

# **The Analysis Of Reading Materials In English Textbook Based On 2013 Curriculum For The First Grade Of Vocational High Schools.**

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## **Abstract**

The aim of the research is to describe whether the reading materials in English textbook for first grade students of vocational high school appropriate to curriculum 2013, and School fulfill the aspects of content, the aspects of language use and readability, and the aspects of presentation proposed by *Pusat Perbukuan*, Ministry of National Education.

The researcher applied a qualitative research design. The result would be described in the form of words without any statistical calculation. The data were collected from the reading section in the textbook. As supplementary tools of the instrument, forms of checklist were used during the research analysis.

The findings show that the reading materials in *Bahasa Inggris* textbook were appropriate with the criteria of qualified English textbook suggested by *Pusat Perbukuan*, Ministry of National Education and have a good relation to the content of syllabus. There are only two nonconformities found in the textbook: (a) there are some reading materials which were not presented in the textbook and (b) there are no reading materials which could encourage the development of technology and arts.

**Keywords:** *Reading material, Textbook, Curriculum 2103*

## **Introduction**

. Textbooks as one of the learning materials play a very significant role in the success of teaching and learning. Textbook consists of instructional materials. It provides much information and knowledge. It is used by the teacher in the learning-teaching process as a main source. Textbook is not only useful for teachers in terms of helping them to prepare the materials, and achieve the teaching aims and objectives but also textbook helps students to achieve their learning needs.

Teachers, students, and administers are all consumers of textbooks. All these groups, of course, may have conflicting views about what a good/standard textbook is. However, the question is where they can turn to for reliable advice on how to make an informed decision and select a suitable textbook (Ansary & Babaii, 2002). The literature on textbook selection or textbook evaluation procedure is vast. Various scholars have suggested different ways to help teachers become more systematic and objective in their approach. The argument of using textbook, they are textbook is a framework which regulates and times the programs, in the eyes of learners, no textbook means no purpose, without a textbook learners think their learning is not taken seriously (Heinle, 2000). In many situations a textbook can serve as a syllabus, a textbook provides ready- made teaching texts and learning tasks. A textbook is a cheap way of providing learning materials. A learner without a textbook is out of focus and teacher- dependent, and perhaps most important of all, for novice teachers a textbook means security, guidance, and support. Textbook provides lots of materials and exercises, to

develop students' affective, textbooks provide dialogues. And to develop students' psychomotor skills, textbook provide some movement activities in the exercises.

One of the main components in a curriculum is textbooks. They determine many aspects such as the content, the procedures, the methods for teaching and learning. The teacher introduces new materials usually taken from the textbook. Most of the reading passages in the textbook are beyond their schemata. So, a good textbook must be readable, understandable, and comprehensible to the students. The textbook must also be relevant with the school curriculum. In choosing textbook, it has to be integrated with the latest curriculum used by school. For example, in Indonesia almost every school applies 2013 curriculum as their curriculum. The 2013 curriculum consist of; attitude competence, knowledge, and integrated skill. 2013 Curriculum in Indonesian Education use scientific approach in its teaching and learning process. Therefore, they had to apply English textbook that appropriate with 2013 curriculum

Nowdays, Indonesian Ministry of Education and Culture revised the curriculum for elementary and high schools, namely Curriculum 2013. It replaced the previous curriculum, the Curriculum 2006. This curriculum is claimed to be different from the previous one - in several aspects. One of the main differences is the implementation of scientific approach instead of communicative approach in teaching and learning. Curriculum 2013 for senior high school in Indonesian began to be implemented from grade X or first grade of senior high school. Moreover, it is wise that the new Curriculum 2013 needed to be tested first before it takes over the previous curriculum. The curriculum 2013 itself is pretty much different from the KTSP. The purposes of the study of the curriculum 2013 in the classroom are not only based on what student learned from curriculum, but also it hopes to achieve certain values. The religious values and some characteristic building values in the student's character are also taught in the classroom.

Teaching and learning method also comprehensively changed into student-centered. Asking them to analyze and then produce it with what they have already observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware with their friends, surrounding, and aesthetic factors are part of the changing method. In this case, textbooks should follow the curriculum that is used by the government. Textbook that uses by the teacher to teach should be suitable with the syllabus, which can raise the goal of the curriculum that use by the school. Unfortunately, teachers pick any available materials without doing any of the selecting and modifying materials that will suitably cover the needs of their students.

