposed to equip and advise students with appropriate and relevant language elements in this linguistic trait. As a result, students are able to communicate effectively using high-quality language elements in appropriate circumstances in order to attain all aspects of social functioning.

3. Supporting materials

Other instruments used in the following evaluation of English textbooks are learning support resources, the contents of which must include three aspects that constitute standards to ensure the book's suitability for usage, including:

a. Up to-datedness and relevance Sources

Each instructional element in the textbook, such as text, tables, attachments, and illustrations, must contain pertinent and up-to-date materials regarding the topics covered.

b. Development of Life Skill

The textbook's instructional material must incorporate features that assist pupils to build life skills. Personal skills, for example, the ability to recognize one's weaknesses and strengths more deeply. Students' social skills are demonstrated by their ability to interact appropriately and appropriately with their surroundings. Academic skills include things like effectively utilizing information,

making sound decisions, and solving problems. Along with vocational skills that might motivate pupils to advance their abilities in their profession's future development.

c. Diversity Insight

Another tool that a good textbook must include is items that enable pupils to build their diverse perspectives. Appreciate cultural diversity, indigenous wisdom, and a commitment to cultural advancement; and cultivate a sense of love for the culture through a thorough grasp of culture and nation.

C. Textbook

a. Definition of Textbook

A textbook is one of the crucial elements determining whether or not learning will be successful, and it is one of the many different kinds of instructional materials employed in education. Printed items include textbooks (Sa'jaun et.al., 2009, p.5). Textbooks are critical teaching resources for students since they not only include all of the information necessary for the teaching and learning processes, but their quality can also decide a student's success or failure in the learning process (Gunantar, 2017, p173). According to Cunningsworth (1984, p1), reading materials are often purposefully attempted in pilot concentration in the actual performance condition before publication, and textbooks are written by

experienced and qualified people. The textbook offers pre-made teaching materials and exercises. A textbook is also a quick and affordable approach to creating instructional materials. Because it offers benefits that signify helpful resources, a course book also plays a crucial function in teaching because it makes it easier for students to study. A textbook is a useful tool for education. In other words, both teachers and students could use the knowledge in the textbook to accomplish their learning goals. The textbook is a course book that is utilized in the teaching and learning process based on the teacher and student-recommended curriculum.

The following five aspects must be covered by a good textbook: structure, function, topic, scenario, and adequate abilities that are excellent enough to make it logically acceptable in dealing

with a specific society. Cunningsworth (1995) noted the following roles of an English textbook:

- a. The source of the presentation's materials (oral and composed)
- b. source of practice exercises for students and open collaboration
- c. A resource for teachers and students on vocabulary, pronunciation, and word parts.
- d. A source of inspiration and ideas for classroom resources for language learning
- e. A syllabus (where they reflect the predicated learning the target language)
- f. Resources for self-study or self-access work

There is no perfect textbook, but the best texts that are available to teachers and students will undoubtedly be. The three criteria listed below must be met by the ideal textbook:

- a. It must be appropriate for your students' skills, interests, and requirements.
- b. It must be appropriate for the teacher (the best textbook in the world will not work in class if the teacher has a good reason not to like it)
- c. Course books should adjust to the prerequisites of the authority schedule or general instructing test.

b. The Function of Textbook

Textbook functions include functions for teachers and students. Textbooks serve as both a learners' manual and a learning medium. Course books and reference books are other names for textbooks used in the classroom. Materials specifically created for the orientation of teaching specific subjects following the curriculum that served as the basis for the creation of textbook

content are included in textbooks. Textbooks are cabinets that can be worked on directly by students, and the purpose of these textbooks is to help students learn. Although there is a clear relationship between textbooks and students, there is limited evidence explaining how students use their textbooks. Textbooks are an important element in the success of a lesson. The importance of their role can never be overstated (Okeeffe, 2016, p2).

Textbooks are normally utilized related to a few learning assets, for example, exercise manuals, educator reference books, or supporting texts. Hutchinson and Torres (1994, p.318) express that textbooks are systems or rules that assist understudies with coordinating their learning both outside and inside the study hall during conversations for example while completing

exercises and activities to do schoolwork and plan for tests. Textbooks permit understudies to learn better, quicker, more plainly, and numerous different potential outcomes that can uphold understudy progress in learning.

Textbooks have a position and capability as the principal wellspring of showing materials and educating materials. In language educating, reading material are apparatuses for showing methodology, ideas, techniques, and language abilities. Then, language learning textbooks, particularly English learning, comprised of a few sections, and every section examines various sorts and levels of language abilities.

c. The Importance of Textbook

In the field of education, textbooks are crucial to the study of ESL and EFL. According to Hutchinson and Torres, textbooks represent a

nearly invariable component of English language instruction. Every year, millions of copies are sold, and numerous charity initiatives have been established to support the creation of textbooks in various nations. No teaching-learning scenario seems to be complete until a pertinent textbook is accessible (Balachandra, 2014, p74). Textbooks are one of the few essential elements of formal education. Because of this, textbooks play a crucial role in the educational process and serve as the clearest and most basic source of material support for language learning. Assignments are one approach to developing ways to deliver the contents and exercises of the book in front of the class when a teacher uses textbooks as a source of teaching material. This suggests that educational resources like textbooks can help teachers prepare

lesson plans and other teaching and learning activities.

The use of textbooks in teaching has benefits, depending on how they are used. Among the benefits are:

- a. They supply a program framework and a syllabus.
- b. They promote normative instruction
- c. They look after quality.
- d. They provide a variety of educational resources.
- e. They work well.
- f. They can provide examples of effective language use and knowledge.
- g. They can get teachers ready.
- h. Typically, they are interesting.

d. Textbook analysis

Analyzing a textbook is a means of describing all the contents of a textbook. Researchers usually conduct research on textbooks by analyzing a textbook to determine their quality of the textbook. A good textbook must meet all the criteria for a good textbook. Cunningsworth (1995) states that textbook evaluation is a way to choose which textbooks to use in a particular subject by considering the needs and quality of teaching. The reason for evaluating textbooks is to help the teacher/instructor progress and help educators gain insight into the properties of good material. The selection of textbooks involves the suitability of the material with the context to be used. No single textbook that has been released to the market is truly ideal for a particular group of learners. Instead of looking for the ideal textbook which

would be a little hard to find, we should find the best ones that fall into the fair or appropriate category. Then, another reason for evaluating textbooks is to identify certain strengths and weaknesses in textbooks that have been used, so that textbooks with many advantages can be used optimally, while weaker textbooks can be strengthened through adaptation or by replacing material from other books.

