

AN ANALYSIS OF READING MATERIALS QUALITY OF ENGLISH TEXTBOOK “BAHASA INGGRIS” FOR SMK NEGERI 2 PALANGKA RAYA

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Abstract

The aim of the study was to discuss the quality of reading materials in a textbook “Bahasa Inggris” for secondary school which was used in SMK 2 Palangka Raya based on Badan Standar Nasional Pendidikan (BSNP) criteria in term of aspect of content, language, and presentation. The research utilized a descriptive qualitative approach. The design of study conducted content analysis. The instruments were observation checklist based on BSNP criteria. Secondary instrument was documentation to support primary instrument. The researcher found that dominantly of the aspects fulfilled. However, a point of six in aspect of content was not found in the English text book. Moreover, two of seven points in presentation aspects did not exist within it.

Keywords: Textbook Analysis, English Textbook, Reading Material, Badan Standar Nasional Pendidikan Criteria

INTRODUCTION

There were many places at various states used English as communication device in various essential appointments on level international. English was one international language which was taught widely at many countries in the world (Nasir 2018). It was one of important language in the world. We could not communicate each country if we were not able to use or learn it. Learners were considered to master all of the skill such as reading. Nunan stated that (2003; as cited in Wahyuningsih & Aswandi (2012) Reading was a result from the words of passage and readers’ knowledge that made certain meaning so it is taken as the main point. Reading was important skill that implicating what we gained from text and what we knew before we looked at the passage. In this case, the teacher should choose the material for the skill properly for learners. In the context of English language teaching and learning, teachers needed to make sure that all the processes were able to apply and fit with their students. For example, teachers had a responsibility to choose textbook the material as reference for their classes.

Karsudianto (2019) stated that textbook or course book was applied as a media for learning process and it was used by teachers and learners. Textbook was like a “bridge” for teachers and students in classroom when they studied and it is assumed that textbook or course book had important role in learning process. Since course book played the main roles in learning process, many publishers tried to release their best books so teacher were able to select it for classroom meeting. In this case, teachers should evaluate the books so it could be relate in students condition. Course book analysis had good impact for learning process so it encourages the researcher to do the study.

Simorangkir (2019) said that the textbook is already set by students' need so it conducts that the textbook is the suitable reference or source in achieving their objective and comprehension. It seems as the designed materials in learning activity that help the learners to increase their knowledge and ability. Cortazzi and Jin (1999, as cited in, Radić-Bojanić and Topalov (2016) considered to a textbook as a teacher, source or a trainer, a map, and an authority. As a teacher, a textbook shows the learner about all the things about the field. In this section, it is about English and English speakers' culture. Moreover, as the resource and trainer, the textbook could be stated as the guide for teacher in activity class in term of the materials and activities. A textbook is viewed as a map since it provides the structured materials for the learner and students step by step in line with the previous one. In addition, a textbook is arranged by the competent agents or experts as an authority. It could be concluded that the teacher consider that the textbook is establish by general needs that it can be deny that it conduct the weaknesses. In this phase, the teachers are expected to combine what within the textbook and their knowledge. The materials in the textbook are presented by the teachers' style that suitable for students. Ayu and Indrawati (2019) stated nowadays the role of textbook has a principal source for teachers and students. According to Kaffash, Yazdanmehr, and Ghanizadeh (2018) textbook is a key role for EFL learners and teachers, especially in the teaching-learning. Moreover, Moreover, Abdulridha Obaid (2019) said that in the textbook is found texts, images, tasks, activities within content. Textbook also set up required elements of English language teaching/learning process.

According to Cunningsworth (1995) some criteria that should have in every textbook are: aim and approach, design and organization, language content, skills, topic, methodology, and practical consideration. The criteria of textbook according to BSNP are content, language, and appropriateness. Badan Standar Nasional Pendidikan (BSNP) drawn components of feasibility of content include three-sub component; uniformity of material with core competence and basic competence, accuracy of material and supporting material. By explanation above the researcher can conclude that three aspects that should evaluated in the textbook, they are content area, language, and material. By knowing the criteria of textbook the researcher will decide to evaluate textbook by list of criteria in textbook.

According to Wolfe and Nevills (2004); as cited in Dewi (2016) stated that the two processes formed in reading are decoding and comprehension. The decoding relates to the all the unit written such as the letter that structuring the speech or the text explicitly. Meanwhile, comprehension is the higher level in cognitive side. It focus on the meaning of the passage which considering the element of linguistics. According to Kirby (2006; as cited in Tayyeh et al. (2021), reading comprehension is a combination of the explicitly from the passage and producing the meaning by background knowledge. Badan Standar Nasional Pendidikan (BSNP) is self-governing institution that regulate for evaluating education in Indonesia. One of its duties is evaluating a textbook in form of Pusat Perbukuan. There are three aspects covering textbook evaluation, which are content aspect, language aspect, and presentation aspect. The researcher would like to analyze on a textbook "Bahasa Inggris" published in 2017 for secondary school that used in SMK Negeri 2 Palangka Raya of eleventh grade in term of content aspect, language aspect, and presentation aspect for reading materials base on Badan Standar Nasional Pendidikan (BSNP). At the end, this study hoped willing useful for the teachers to evaluate the reading materials for students and the teachers and they could use other materials to cover the deficiency of the textbook.