The teachers have to remember when selecting reading material they have to consider to the content of curriculum. Teachers have to be selective in using the textbook that will be used for teaching reading. Combining students' needs and students' interest until using informal selection as an option become consideration in selecting reading materials. Because, students tend to read something that is interesting for them. The English teacher should be able to decide whether the contents of the textbook are suitable with the current curriculum or not. Textbooks provide the backbone for the courses many educators teach. Teaching learning process needs Textbook to be guidance. Textbook consists of many procedure, activities and material that used in learning process.

Vocational schools are also called trade school, career center, or vocational college. Vocational high school is a type of educational institution, which, depending on the country, may refer to secondary or post-secondary education designed to provide vocational education, or technical skills required to perform the tasks of a particular and specific job. Vocational High School has a different about content of a new curriculum from government, because the vocational students have been preparing to face world of work. Actually, 2013 curriculum (K13) does not change too much but just there is a little increasing. In 2013 curriculum there are the main competence, the base competence, capacity learning, lesson and tasks. Furthermore, School-Based Curriculum was implemented based on the belief that every school deserves to manage its own competency based on its teachers and learners competency and local potential sources and also deals with the four language skills in English, such as; listening, speaking, reading, and writing.

Even though this textbook was published by the government, the necessity to analyze and evaluate these textbooks was driven by the fact that these textbooks are used in large national scale. They were recently developed and their strengths and weaknesses would have a high impact on Indonesian students' English learning. Textbook evaluation is seen as an important thing to be conducted, since EFL teachers showed a dependency toward textbook in the classroom. Indonesian EFL teachers used textbooks as the only instructional materials in teaching-learning process. It means that they rely a lot on the textbook available. So, the quality of the textbook should be good. Therefore, teachers are required to evaluate the textbook to determine what actions they should take, whether to adopt, adapt, or supplement it.

From above explanation, textbooks have an important role in the classroom. Most of teachers use textbooks as their aid in teaching. Therefore, teachers should know how to choose good textbooks for their students. From that point, the researcher would like to analyze the reading materials found in English Textbook *Bahasa Inggris* for the first grade of vocational high School.

## **Methodology**

This research was designed by using Qualitative-descriptive research. According to Gay et al (2012) a qualitative research is a cyclical, iterative process of reviewing data for common topics or themes. One approach to analysis is to follow three iterative steps: reading/memoing, describing what is going on in the setting, and classifying research data. It concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evidence, or trends that are developing.

Qualitative research have to make interpretations wisely and avoid being evangelical about the interpretations. Provide a clear link between data collection, analysis, and interpretation.

In collecting the data, the researcher used *Bahasa Inggris* Textbook. First, the researcher overviewed the contents of the book entitled *Bahasa Inggris* for Vocational High School Students Year X published by Ministry of National Education. After that, the researcher selected checklists suggested by *Pusat Kurikulum dan Perbukuan*, Ministry of National Education.

Lastly, the data collected by analyzing the reading materials based on the evaluation criteria formulated by *Pusat Kurikulum dan Perbukuan* (2014). Those reading materials will be analyzed which relied on the aspects of content, of language use and readability, and presentation.

*Table 1 Aspect of Content*

| No | Aspect of Content  |
|----|--|
| 1  | The conformity between reading materials and curriculum.                                 |
| 2  | Kind of genres found in the reading materials.   |
| 3  | The arrangement of reading materials based on the level of difficulty.                   |
| 4  | Reading tasks which are given to develop students' ability.                              |
| 5  | The reading material which are supporting life skills.                                   |
| 6  | The reading materials which are consider about the aspects of gender, religion and race. |

*Table 2 Aspect of Language Use and Readability*

| No | Aspect of Language Use and Readability  |
|----|---|
| 1  | The standard of English language use according to the language rules.                                     |
| 2  | The use of English which is appropriate with needs of communication learning.                             |
| 3  | The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness. |
| 4  | The use of illustrations which are functional and relevant with the materials.                            |

*Table 3 Aspects of Presentation*

| No | Aspects of Presentation  |
|----|--|
| 1  | Learning purposes which are stated explicitly and lead to mastery of communication competence. |
| 2  | The presentation of each chapter reflects the logical path and coherence.                      |
| 3  | The presentation of each chapter was arranged from easy to difficult materials.                |
| 4  | The conformity between tasks and materials.  |
| 5  | The presentation of each chapter engages students to communicate using English actively.       |
| 6  | The presentation of each chapter supports students to be interested in English subject.        |
| 7  | The presentation of each chapter supports students to reflect and evaluate them.               |

Source: *Pusat Kurikulum dan Perbukuan* (2014)

After collecting the data, the researcher analyzed the data through some steps. The first was analyzing the reading materials based on the aspects of the quality English textbook. The second, the researcher described the results of the findings to find out whether the textbooks meet the criteria of quality English textbook or not. Finally, the researcher concluded the result of the analysis qualitatively.