There are several recent evaluations from Cunningsworth, who recently listed many of the more detailed evaluation criteria we will encounter in many books and actions that assist in evaluating material. The first guideline is that the textbook must be in accordance with the needs of students. The meaning and purpose of learning a language must be understood by students. The second guideline is that the textbook should describe the

uses (present or future) that learners will make with the language. The third guideline is that textbooks must pay attention to the needs of students and must provide facilities in the learning process by not applying dogmatically rigid methods. The fourth guideline is that textbooks must have a clear role to support learning. Then, another purpose of the guidelines in practice: case studies, the stated purpose of highlighting is to encourage individual student input by inviting opinions and stimulating discussion, developing fluency through balanced functional language exercises and skill work.

Based on the explanation above, the researcher can conclude that English textbooks are media and learning resources that have been designed to meet educational standards in a simple

form to facilitate the teaching and learning process in schools. It has indicators as below:

- a. Learning resource
- b. A reference in teaching and learning process
- c. Simple and practical learning resources
- d. As a guide for teachers and students in teaching learning material

D. Previous Related Study

There are several summaries of previous research that can be used as guidelines for researchers in conducting new research and explain why this research is different from other research. The following explanation is a highlight of several previous studies related to this research.

First, A thesis Agni Kusti Kinasih (2014) wrote a thesis titled "A Content Analysis on English Textbooks for Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to

English for Senior High School Students Grade X." The purpose of this study was to ascertain whether or not the English textbooks analyzed met the *Pusat Perbukuan* (Pusbuk) criteria for a good textbook and were relevant to the 2013 Curriculum, as well as the extent to which those criteria were met or not met by the textbooks and their relevance to the 2013 Curriculum. This was a qualitative content analysis study that was descriptive in nature.

Second, in 2019, Riski Wahyu Astuti completed a thesis named *An Analysis of English Course Book (Content Analysis of "Bahan Ajar Bahasa Inggris" Used by Ninth Grade Students of Madiun Junior High School)*. The purpose of this study was to see if the "*Bahan Ajar Bahasa Inggris*" used by ninth grade junior high school students in Madiun as an English course book met Alan Cunningsworth's criteria for an excellent course book. The similarities between the previous research and this research are examined in terms of content/material aspect

and qualitative technique. The difference between the previous study and this study is the study's subject. The course book met several of Alan Cunningsworth's requirements for an excellent course book, including design and structure, linguistic content, skill, and topic.

Third, in 2020, Ilnazal Mumtaz will defend his thesis, A Content Analysis of "When English Rings a Bell": An English Textbook for Seventh Grade (Ed. 2017). This study focused on textbook assessment criteria in English textbooks, which were assessed using Mukundan, Hajimohammadi, and Nimechchisalem's criteria for a good textbook, which included general textbook features and learning-teaching material. The results showed that the English textbook "When English Rings a Bell" (Ed. 2017) for junior high school students in VII grade met the criteria for an excellent textbook by receiving a cumulative point of 98 percent.

In comparison to the author's research, this is titled *Content Analysis of Listening Materials in English Textbooks Based on the 2013 Curriculum for Tenth Grade Students at Senior High School 04 Bengkulu City*. The purpose of this study was to examine how to analyze listening content in a textbook, with a particular emphasis on listening ability. This study employed a qualitative research design. The researcher will conduct the study using a content analysis. The subjects of this study are an English textbook based on the 2013 Curriculum for tenth grade pupils. The research sample was prepared using a checklist. To ascertain the English textbooks relevance to the government-related material of the 2013 curriculum.

CHAPTER III

RESEARCH METHOD

This chapter discusses five major areas, including the research strategy, research data and sources, research instruments, data gathering procedures, and data analysis techniques.

A. Research Design

Because the quality of research is highly dependent on design, the research design is critical. The researcher conducts the study using content analysis. Content analysis is one of several methods of data analysis used in qualitative research. According to Krippendorf (2013), content analysis is a research technique for making reliable and correct conclusions about the context of data. This demonstrates that academics frequently refer to the source text as meaning inference to make it simpler for readers to grasp the suggested meaning contained within it in light of its context of use in society. According to the authors, this

form of research is more than a computational procedure, as the objective is to connect the results to the context or setting in which they were generated. On the other hand, content or document analysis is a technique for examining written or visual data to ascertain the features of a certain material. According to Donald et al. (2010, p.457), information might come from a variety of sources, including textbooks, newspapers, television shows, commercials, and musical creations. This study will assess the content of listening elements in English textbooks based on the 2013 Curriculum for The Tenth Grade Students at Senior High School using content analysis.

B. Research Data and Source of the Research

The data and source of this research are the textbook "Student Book: English for SMA/MA Class X" written by Sudarwati and Eudia Grace and published by Erlangga was utilized as the data source in this study for the first year at SMAN 04 Bengkulu City as the first book

to be published for tenth graders in the 2013 curriculum. The researcher choose the textbook because fulfills several criteria on the sub-aspects of the relevance of the material to the curriculum, the accuracy of the material, learning support materials, language determination, presentation techniques, teaching and learning techniques, and the scope of presentation of subject matter. The content of the listening materials in the English textbook for tenth-grade students at Senior High School 04 in Bengkulu City corresponds to the curriculum 2013 syllabus's features of the topics.