METHOD

This study consisted of descriptive qualitative research. (wang, et al. 2016) stated that the qualitative study focused on environment changes. The research sought the dynamic from the aspect of the world of the world through engagement, dynamic interactions, and with a largely ontological approach that preferred a multifaceted approach. This design of study also conducted content analysis. It insisted to find out the meaning or pattern from the passage to examine specific content and receive social culture with scientific way. The main purpose of content analysis was to obtain the meaning from large text or passage and it was concluded into summary which a systematic rules or scientific rules. Moreover, the step of taking the information was from literal content to interpretative meaning.

The observation checklist based on Badan Standar Nasional Pendidikan (BSNP) criteria was used in term of content aspect, language aspect, and presentation aspect to analyze the reading materials. The researcher used documentation as an instrument to find out the data in sources. It was intended to show all the aspects in another document. Documentation referred to syllabus and screen capture to take the picture of the reading materials in the English textbook in this research.

The data was analyzed in the following steps:

- a. Reading materials was identified by in English textbook “Bahasa Inggris” for secondary school that used in SMK Negeri 2 Palalngka Raya and it was applied in eleventh grade by selecting it based on syllabus.
- b. The data was collected and it would be observed based on observation checklist based on BSNP in term of aspect of content, language, and presentation.
- c. The researcher analyzed the reading materials in English textbook “Bahasa Inggris” for secondary school that used in SMK Negeri 2 Palangka Raya in eleventh grade to examine the relevancy by BNSP criteria and documentation.
- d. The finding was concluded by describing in form of words.

RESULTS AND DISCUSSION

Results

The English textbook had eight chapters which divided into two semesters. They are: “Offer and Suggestion” for first chapter, “Opinion and Thoughts” for second chapter, “Party Time” for third chapter, “National Disaster-An Exposition” for fourth chapter, “Letter Writing” for fifth chapter, “Cause & Effect” for sixth chapter, “Meaning Through Music” for seventh chapter, and “Explain This!” for the last chapter. In addition, “ENRICMENT” part had seven chapters named “Can Greed Ever be Satisfied”; “Can Greed Ever be Satisfied”; “Hopes and Dreams”; “Vanity, What is Thy Price”; “Benefit of Doubt”; “The Last Leaf”; and “Father of Indonesia Education”. The total pages of this book were 176 pages which consist from cover until writer’s profile. Based on the purpose of the study which focused on the reading materials, the researcher adjusted it as the syllabus as the references to present the text genre which taught for eleventh grade. The text genres are Exposition, Narrative Text, and Explanation Text.

Table 1. Observation Checklist for Content Aspect

No.	Aspect of Content	Criteria Fulfillment
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1	The conformity between reading materials and curriculum.	<input checked="" type="checkbox"/>
2	Kind of genres found in the reading materials.	<input checked="" type="checkbox"/>
3	The arrangement of reading materials based on the level of difficulty.	<input checked="" type="checkbox"/>
4	Reading tasks which are given to develop students' ability.	<input checked="" type="checkbox"/>
5	The reading material which are supporting life skills.	<input checked="" type="checkbox"/>
6	The reading materials which are consider about the aspects of gender, religion and race.	<input type="checkbox"/>

Table 2. Observation Checklist for Language Aspect

No.	Aspect of Language	Criteria Fulfillment
1	The standard of English language use according to the language rules.	<input checked="" type="checkbox"/>
2	The use of English which is appropriate with needs of communication learning.	<input checked="" type="checkbox"/>
3	The presentation of paragraphs which are presented effectively by considering coherence and cohesiveness.	<input checked="" type="checkbox"/>
4	The use of illustrations which are functional and relevant with the materials.	<input checked="" type="checkbox"/>

Table 1
Observation Checklist for Presentation Aspect

No.	Aspect of Presentation	Criteria Fulfillment
1	Learning purposes which are stated explicitly and lead to mastery of communication competence.	<input type="checkbox"/>
2	The presentation of each chapter reflects the logical path and coherence.	<input checked="" type="checkbox"/>
3	The presentation of each chapter was arranged from easy to difficult materials.	<input checked="" type="checkbox"/>