Discourse analysis is minimally the study of language in use that extends beyond sentence boundaries. It means that discourse analysis is concerned with the study of the relationship between language and the context in which it is used in this research. The calculation to know the relevancy English textbook for the second grade students that used

at Vocational High School between curriculum 2013, the researcher using percentages to determine the result this research.

After collecting the data, the data are identified based on the elements of the reading passages in the English textbook of vocation high school through the following procedures (Bungin, 2007):

1. Reading scrutiny the textbook.
2. Identifying the components of the reading materials in the textbook based on the data characterized needed.
3. Coding the components of the reading materials in the textbook that have already identified.
4. Classifying the components of the reading materials based on codes with the requirements of School-based curriculum.
5. Tabulating the result of classified components into a checklist table and presenting counts of how much conformity are found in each.
6. Analyzing the result of the tabulating based on the conformity criteria's formula.
7. Interpreting the data using descriptive explanation.
8. Concluding the result of the research.

The calculation of the result of data analysis was given of each criteria of the textbook. This was done by dividing the total criteria which has been met with the total number of criteria. Then it was multiplied by 100% to achieve a sum points. The formula of calculation used in the evaluation process was presented as follow:

$$\frac{x}{y} \times 100\%$$

Note:

- X= the total of criteria points which were met in a textbook for each Chapter aspect.
- Y = the total of criteria points in each sub aspect.

The Formula is used to decide the result of the data analysis. The result containt four criteria presented in the following table:

Table 4 The conversion of fullfilment average into four proposed categories

| <b>Range of fullfilment score</b> | <b>category</b> |
|-----------------------------------|-----------------|
| 80%- 100%                         | Good            |
| 60%-79%                           | Fair            |
| 50%- 59%                          | Susfficient     |
| 0%- 50%                           | Poor            |

Source: *adopted Pusat Kurikulum dan Pembakuan* (2014)

## Findings

### a. The Relation Between Reading Material in Syllabus of K13 and Textbook

| No | Reading Learning Syllabus of K13 *)  | Title of Each Chapter in Textbook       | Reading Learning Material in Textbook  |
|----|--|---|--|
| 1  | Simple oral and written texts to describing self and ask for identity and response.                        | Talking about Self                      | Students listen / read self-explanations by paying attention to social functions, text structure, linguistic elements, and the format of delivery / writing. |
| 2  | Oral and written texts for complement (extended) and response  | Congratulating and Complimenting Others | Students identify the characteristics of interaction praising wings (social functions, text structure, and linguistic elements).                             |
| 3  | Describing or presenting information about a particular place and a historical building                    | Which One is Your Best Getaway?         | Understanding descriptions of ecotourism destinations and historical building and describing them.   |
| 4  | Descriptive text simple oral and written about people, tourist attractions, and famous historic buildings. | Let's Visit Niagara Falls               | Students learn to find main ideas, detailed information and certain information from the text.   |
| 5  | Giving information To public   | Giving announcement                     | Students learn speed reading to get an overview of the text through the process of skimming and scanning to get specific information.                        |
| 6  | Recount text oral and written, simple, about experiences / activities / events .                           | My Idol                                 | Students learn to determine main ideas, detailed information and certain information from recount texts.   |
| 7  | Recount text oral and written, simple, about experiences / activities / events .                           | The Battle of Surabaya                  | Students learn to determine main ideas, detailed information and certain information from recount texts.   |
| 8  | Recount text oral and written, simple, about experiences / activities / events .                           | B.J Habibie                             | Students learn to determine main ideas, detailed information and certain information from recount texts.   |
| 9. | Recount text oral and written, simple, about experiences / activities / events .                           | Cut Nyak Dien                           | Students learn to determine main ideas, detailed information and certain information from recount texts.   |

|     |   |               |  |
|-----|---|---------------|--|
| 10. | Oral and written narrative texts are in the form of simple legends. | Issum boshi   | Students observe the example of a legend story<br>Students learn to determine main ideas, detailed information and certain information from narrative texts. |
| 11. | Oral and written narrative texts are in the form of simple legends. | Malin Kundang | Students observe the example of a legend story<br>Students learn to determine main ideas, detailed information and certain information from narrative texts. |