C. Instruments of the Research

Because the data source in this study is English textbook, the instruments that was be used in the research include a textbook evaluation checklist and interviews with English teachers to acquire additional data, specifically an English textbook for tenth graders in high school. Based on the 2013 curriculum in the syllabus, the

following are the factors utilized to measure/evaluate listening material activities. In this research, the researcher was use two analysis matrixes. The first analysis matrix was use to explain how does suitability of listening materials in the English Textbook of the tenth-grade student published by Private Publications/Erlangga fulfill the content aspects suggested in the syllabus of the curriculum 2013? For further details about it, the researcher was show the table below about the matrix of analysis listening material based on the 2013 curriculum in the syllabus and a textbook published by Private Publications/Erlangga. The second matrix was show the percentage score of the English textbook based on the criteria from the 2013 curriculum. The researcher was present the table below, which shows the relationship between listening material activities in the syllabus based on the 2013 curriculum, for more information. Matrix of

analysis hearing material based on 2013 curriculum in the syllabus is explained in the table below.

Table 3.1
Matrix of Analysis Listening Material in Syllabus of K13 and Textbook

No	Listening Learning Syllabus of K13	Title of Each Chapter in Textbook	Listening Learning Material in Textbook
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

9			
---	--	--	--

D. Data Collection Procedure

The researcher collected data by examining copies of English textbooks used in Senior High School. The document is a communicative medium used to convey information about the characteristics of an object, system, or process, and it refers to a data collection methodology that involves acquiring listening material from an English textbook and grading documents. This means that qualitative data derived from words and sentences are categorized to conclude. The researcher was do the following steps:

First, researchers was select a school that already possesses adopted the curriculum of 2013. After receiving authorization from the school to gather data, verify and ask for their tenth-grade students' syllabus as well as the textbook that the teacher and students use in the process of

learning. Copying the curriculum and collecting English textbooks, with an emphasis on listening material, into the data collection table created by the researcher. This table is used to determine whether an English textbook is compatible with the 2013 curriculum's syllabus.

Second, a textbook checklist for assessing textbooks will be developed, which will include a set of standard criteria for evaluating English textbooks that will be derived from the rules for evaluating materials that have been amended to conform to the 2013 curriculum standards. This guidelines checklist examines whether the listening elements in the English textbook used by students in the tenth grade at Senior High School 04 in Bengkulu City meet the requirements of the curriculum 2013 syllabus.

Third, after the syllabus and textbooks have been collected, and all of the checklist instruments have been created, the researcher will analyze the listening material

in English textbooks for tenth-grade students published by Private Publications/Erlangga that are appropriate for the syllabus of the 2013 curriculum. And to what extent do the listening materials in the English textbook for Senior High School 04 Bengkulu City's tenth-grade students fulfill the aspects of the contents indicated by the curriculum 2013 syllabus? In addition, when conducting research, the researcher will need several references. Its goal is to make data analysis easier for scholars. Researchers go through numerous stages to gather references, which are as follows:

- a. Conducting an internet search for recognized materials relevant to the topic, such as journals, books, and others.
- b. Consult the library for study-related books.
- c. Using the library to locate a theory or thesis connected to the study.

E. Data Analysis Technique

The instruments used in this study were checklists for evaluating textbooks generated from the 2013 curriculum's materials evaluation standards. The syllabus of curriculum 2013 includes a checklist for locating textbooks. When evaluating the data from the instrument checklist, the researcher will use the formula derived by Sudijono (2010) to calculate the outcome. The researcher uses percentages to determine the outcome of this investigation. The percentages used to determine the study's conclusion can also be used to determine the extent to which the listening components in an English textbook for Senior High School students in the tenth grade meet the requirements of the curriculum 2013 syllabus. According to the formula below:

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

Note:

P = Percentage

F = Frequency criteria of the aspect of each unit

N = Total number of criteria from each aspect

Finally, the above formula will be utilized to classify the data analysis results according to one of the four criteria proposed by Pusat Perbukuan (lined in Latif, 2015, p.72):

Table 3.2
The Conversion of Fulfillment

Range of fulfillment score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Poor
0%-50%	Bad

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Profile of SMAN 4 Bengkulu City

SMAN 4 Bengkulu City was established on November 20, 1984, with the first name being SMAN 3 Bengkulu City which later underwent a change in 1997 and became SMAN 4 Bengkulu City on March 7, 1997. In 2014, SMAN 4 Bengkulu City was crowned the Adiwiyata High School of the Bengkulu Province. Similar to high schools in general, SMAN 4 Bengkulu City is taken within three years of study, starting from grades X to XII. The available specialization categories are natural sciences, social sciences, and linguistics from the level of specialization starting in the second year to the third year of study.

1. School Identity

- | | |
|--------------------|------------------------|
| 1. School Name | : SMAN 4 Bengkulu |
| City | |
| 2. NPSN | : 10702413 |
| 3. Education Level | : SMA |
| 4. School Status | : Negeri |
| 5. School Address | : JL. ZAINUL
ARIFIN |
| Postal Code | : 38229 |
| City | : Bengkulu |
| District | : Kec. Singaran Pati |
| Province | : Prov. Bengkulu |
| Country | : Indonesia |

2. Complementary Data

- | | |
|-----------------------------------|----------------------------|
| 6. School Founding Decree | : 0558/O/1984 |
| 7. School Establishment
Decree | : 1984-07-01 |
| 8. Ownership Status | : Pemerintah Daerah |
| 9. Date of Permit Certificate | : 1984-07-01 |
| 10. Special Needs Cetered for | : Tidak ada |
| 11. Account Number | : 0736-22061 |
| 12. Bank Name | : BANK Bengkulu |
| 13. KCP Branch/Unit | : CAPEM PS.
PANORAMA |
| 14. Account in the name of | : SMA N 4 Kota
Bengkulu |
| 15. Land Area Owned (m2) | : 5727 M2 |

3. School Contact

- | | |
|------------------|--|
| 16. Phone Number | : 0736-22061 |
| 17. Fax Number | : 073- 622061 |
| 18. Email | : Sman04bengkulu@gmail.com |
| 19. Website | : www.smanpa_kotabengkulu.com |

4. Periodic Data

- | | |
|-------------------------|-----------------------|
| 20. Run Time | : Pagi |
| 21. Ready to Accept BOS | : Bersedia Menerima |
| 22. ISO Certification | : Belum Bersertifikat |