4	The conformity between tasks and materials.	<input checked="" type="checkbox"/>
5	The presentation of each chapter engages students to communicate using English actively.	<input type="checkbox"/>
6	The presentation of each chapter supports students to be interested in English subject.	<input checked="" type="checkbox"/>
7	The presentation of each chapter supports students to reflect and evaluate them.	<input checked="" type="checkbox"/>

Based on the table 1, 2, and 3, they presented the result that one aspect was not found in first aspect which was content aspect. It was *the reading materials which are consider about the aspects of gender, religion and race*. Moreover, in the language aspect was totally fulfilled by the textbook. At the end, the last aspect only delivered five aspects. The points did not exist are *learning purposes which are stated explicitly and lead to mastery of communication competence and the presentation of each chapter engages students to communicate using English actively*.

Discussion

After presenting research findings all the aspect which divided into three aspects are aspect of content, language, and presentation. The discussion showed that: According to table 1 observation checklist for content aspect, it showed that 5 of 6 points fulfill the criteria. They are the 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; and the reading material which are supporting life skills. The conformity of between reading materials and curriculum was found related to text genres. They were exposition text (in page 45, 122, and 128), narrative text (in page 115, 152, and 159), and explanation text (in page 99). Moreover, kind of genres was found in the reading materials in the textbook showing three major text genres which mentioned before. Reading materials consisted of sub-genre of them. Exposition text was divided into analytical exposition text (in page 66), hortatory exposition text (in page 124), and speech (in page 130). Narrative text was found folklore (in page 154), short story (in page 152), and biography (in page 161). The explanation text was in page 99. Furthermore, the arrangement of reading materials based on the level of difficulty was shown in detail of exposition text and explanation text in page 21 as the phrases used in exposition text. It was cause and effect (chapter 6) in page 76. Another point was reading tasks which were given to develop students' ability were presented in Pre-reading (in page 46, 99, 116, 123, 129, 153, and 159) and Post-reading (in page 120, 126, 132, 157, and 163). The last fulfilled point was reading materials which were supporting life skills. The skill referred to writing. It named Writing Connection. It was found in page 56 and 109. In this aspect, there was one of point is unfulfilled. It was reading materials which were consider about the aspects of gender, religion and race. The textbook did not exist any reading materials that considering gender, religion, and race even in theme or topic.

The second aspect was aspect of language. The table was presented in 2 observation checklist for language aspect. This aspect consists of four points. They were the standard of English

language use according to the language rules; the use of English which is appropriate with needs of communication learning; the presentation of paragraphs which are presented effectively by considering coherence and cohesiveness; and the use of illustrations which are functional and relevant with the materials. The result of the observation check was all points complete the checklist. The first point was the standard of English language use according to the language rules was found in page 49 and 106. Moreover, next point was the use of English which is appropriate with needs of communication learning. This point focused on stating the opinion with the acceptable reasons so the text persuaded the reader as the exposition text' purpose. In addition, the presentation of paragraphs which are presented effectively by considering coherence and cohesiveness as the points in the aspect was in page 50, 106, and 161. The last point was the use of illustrations which are functional and relevant with the materials. It was found in page 46, 100, 117, 119, 124, 130, 131, 154, and 161. The picture showed as the support to present the reading materials inform about.

The last aspect was aspect of presentation. The result of checklist was presented in Table 3 observation checklist for presentation aspect. This aspect had 7 point which 5 of them was check. They were the presentation of each chapter reflects the logical path and coherence; the presentation of each chapter was arranged from easy to difficult materials; the conformity between tasks and materials; the presentation of each chapter supports students to be interested in English subject; and the presentation of each chapter supports students to reflect and evaluate them. The presentation of each chapter reflects the coherence was found in page 18 and 74. The next point was focus on the sequence of reading materials. It was in page 124 and 130. Moreover, the conformity between task and materials was shown in page 52 and 107. The assignments entitle "Let's Practice". In addition, the next point was related to the visual of the reading passage to built interest in English subject. It was found in page 117, 159, 122, and 128. The last of this point was referred to evaluating. Each chapter consisted of a section named "Formative Assessment". It was found in page 60 and 113. However, two points of aspect of presentation unfulfilled the checklist which were learning purposes which are stated explicitly and lead to mastery of communication competence and The presentation of each chapter engages students to communicate using English actively. The two points did not found in the textbook as the outcome.

CONCLUSION

Based on the finding and the explanation above, it could be concluded that the quality of reading materials in a textbook "Bahasa Inggris" for secondary school that used in SMK Negeri 2 Palangka Raya in eleventh grade based on Badan Standar Nasional Pendidikan (BSNP) criteria was dominantly fulfilled all aspects which are aspect of content, language, and presentation. However, three points of seventeen points from all aspect did not discover in the textbook. They were one aspect in content aspect and two other in presentation aspect.

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