*Table 4.1 The Relation Between Reading Material in Syllabus of K13 and Textbook.*

The textbook has fifteen chapters. There were talking about self, congratulating and complimenting others, expressing intentions, which one is your best getaway? Let's Visit Niagara Falls, Giving Announcement, My Idol, The Battle of Surabaya, B.J. Habibie, Cut Nyak Dien, Issumboshi, Malin Kundang, The Wright Brothers, Strong Wind, and You've got a Friend. In Chapter 4 dan chapter 5 discuss about Descriptive text. Announcement text was in Chapter 6. Recaoutn text discuss in chapter 8,9,10 and11. The lat genre is narrative textin chapter 12, 13 and 14.

b. The Relevance of Materials to the Curriculum Criteria

| No | The Relevance of Materials to the Curriculum Criteria  | Criteria Fulfillment |
|----|--|----------------------|
| 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 and to interact with their closest environment. |                      |
| 2  | Each unit of a book must contain transactional texts which give learners opportunities to take and give things, services, and information as gist of reading skill.  | ✓                    |
| 3  | Each unit of a book must contain a text from various genres which are explored to improve learners' listening, speaking, reading, and writing skills in regards to learners' daily life and other subjectmatters.  | ✓                    |
| 4  | The textbook must contain presentational texts and presentational activities which stimulus the students oral or written work later on.  |                      |
| 5  | The textbook must contain materials or activities which are specifically designed for character building in which learners can implement what they learnt in their attitudes.  |                      |
| 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.  |                    |
| 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 functions, generic structure, and linguistic features after comprehension on a particular text. | ✓                  |
| 8                 | Actual production: In learning every type of text, a textbook must give learners guidance to produce written and oral texts to achieve the social function which is relevant to a particular text type.  | ✓                  |
| 9                 | There is systematic coverage of syllabus.  | ✓                  |
| 10                | The content is clearly organized and graded (sequenced by difficulty).   | ✓                  |
| 11                | The number of lessons in the course should suit the school term or year.   | ✓                  |
| 12                | The sequencing of content should allow for some learners being absent from some classes.   | ✓                  |
| <b>Total</b>      |  | <b>9</b>           |
| <b>Percentage</b> |  | <b>75%</b>         |
| <b>Criteria</b>   |  | <b>Fair</b>        |
| <b>Category</b>   |  | <b>Appropriate</b> |

The checklist table was used to find out the percentage of reading materials contents in textbook for the First Grade Students of Vocational High School are in line with curriculum 2013 syllabus. In the end of this research's result, the compatibility percentage of the whole textbook material to K13 syllabus is found by summing all the percentage of these fifteen chapters and takes the mean percentage among them. To find the total reading materials compatibility percentage of textbook to K13 syllabus, the writer uses this formulation.

$$\begin{aligned}
 &= \frac{x}{y} \times 100\% \\
 &= \frac{9}{12} \times 100\% = 75\%
 \end{aligned}$$



c. The aspect of contents, Aspect of Language Use and Readability, and Aspects of Presentation

Aspect of content

| No | Aspects of Content   | Yes | No |
|----|--|-----|----|
| 1  | The conformity between reading materials and curriculum.                                 |     | ✓  |
| 2  | Kind of genres found in the reading materials.   | ✓   |    |
| 3  | The arrangement of reading materials based on the level of difficulty.                   | ✓   |    |
| 4  | Reading tasks which are given to develop students' ability.                              | ✓   |    |
| 5  | The reading material which are supporting life skills.                                   | ✓   |    |
| 6  | The reading materials which are consider about the aspects of gender, religion and race. |     | ✓  |