- | | |
|----------------------------|---------------------------|
| 23. Power Source | : PLN |
| 24. Electric Power (watts) | : 0 |
| 25. Internet Access | : Telkom Speedy |
| 5. Other Data | |
| 26. Headmaster | : Syahroni, M.Pd |
| 27. Data Operator | : Ganang Setiaji,
M.Pd |
| 28. Accreditation | : A |
| 29. Curriculum | : Kurikulum 2013 |

2. Textbook Profile

The Student's Book: English for SMA/MA Grade X textbook was written by Theresia M. Sudarwati and Eudia Grace and is based on the curriculum used in Indonesia today, namely the 2013 curriculum. Student' Book: English for SMA/MA Grade X textbook revised edition published by Erlangga publisher in 2017. This textbook has adapted five scientific approaches, observing, asking, exploring, associating, and communicating. Consists of 208 pages and 10 chapters. The ten chapters have the following topics: (1) Hi, My Name Is, (2) Well

Done!, (3) Congratulations!, (4) I Will Improve My English, (5) It's a Wonderful Place, (6) Listen to the School Announcement, (7) I've Been There, (8) Past Echoes of the Nations, (9) A Long Time Ago, (10) Sing Your Heart Out!

Listening material is available in each chapter of the Student's Book: English textbook and most of it is in the observation or evaluation section. Listening material in English textbooks mostly consists of listening to dialogues or monologues and students are required to respond appropriately to situations in dialogue. In addition to responding appropriately, students are also taught to find some information contained in a textbook, both specific information, and general information. In some chapters, there is also a part of listening material that aims to hone students' intonation and pronunciation. Almost all chapters of listening material use picture illustrations

that aim to describe the dialogue based on the pictures seen by students. This textbook also provides students with lots of sample texts to increase students' vocabulary.

3. The Extent to Which the Textbook Entitled “Student’s Book: English for SMA/MA Grade X” Published by Private Publications/Erlangga Suitable with the 2013 Curriculum Syllabus.

The results of this study are divided into two parts. The first result shows the coverage of listening material content in English textbooks for tenth graders at SMAN 04 Bengkulu City according to the 2013 Curriculum syllabus. The second result shows the percentage of listening material content in English textbooks for tenth-grade Senior High School students according to the curriculum syllabus. 2013 is in line with the 2013 curriculum based on the checklist table an English textbook published by

private publication/Erlangga. There are 10 chapters of English material in English textbooks, especially listening material which will be analyzed in this chapter. All of these listening materials were collected from an English textbook entitled "Student's Book: English for SMA/MA Grade X" for the tenth grade of high school. The following is a table of matrix of analysis Listening material in syllabus of K13 and textbook:

Table 4.1
Matrix of Analysis Listening Material in Syllabus of K13 and Textbook

No	Listening Learning Syllabus of K13	Title of Each Chapter in Textbook	Listening Learning in Textbook
1.	Simple oral and written texts to describing self and ask for	Topic: Hi, My Name Is Sub topic: Talking	1. Sharing personal information

	identity and response.	about Self	2. Listening to people introducing themselves
2.	Spoken and written texts to praise (extended) and the response.	Topic: Well Done! Sub topic: Complimenting or praise	Complimenting divided to expressing compliments with the dialog with their friends. a. Statements b. Responses
3.	Spoken and written texts to say and respond to congratulations (extended)	Topic: Congratulations! Sub topic: Congratulating others	Congratulating others to divided the student to giving congratulation with their friend in very situation. For

			example in textbook students listen to the recording about congratulation.
4.	Spoken and written texts of statements and questions about the intention to do something	Topic: I Will Improve My English Sub topic: Expressing intention	Expressing intention is divided to make plans for anything that will they are to do. 1. Expressing intention with the illustration dialogue and statements expressing intention
5.	Oral and written descriptive text,	Topic: It's a Wonderful Place	Specific information of a

	<p>simple, about famous people, tourist attractions, and historical buildings</p>	<p>Sub topic: Descriptive text</p>	<p>descriptive text. The students describe places in order to be proud, introduce and identify critique place.</p>
6.	<p>Announcement. 1. Mention announcement purpose 2. Mention detail information from announcement</p>	<p>Topic: Listen to the School Announcement Sub topic: Announcement</p>	<p>To tell information to the public. For example students listen to announcement with the information that they heard.</p>
7.	<p>Actions / events that occurred in the past which refers to the time</p>	<p>Topic: I've Been There Sub topic: Past</p>	<p>To talk about past events or actions to increase the students awareness</p>

	of occurrence. (Past Simple and Present Perfect Tense)	simple and Present perfect tense	of cross cultural understanding.
8.	Simple oral and written recount text about experiences/activities/events.	Topic: Past Echoes of the Nations Sub topic: Historical recount text	To tell about historic events in order to retell, share experiences, learn from past events and be proud of our history
9.	Spoken and written narrative text in the form of a simple legend	Topic: A Long Time Ago Sub topic: Narrative text	Expression to respond or show attention to a story, and detailed information from legends. for example “students listen to some story

			excerpts and match the excerpts with the appropriate pictures”
10.	Reading , listening, and imitating song lyrics orally	Topic: Sing Your Heart Out Sub topic: Song lyrics	Discussing the themes of the songs

This table describes the relevance of listening material in the 2013 curriculum syllabus with listening material in tenth-grade Senior High School English textbooks. Listening material is available in every chapter of published private publication/Erlangga English textbooks. The listening material in the textbook mostly consists of listening to monologues and students are asked to respond to dialogue situations appropriately. In addition to responding appropriately, students are also taught to

find some information in the text, either general or specific information. In some chapters, there is also a listening material section that is intended to hone students' intonation and pronunciation. This textbook provides students with many sample texts to improve students vocabulary.