Aspect of Language Use and Readability

| No | Aspect of Language Use and Readability  | Yes | No |
|----|---|-----|----|
| 1  | The standard of English language use according to the language rules.                                     | ✓   |    |
| 2  | The use of English which is appropriate with needs of communication learning.                             | ✓   |    |
| 3  | The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness. |     | ✓  |
| 4  | The use of illustrations which are functional and relevant with the materials.                            | ✓   |    |

| No | Aspects of Presentation  | Yes | No |
|----|--|-----|----|
| 1  | Learning purposes which are stated explicitly and lead to mastery of communication competence. | ✓   |    |
| 2  | The presentation of each chapter reflects the logical path and coherence.                      | ✓   |    |
| 3  | The presentation of each chapter was arranged from easy to difficult materials.                | ✓   |    |
| 4  | The conformity between tasks and materials.  | ✓   |    |
| 5  | The presentation of each chapter engages students to communicate using English actively.       | ✓   |    |
| 6  | The presentation of each chapter supports students to be interested in English subject.        | ✓   |    |
| 7  | The presentation of each chapter supports students to reflect and evaluate them.               | ✓   |    |

## **Discussion**

The textbook had fifteen chapters. The researcher found that from fifteen chapters in the textbook, the researcher found twelve chapters containing reading material in it. According to syllabus explain that every chapter of the textbook covered all of the skills but in the fact there were three chapters that did not have a reading materials found by the researcher. There were chapter 3, chapter 7, and chapter 15. The reading materials found in the textbook were wellmatched with the expected genres in National Syllabus. They were descriptive, narrative, and recount.

Based on findings of this research, reading materials in Bahasa Inggris textbook is appropriate with curriculum 2013., the researcher found the percentages of the appropriateness from mterials in the textbook is 75%. Textbook has 75% similarity with curriculum 2013. This percentage is included from the similarity patterns between reading learning material in Textbook to curriculum 2013. The textbook had some deficiencies about detail information about every chapter that the student should learn. The reading material in twelve chapters were lack some material in the like introduction in real situation and leave taking, instruction.

The aspect of content of this reading materials in the textbook based on checklist in findings. there are six points to be evaluated. They are: 1) The conformity between reading materials and curriculum, 2) Kind of genres found in the reading materials, 3) The arrangement of reading materials based on the level of difficulty, 4) Reading tasks which are given to develop students' ability, 5) The reading materials which support life skills, and 6) The reading materials which consider the aspects of gender, religion, and race. For the first point, to find out the conformity between the reading materials and curriculum, the researcher checked the whole pages of the textbook. Most of reading materials were in line with the 2013 English Standard Competence. However, the materials are too simple or too complicated.

The reading materials found in the textbook were compatible with the second point of aspect of contents. It is because the reading materials in the textbook consist of some genres. According to Alderson (2000) said that genre is really important in reading skill. It will affect the student's comprehension in reading skill because it provides the feature of a text to help the student identify a text. Understanding genre means that the student is easier to interpret a text because each genre has different social function, generic structure, and linguistic feature.

In addition, the arrangement of reading materials based on the level of difficulty found that all the materials which were presented from the first to fifteenth chapters were varied and there were no repeated explanation. The content of the material should be at a reading level, difficulty level, and maturity level appropriate for the students. Materials in the textbook should be organized from the simple and easy materials to the difficult ones (Rahman, 2018).

The reading materials should pick better reading materials. According to Richard and Renandya (2002) said that reading should have a significant impact on learners' second language development. Not only can extensive reading improve reading ability, it can also enhance learners' overall language proficiency (e.g., spelling, grammar, vocabulary, and

writing). Reading tasks which are given to develop students' ability. All the reading tasks which were presented in each chapter were enough; it can be used for exercise in the class even for homework. Therefore, the reading materials found in the textbook were compatible with the fourth point of aspect of contents.

Generally, each chapter in *Bahasa Inggris* textbook had already presented reading materials which were supporting students' life skills. The differences between each chapter were the themes of the materials. All of those themes along with the exercises given had already presented life skills for the students. The materials presented in each chapter in *Bahasa Inggris* textbook had already compatible with the sixth point of aspect of contents. There was no emphasizing on the aspect of gender, ethnic, religion, race.

Aspect of presentation of this textbook *Inggris* is compatible with the first point of aspect of presentation. There were explanation of learning objectives in each chapter which helped the students to understand about the materials that they were going to learn and ability that they got after learning the materials. Besides, the materials led the students to master the English communication competence. According to Rynanta (2006) said that the criteria of good textbook is all the materials on textbook are designed communicatively and realistically because the functional and also aimed for interaction and communication.