4. The Textbook that Included in the Content Aspects Suggested by the 2013 Curriculum

To find out the differences and the same things contained in the syllabus and English textbooks as a comparison of listening material in the 2013 curriculum syllabus and English textbooks. As well as, the percentage of evaluation of material in the class X English textbook entitled "Student Book: English for SMA/MA Class X" published by Private/Erlangga for class X SMA students based on the 2013 curriculum. The researcher used the English Textbook Documentary Checklist Table from Cunningsworth (1995) sources to find out the percentage

of listening material content in English textbooks for tenth graders of SMAN 4 Bengkulu City according to the 2013 curriculum syllabus. Examples are included in Appendices 2. There are 13 questions and each checklist for each question is worth 1 score. Based on the document checklist table in the English textbook private publication/Erlangga, there is a value of 12 which is valuable. Then, to find the total score of the instrument, the researcher will use the formula below:

a. The textbook Published by Private Publications/Erlangga

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

$$P = \frac{12}{13} \times 100\%$$

$$P = 92\%$$

Note:

P = Percentage

F = Frequency criteria of the aspect of each unit

N = Total number of criteria from each aspect

Therefore, it can be concluded that the percentages of a textbook published by private publications/Erlangga are 92%, based on the results, the researcher stated that “Students’ Book: English for SMA/MA Grade X” textbook published by Private Publications/Erlangga/ Textbook was categorized as “*good*” with an average score 92%. This statement was according to Pusat Perbukuan as follows:

Table 4.2

Final Calculation of Analysis Textbook

Range of fulfillment score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Poor
0%-50%	Bad

B. Discussions

The textbook is one of the factors that determine whether or not education is successful. The textbook itself determines whether or not education is of a high caliber. The textbook is a course book utilized in the education and educational experience utilizing an educational program that has been proposed for use by teachers and students. For the textbook to help instructors make sense of understudies during the education and educational experience, most Indonesian educators use textbooks as the fundamental aid for educational programs and learning assets.

Textbooks are written by professionals with expertise and qualifications, and they typically contain material that has been purposefully tried out in a pilot study under real-world conditions before distribution (Cunningsworth , 1984, p. 1). Course books offer instant

showing materials and schoolwork tasks. Textbooks are likewise a quick and reasonable way to deal with making instructing materials. As indicated by Tom Hutchinson and Eunice Torres (1994, p. 319), course books as it were can effectively convey what will be accomplished during a lesson.

1. Textbook Published by Private Publications/Erlangga

Textbook had 10 chapters. There were 10 lessons about interpersonal texts both oral and written. They were, *Hi, My Name Is* in Chapter 1, *Well Done!* In Chapter 2, *Congratulations!* In Chapter 3, *I Will Improve My English* in Chapter 4, *It's a Wonderful Place* in Chapter 5, *Listen to the School Announcement* in Chapter 6, *I've Been There* in Chapter 7, *Past Echoes of the Nations* in Chapter 8, *A Long Time Ago* in Chapter 9 and *Sing Your Heart Out!* In Chapter 10.

From the analysis, it can be inferred that although the textbook's author tried to arrange it as well as she could, human limitations nonetheless showed up in it. The author also made an effort to give context-relevant information, however students may not always find it acceptable. The 2013 curriculum's syllabus was also compatible with this textbook, as demonstrated by the matrix analysis that the researcher produced. Examples are included in Appendices 2 and 3.

Based on the results of the analysis carried out by the research contained in appendices 2 and 3, it can be concluded that the textbook published by Private Publications/Erlangga was classified as a “*good*” category based on guidelines material evaluation. However, these textbooks are usually difficult to understand for students who previously did not understand English. Based on the category

of the content aspects suggested in the 2013 curriculum, this textbook is categorized as “good” based on percentages from *Pusat Perbukuan*.

Each chapter in the textbook published by Private Publications/Erlangga is in a good category because it has suitability with the documentary checklist the textbook published by Private Publications/Erlangga the interpersonal text can be found in some of the chapters which correspond with students’ daily life. On page 3, it explains the topic expression for the introduction, where the students ask/ talk about himself or themselves. For example exercise: Close your book. Listen and repeat these sentences. Then write the sentences on a piece of paper. On page 20, exercise 26 develops a text for listening comprehension about listening to people introducing themselves. For example exercise: Hi! My name is Elizabeth Martawijaya.

My friends call me Elis. Originally I am from Nganjuk, a small town in East Java. But since I am studying in the university, I live with my aunt and uncle in Semarang. My address is 43 Seroja Dalam Street. My phone number is 0813 9945 6789. On page, 36 exercises 5-6 which contain listening exercises help students study how to give statements expressing compliments and respond to a compliment. For example exercise: Listen to the statements and choose the best responses. On page 59, listen to the dialogue, which picture best describes practicing congratulations. For example exercise: Listen to the dialogues. Which picture best describes each dialogue. And on page 77, it explains the statements expressing an intention. For example exercise: Listen to the dialogues once again and complete the following table statements expressing the intention.

The transactional text in the textbook published by Private Publications/Erlangga can be found in some of the chapters that explain that topic. On page 2, it explains the topic of sharing personal information, where if someone asks about your personal information with the appropriate expression. On page 77, it explains expressions intentions, where the students listen to the dialogue, which the picture best describes of statement expressing intention. On page 80, it explains about expressing, asking, and stating plans.

The functional text can be found in the textbook published by Private Publications/Erlangga. On pages 134 and 135, there is a topic that explains the announcement, where the students listen to the recording and read the announcement and fill in the blanks with the

information that they heard. On page 173, it explains about recount text.

There are so many presentational texts found in the textbook that was published by Private Publications/Erlangga such as a person who told in the textbook, communication act, and illustrations. On page 34, it explains pictures and illustration that expresses the topic of compliments. On page 59, it explains pictures and illustration that expresses the topic of congratulations. On page 76, it explains pictures that illustrate the expression of intention. On page 99, it explains the picture showing someplace. On page 150, it explains pictures that illustration.

In the textbook, it can be found some texts that relate to character building and learning life values as the structure text of the song. On page 231, it explains to students to listen to the lyrics

“When the Children Cry” by White Lion, listen to the lyrics carefully and put a tick on the pictures below that correspond to the verses.

In textbooks published by private publications/Erlangga, it can be found many types of text such as descriptive text, and recount text. On page 97, it explains the descriptive text. On page 173, it explains about recount text.

The textbook published by private publications/Erlangga, almost all of the units include social function, structure text, and language features. On page 32, there are explanations about the social function, structure of the text, and language feature of compliment. On page 74, identify the social function, structure of a text, and language features of a plan or intention. On page 96, it explains about social function and text structure of a descriptive text. On page 134, it explains identifying social

function, the structure of a text, and language features of the announcement. On page 148, it explains identifying social function, the structure of the text, and language features of past and perfect present tense. On page 173, it explains identifying social function, the structure of a text, and language features of recount text. On page 196, it explains identify the social function, structure of text, and language features of legends.

In the textbook published by private publications/Erlangga, actual production can be found almost in all of the chapters that explain grammar review and text structure. On pages 32, 74, 96, 134, 148, 173, and 196, there are explains about the structure of the text and the textbook published by private publications/Erlangga coverage of the syllabus.

Besides that, all of the chapters in the textbook published by private publications/Erlangga include the task.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The chapter presents the conclusions and suggestions drawn from the discussion of the research finding of the textbook Student's Book: English for SMA/MA Grade X Senior High School student.

A. Conclusions

Based on the study of analyzing the English textbook published by Private Publications/Erlangga, the researcher can conclude that the textbook was good enough to be used for the tenth grade of Senior High School that started using the 2013 curriculum. Even though the researcher said this textbook is good enough for learning, this textbook is not suitable for students who do not have basic competence in English, because this textbook uses full English. Although speaking speed in listening material is very slow, the textbook covers all the material suggested by the curriculum 2013 syllabus. This

textbook is categorized as “good” with a percentage of 92% based on the criteria of the 2013 curriculum syllabus and the percentage from *Pusat Perbukuan*.

A good English textbook should respond to the student’s needs; match the aim and objectives of the language learning program. In designing listening materials it should relate to students' daily life.

The textbook Entitled “Student’s Book: English for SMA/MA for Grade X” has strengths and weaknesses.

The strengths are:

- a. Listening materials are suitable with the theme in each chapter
- b. Listening materials are related with students daily life
- c. Listening materials improve students pronunciation and intonation

- d. Listening materials improve students comprehension and skills in listening in order to prepare themselves for final listening test
- e. Students are easy to follow the listening materials given in the book so that they can practice in their daily conversation
- f. Listening materials provide phonetics symbols for some difficult words to help the students easier to pronounce it.

The weaknesses are:

- a. Listening materials does not provide audio for students listening activity.
- b. Listening materials does not provide grammar sections
- c. Audio for listening materials cannot be easily accessed.
- d. Listening materials are not from native speaker.

B. Suggestions

Although most of the listening material in the textbooks for tenth graders published by Private Publications/Erlangga is appropriate for the 2013 Curriculum syllabus, the researcher still makes some suggestions which are described below.

First, the explanation for the listening material in the textbook must be developed by the teacher. If some chapters in the textbook do not provide explanations regarding the content of the material, the English teacher must be creative and able to provide explanations referring to the development of students' understanding of the material. The teacher should explain the contents of the listening material as basic knowledge to students before starting learning and giving assignments.

Second, Teachers should select high-quality textbooks before recommending them to students as learning resources so that there are no misunderstandings

about the subject matter. Even though all of the suggested materials can be found in the textbook, English teachers need to also find supplement materials that are more authentic than the textbook provided. The English teacher should also help the students train their comprehension to accommodate the lack of comprehension training in the textbook. Therefore, it is suggested to the teacher to pay more attention to listening material to support students to get better skills in listening comprehension as well.

Third, for the next researcher, the researcher hopes that next researcher can prepare everything before conducting the best possible research in organizing research, and can carry out the implementation of the textbook “Student’s Book: English for SMA/MA for grade X” in the EFL classroom and can follow up to this research as a reference in the future.

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Appendix 1.1

SILABUS

Appendix 1.2

**Documentary Checklist Table An English Textbook
Published by Private Publications/Erlangga**

No	Aspects to evaluate	Indicator	Criteria Fulfillment	Evidence		
				Page	Types of evidence	Explanation
1	Each unit of a book must contain interpersonal texts related to learners' daily life which give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written	Short interpersonal texts are related to learners' daily life which are meant to give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written, to interact with their closest environment, such as expressions for introduction, greeting and leave-taking,	√	3 20 36 59 77	Interpersonal texts	In the textbook can be found in some of the chapters which correspond with students' daily life. On page 3, it explains about the topic expression for introduction, where the students ask/ talk about himself or herself. On page 20, exercise 26 develops a text for listening comprehension about listening to people introducing

	to interact with their closest environment.	accepting or rejecting invitations, cancelling appointments, showing sympathy, thanking, complimenting, congratulating, complaining, showing regrets, promising, accusing, and so forth.				themselves. On page, 36 exercises 5-6 which contains of listening exercise help students on study on how to give statements expressing compliments and response to a compliment. On page 59, listen of dialogue. Which picture best describes of practicing congratulations. And on page 77, it explains about the statements expressing intention.
2	Each unit of a book must contain transactional texts which give learners opportunities to	Transactional texts give learners opportunities to take and give things, service, information, and opinions related to learners' daily life and	√	2 77 80	Transactional text	The transactional text in the textbook can be found in some of the chapters that explain that topic. On page 2, it explains about the topic sharing personal

	take and give things, services, information, and opinions related to learners' daily life and other subject matters, both oral and written.	other subject matters, both oral and written, such as giving instructions, asking for and giving opinions and advice, warning, discussing possibilities to do something, ordering, predicting, making judgements, asking about plans and purposes, and so forth.				information, where if someone asks about your personal information with the appropriate expression. On page 77, it explains about expressions intentions, where the students listen to the dialogue. Which the picture best describes of statement expressing intention. On page 80, it explains about expressing, asking, stating about plans.
3	Each unit of a book must contain functional texts and monologues from various genres which are explored to	Functional texts and short and simple monologues from various genres must be explored to improve learners' listening, speaking, reading and writing	√	134 135 173	Functional text	The functional text that can be found in the textbook. On page 134 and 135, there any topic that explains about announcement, where the students listen to the recording