The first chapter to the fifteen chapters already fulfilled the aspect of presentation which reflected the logical and coherence path. It was because each chapter presented the materials which were properly arranged and understandable.

All the reading materials were started from the easy part, then the level of difficulty were increased in the later materials. The materials in the textbook should be organized from the simple and easy materials to the difficult ones (Rahman, 2018). Therefore, the reading materials presented in English in Focus textbook were compatible with the third point of aspect of presentation. The tasks and exercises given on the first to fifteenth chapters in *Bahasa Inggris* textbook were compatible with the reading materials given. Therefore, the reading The tasks and exercises given on the first to fifteenth chapters in *Bahasa Inggris* textbook were compatible materials presented in *Bahasa Inggris* textbook were appropriate with the reading materials.

Most of the reading materials of *Bahasa Inggris* textbook were presented both in texts and pictures, the materials were vary also. The colors and picture in textbook may increase students' concentration and their ability to learn and understand the material (Sa'aleek, 2015). There were no repetition materials which made the students get bored. Because of that, the presentations of reading materials in each chapter were considered attractive. *Bahasa Inggris* textbook also innovative since there were some exercises with different models and completed with some pictures in each chapter. Kind of the reading tasks which were found were also innovative. It can make the students more motivated to do the tasks. According to Grant (1987) a good presentation can arouse the students' interest, draw their attention of their own previous knowledge and experience which help them to attract the text.

In aspects of language use and Readability, standard of English language use according to the language rules. Based on the analysis result, the use of punctuations in the reading materials of *Bahasa Inggris* textbook were in good order. It was compatible with the English language rules. All the instructions given in the reading materials of *Bahasa Inggris* textbook were considered efficient and communicative. It was because the language which

used was simple and brief so it was easy to understand by the students. According to Kurnianto (2016) said that textbook is good if: the vocabulary and structure which is used is appropriate with the students' grade; the vocabulary items are controlled from the simple to complex.

Generally, texts which were presented in each chapter had already fulfilled the rules of paragraph writing, which consists of topic sentence, contents and closing sentence. The relations between concepts inside the paragraph were already appropriate too. Coherence links the sentences of a work with one another. So, the paragraphs make each statement logically connects with the one preceding it, making the text easier for the students to understand and follow. Also, ordering thoughts in a sequence helps the students to move from one point to the next point O'Keeffe (2013). In addition, The researcher found that every chapter in *Bahasa Inggris* textbook had presented some illustrations. All the illustrations given from the first to ninth chapter had already relevant with the topic of the material.

## **Conclusion**

This study aims at discovering whether the reading materials in *Bahasa Inggris* textbook could fulfill the aspects of a qualified English textbook. The reading materials have been analyzed based on the aspect of contents, the aspect of presentation. The first conclusion is regarding to the contents of *Bahasa Inggris* textbook. Dealing with the aspect of contents from the textbook, there are some points to deal with. Those points are conformity between reading materials and curriculum, kind of genres found in the reading materials, the arrangement of reading materials based on the level of difficulty, reading tasks which are given to develop students' ability, the reading materials which are supporting life skills and the reading materials which consider the aspect of gender, religion, and race. Almost all the points of aspect of contents had not already fulfilled by *Bahasa Inggris* textbook except the conformity between reading materials and curriculum since there are some reading indicators that cannot be found in the reading materials.

The second conclusion is regarding to the presentation of *Bahasa Inggris* textbook. Dealing with the aspect of presentation of the textbook, there are some points to analyze. Those points are learning purpose which stated explicitly and lead to the mastery of communicative competence, the presentation of each chapter which reflected the logical path and coherence, the presentation of each chapter which arranged from easy to difficult materials, conformity between tasks and materials, the presentation of each chapter engaging students to communicate using English actively, the presentation of each chapter supporting students to be interested in English subject and the presentation of each chapter supporting students to be interested in English subject however it is not supporting them to reflect and evaluate themselves.

Thirdly, the language use and readability aspect has some points, they are; the standard of English language use according to the language rules, the use of English which is appropriate with the needs of communication learning, the presentation of paragraphs which are presented effectively by considering coherences and cohesiveness and the use of interesting yet colorful illustrations. In conclusion, it can be asserted that the reading

materials presented in *Bahasa Inggris* textbook met the criteria of aspects of presentation and aspects of language and readability.

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