	improve learners' listening, speaking, reading, and writing skills in regards to learners' daily life and other subject matters.	skills in regards to learners' daily life topics and other subject matters, such as formal and informal written and spoken texts (eg. announcement, invitation, advertisement), recount, narrative, procedure, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review				and read the announcement and fill in the blanks with the information that you heard. On page 173, it explains about recount text.
4	The textbook must contain presentational texts and presentational activities which give learners	Presentation technique discusses systematization and inter-units balance. Regarding to systematization, the materials and tasks are	√	34 59 76 99 150	Presentation text	There is so many of presentational text found in the textbook such as a person who told in the textbook, communication act, and illustrations. On

	opportunities to create a spoken genre on a scientific topic.	delivered in the form of texts, communicative acts, illustration, and symbols using organized pattern and order according to the material characteristics. Besides, it must at least consist of introduction, content, and closing. Inter-units balance means the materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols in a balanced manner in every unit.				page 34, it explains about pictures that illustration that expresses the topic about compliments. On page 59, it explains about pictures that illustration that expresses the topic about congratulations. On page 76, it explains about pictures that illustration that expressing of intention. On page 99, it explains about picture showing some place. On page 150, it explains about pictures that illustration.
5	The textbook must contain materials or	Development of learners' initiative, creatively, and critical	√	231	Character building	In the textbook, it can be found some of the text that relate with

	activities which are specifically designed for character building in which learners can implement what they learnt in their attitudes.	thinking means the delivery of materials and tasks prompts learners to do some communicative acts both oral and written based on their own initiative creatively and critically.				character building and learn life values as structure text of song. On page 231, it explains students listen to lyrics “When the Children Cry” by White Lion, and listen the lyrics carefully and put a tick on the pictures below that correspond to the verses.
6	Exposure: In learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners’ daily life.	Exposure means in learning every type of text, a textbook must require learners to explore quite many types of text which are relevant to learners daily life with the objective to get learners accustomed to a particular type of	√	97 173	Exposure	In textbook, it can be found many types of text such as descriptive text, and recount text. On page 97, it explains about descriptive text. On page 173, it explains about recount text.

		text, particularly to its messages.				
7	Retention: In learning every type of text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, namely social function, generic structure, and linguistic features after comprehension a particular type of text.	Retention on the rules of text production means in learning every type of text, a textbook must give learners guidance to acquire explicit comprehension about three elements of text production, that are social function, generic structure, and linguistic features. This should be conducted after learners have comprehended the message contained in a particular type of text.	√	32 74 96 134 148 173 196	Retention	In the textbook almost all of unit is include social function, structure text, and language feature. On page 32, there are explain about the social function, structure text and language feature of compliment. On page 74, identify social function, structure text and language features of a plan or intention. On page 96, it explains about social function and text structure of a descriptive text. On page 134, it explains identify social function, structure text

						and language features of announcement. On page 148, it explains identify social function, structure text and language features of past and perfect present tense. On page 173, it explains identify social function, structure text and language features of recount text. On page 196, it explains identify social function, structure text and language features of legends.
8	Actual learning: in learning every type of text, a textbook must give learners	Actual production means in learning every type of text, a textbook must give learners guidance to produce written and	√	32 74 96 134 148 173	Actual Production	In the textbook, actual production can be found almost in all of the chapters that explain about grammar review and text

	guidance to produce written and oral texts to achieve the social function which is relevant to a particular text type.	oral texts to achieve the social function which is relevant to a particular type of text, by also considering the other two elements (generic structure and linguistic features). This is conducted when learners already have explicit comprehension about those three elements of text production.		196		structure. On page 32, 74, 96, 134, 148, 173, and 196, there are explains about the structure of the text.
9	There is systematic coverage of syllabus	Coverage the syllabus means that textbook have to suitable with the curriculum.	√	Cover age	Coverage the syllabus	The textbook is coverage the syllabus
10	The content is clearly organized and graded (sequenced by difficulty).	It means that textbook must make learners easier to understand the material start from easy to difficult	√	-	The content is clearly organized	It show that in the textbook the materials is star with easier-difficult.

11	The number of lessons in the course should suit the school term of year.	The textbook must follow the term year.	√	-	The number of lesson is suit school term	It show that in the textbook is included the 10 chapters.
12	The sequencing of content should allow for some learners being absent from some classes.	The student needs some materials that explain the same topic, even though not same at all.	-	-	-	-
13	Textbook should have a clear role as a support for learning that means the textbook should include the task / topic-related activities to improve the four skills (listening,	Textbooks facilitate learning, it means the textbook should provide exercise and topic-related activities designed to promote fluency in the use of English, and they often give explanations or contextualized examples which help	√	All chapter in textbook	Exercise/topic-related activities	All of chapters in the textbook is include the task.

	reading, speaking, and writing) in English.	learners to understand how the language works.				
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Appendix 1.3

Table Analysis of Listening Materials Based on 2013 Curriculum in Syllabus for Tenth Grade Students at Senior High School

No	Chapter	Title of Each Chapter in Textbook	Listening Material in Textbook
1.	Chapter 1	Hi My Name Is	<p>2 (1) Listen to dialogue. Decide which pictures best describes the dialogue.</p> <p>3 (2) listen to and repeat these sentences. Then write the sentences on a piece of paper.</p> <p>4 (3) Listen to the names mentioned in the dialogue. Check (√) the boxes.</p> <p>5 (4) Listen to the questions and choose the correct responses. Give a tick</p> <p>7 (5) Listen to the recording. Practice this dialogue with your friend, with correct intonation.</p>

			<p>20 (25) Listen to the recording. Check your intonation. Were you correct?</p> <p>20 (26) Listen to people introducing themselves.</p>
2.	Chapter 2	Well Done	<p>32 (1) Find the video clip of “Somewhere over the Rainbow” sung by Connie Talbot, on the internet. While watching a tick by the suitable pictures describing the content of the song.</p> <p>34 (2) Listen and repeat</p> <p>34 (3) Listen, repeat, and write the words.</p> <p>34 (4) Listen the dialogue. Which pictures best describes each dialogue?</p> <p>36 (5) Listen to the statements and choose the best responses.</p>
3.			59 (1) Listen to the

	Chapter 3	Congratulations!	<p>recording and repeat. Pronounce the phrases or sentences correctly.</p> <p>59 (2) Listen and write down the words you hear.</p> <p>59 (3) Listen the dialogue. Which picture best describes each dialogue.</p> <p>61 (4) Listen to the statements and choose the best responses.</p>
4.	Chapter 4	I Will Improve My English	<p>74 (1) Listen to some messages and fill in the blank spaces.</p> <p>74 (2) Listen to some messages and complete the table below</p> <p>75 (1) Listen and tick (√) responses you hear</p> <p>76 (2) Listen and repeat</p> <p>76 (3) Listen and repeat the words you hear</p> <p>76 (4) Listen to some dialogues. Which picture</p>

			best describes each dialogue? 80 (11) Listen and repeat
5.	Chapter 5	It's a Wonderful Place	98 (3) Listen to the recording and fill in the blanks 99 (5) Listen to some monologues. How is each city described? Match each adjective with the city. 107 (19) Listen to this monologue and fill in the blanks
6.	Chapter 6	Listen to the School Announcement	134 (2) Listen to the recording and read the announcement aloud. 135 (4) Listen to the following school announcement and fill in the blanks with the information that you heard.
7.	Chapter 7	I've Been There	148 (1) Listen to a dialogue between Mika and his friend. Where has the

			<p>mother just come from? Put a tick (√) on the suitable picture.</p> <p>150 (2) Listen and repeat.</p> <p>150 (3) Listen, repeat and write down the words you have heard.</p> <p>150 (4) Listen the dialogues. Which picture best describes each dialogue?</p> <p>151 (5) Listen to the statements and choose the best responses.</p>
8.	Chapter 8	Past Echoes of the Nations	173 (1) Listen to the monologue and then fill in the blanks
9.	Chapter 9	A Long Time Ago	<p>196 An excerpt is a short part taken from a book or film. Listen to some story excerpts with the appropriate pictures.</p> <p>196 (1) In a group of four, listen to some parts of famous stories, and then</p>

			<p>guess the titles of the stories.</p> <p>198 (4) Listen to a story attentively and find 7 phrases in the text which are different from the story you have just listened to.</p>
10.	Chapter 10	Sing Your Heart Out	<p>231 (1) Find the song <i>When the children cry</i> by White Lion and its lyrics. Listen to the lyrics carefully and put a tick on the pictures below that correspond to the verses.</p> <p>233 (4) Find the following songs and listen to the lyrics</p> <p>233 (7) Listen to the song <i>Pray</i> by Justin Bieber once again. Find the lyrics.</p> <p>234 (11) Listen to the song <i>Hall of Fame</i> by The Script, the discuss the questions.</p>
Total			10 Chapter

Appendix 1.4

INTERVIEW WITH THE ENGLISH TEACHER

CATATAN LAPANGAN HASIL WAWANCARA

DENGAN GURU BAHASA INGGRIS SMAN 04 KOTA BENGKULU

Day/Date	: Senin, 6 Juni 2022
Time	: 08: 40 WIB
Activity	: Interview English Teacher
Object Interview	: Andi SukmaWijaya, M.Pd
Interviewer	: Yosi Okta Romania
Researcher	: What kinds of textbook that usually use in learning process in the classroom? <i>(Jenis buku teks Bahasa Inggris apa saja yang biasanya digunakan dalam kegiatan pembelajaran didalam kelas?)</i>
English Teacher	: English for SMA/MA Grade X (Compulsory English textbook) based on curriculum 2013. Kami para guru menggunakan buku paket yang telah disediakan di perpustakaan sesuai dengan kebutuhan guru masing-masing seperti

buku “Bahasa Inggris” terbitan dari penerbit Erlangga. Tapi untuk kelas sepuluh guru menggunakan buku paket dengan judul berbeda, khususnya untuk kelas X Bahasa menggunakan buku paket Student Book: English for SMA/MA dan kelas X IPA dan IPS menggunakan buku paket Pathway to English textbook.

Researcher : Based on your opinion, is the textbook that usually use is suitable with syllabus of 2013 curriculum?

(Menurut anda, apakah buku teks yang biasa digunakan sudah sesuai dengan silabus kurikulum 2013?)

English Teacher : Iya, hampir setiap materi yang disajikan dalam buku teks tersebut sudah memenuhi standar kompetensi yang ada di silabus kurikulum 2013.

Researcher : Based on your opinion, does the listening material meet the content aspects suggested by the 2013 curriculum syllabus?

(Menurut anda, apakah materi mendengarkan sudah memenuhi aspek isi yang disarankan oleh silabus kurikulum 2013?)

English Teacher : Menurut saya, materi menyimak pada buku teks “Student’s book: English for SMA/MA grade X sudah memenuhi aspek isi dari silabus kurikulum 2013.

Researcher : What is recommend book that you think is correspond with student in learning?

(Buku mana yang menurut anda sesuai dengan kebutuhan siswa dalam kegiatan pembelajaran?)

English Teacher : Menurut saya semua buku yang digunakan sudah termasuk bagus bagi siswa, tapi saya lebih merekomendasikan buku Pathway to English untuk siswa. Hal itu kami tinjau dan masih kurangnya pemahaman bahasa inggris siswa masih tergolong dalam kategori basic. Sedangkan buku bahasa inggris English Book for SMA/MA grade X lebih baik untuk siswa sudah memahami bahasa inggris.

DOCUMENTATION



Ket: Kegiatan foto bersama siswa kelas X Bahasa dan guru bahasa inggris



Ket: Perpustakaan SMAN 4 Kota Bengkulu



**Ket: Kegiatan wawancara guru bahasa inggris di SMAN 4
Kota Bengkulu**