

# AN ANALYSIS OF READING MATERIALS IN “BAHASA INGGRIS” TEXTBOOK FOR VOCATIONAL HIGH SCHOOL STUDENTS

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## Abstract

The purpose of this research is to describe the relevance of reading materials in the “Bahasa Inggris” textbook for Vocational High School students in the XI grade, as well as the good textbook criteria proposed by Pusat Perbukuan, the Ministry of National Education, in terms of content, presentation, language use, and readability. The research used a descriptive qualitative study with a content analysis design. The instruments used to collect the data were a document study and observation in the form of checklists. The results demonstrated that the textbook “Bahasa Inggris” fulfilled the Pusat Perbukuan's recommendations for good learning materials. Because the average fulfillment score is 82.1 percent, the textbook is rated a “good” textbook. The textbook appeared adequate for use in the teaching-learning process, but it could be improved.

**Keywords:** Reading Materials, Textbook, Pusat Perbukuan Criteria

## INTRODUCTION

English is a language that is spoken all over the world. It means English used by people worldwide to interact among nations either in spoken or written form. English language became a crucial part of their activities among nations in doing activities or interaction. English makes it easier to communicate and understand each other. People around the world widely use English. Most people claim that English is an important language that must be mastered to make them engaged in modern life. Nowadays, English is also used in life, such as education, entertainment, sport, technology, etc. Therefore, mastering English is essential. It is also very beneficial to learners.

Materials are the most significant part of helping the teacher and learners. The textbook is one teaching-learning material that both teachers and students can use. The textbook is guidance that teachers and learners used as a direction in the teaching and learning process. In the teaching-learning process, textbooks are commonly used. It implies that textbook materials are required to help teachers in the teaching process. However, it is common for teachers and students to rely entirely on the textbooks provided by school because they have no other option. Because of the poor quality of the textbook, this can lead to deficiencies in the teaching-learning process.

Based on the researcher's preliminary research through conversation with four students of Grade XI during Online Class in pandemic Covid-19 stated that textbook was the crucial source when they learn by them self. They also stated that they had a poor understanding of English reading materials. The teacher said that textbooks played an essential role in 50% of online

learning during Covid-19. She also said that the selection of good quality textbooks was beneficial in the teaching process because students would understand the subject quickly, and teachers were helpful in teaching. She also said that a good book would affect students' understanding, especially in the reading materials section.

In solving the problem, the teacher needs to analyze and select which one a decent textbook for the learners' needs—selecting and analyzing a textbook perhaps to know which one a suitable textbook for students' grades. By selecting and analyzing the material in a textbook, the teacher tries to cover students' needs to develop students' skills.

This study focuses on reading as language skills in English language, reading contributes to language learning achievement and different skills. The researcher was interested in reading skills because numerous students got into difficulty when managing the understanding of materials. We needed to know which one of the writings or materials was simple or hard to comprehend in the reading process.

The reading materials in English textbooks used in the teaching-learning process can support teachers and help students understand and efficiently. It is a challenge for many teachers to decide the correct textbook for their understudies. Teachers can decide the correct textbook for their students by using criteria. The researcher analyzes this research using Pusat Perbukuan criteria, which can be used as guidelines to select a high-quality English textbook.

By selecting and analyzing the textbook, the researcher hopes that it can contribute to teaching and learning process. Selecting the good textbook and knowing the lackings of the textbook can help the teacher to cover or add to the lackings of the textbook with additional sources, so it can help to increase student's understanding.

## **Textbook**

According to Brown in Rahmat Hidayat (2016), “the textbook is the most commonly used type of teaching and learning media in the teaching-learning process. However, many innovative media have been created to assist educators in teaching in new ways”. Textbooks are basic learning resources and are most often used that provide students the opportunity to understand the material presented in it and implement what is presented in the textbook (Ozlem Ulu Kalin, 2017). According to Buckingham in Maya Arianingsih (2017) stated, "A textbook is a type of educational media that is used to support a teaching program in schools and colleges".

According to the definitions, the researcher defines textbooks as commonly important guidance or source media in teaching and learning to assist the teacher and students in meeting the course's objectives. It also assists students by providing material that is both learnable and appropriate for their needs.

## **Reading Materials**

Reading is an activity aimed at comprehending the meaning of the text's contents, which can be presented explicitly or implicitly. It shows that as a language skill, reading has a contribution to the success of learning English. According to William G. and Fredricka L. S (2011), “reading is the ability to decipher the meaning of a printed page and appropriately interpret the information contained within it.” The reading materials in English textbooks can support

teachers and help students understand and efficiently. "Reading material is any composed material that is pointed at reading comprehension" (Sholihah, 2018).

Based on some of the above definitions, the researcher can conclude that a reading text is a teaching material presented to the reader in writing or printed form. Reading, on the other hand, is the process of reading and attempting to comprehend the meaning of a text about which the reader wishes to learn more.

Because reading is an important skill, teachers must pay close attention to selecting a reading text or material that is appropriate and beneficial to students. According to Berardo, a good student text must meet four criteria, as stated by Mahdiannor (2017):

1. The achievement of material for students in accordance with the predetermined goals of learning English is referred to as content suitability.
2. Exploitability denotes the ability of a text to facilitate the desired achievement of specific language and content goals, which can be used in instructional tasks and techniques and encapsulated by other skills such as listening, reading, speaking, and writing.
3. Readability refers to the text's reading difficulty, which will challenge students.
4. The presentation is focused on the content.

### **Pusat Perbukuan Criteria**

*Pusat Perbukuan*: 2005 in M. Wisnu A. W. (2014), the Ministry of National Education also recommends criteria for quality of good textbooks, they are aspects of content, aspects of presentation and aspects of language use and readability.

### **METHOD**

This study used descriptive qualitative methods. In qualitative method, the researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal was a depth of understanding of the data. The research design was content analysis by using document study and observation in the form of checklists as the instruments. Donald Ary et al. (2010) state that "A content or document analysis is a research technique that is used to identify specific features of written or visual materials".

A checklist was adapted from *Pusat Perbukuan*, the Ministry of National Education (2011) frameworks for textbook analysis and evaluation. Reading materials were collected for this study from "Bahasa Inggris" textbook for Vocational High School students in the XI grade published by Kharisma. The consistency of the summary and interpretations of meanings as a result of research is ensured by the validity of the data (content analysis).

In this research, the researcher used "Bahasa Inggris" textbook for Vocational High School grade XI by Kharisma for semester 2.

The data was analyzed by the researcher using various procedures. First, the researcher examined the reading materials through observation based on three aspects suggested by *Pusat Perbukuan*. Then, describe the findings in order to determine whether or not the textbook meets the criteria for a good English textbook. The textbook was given the task of calculating the outcome of data analysis. The following is the calculation formula used in the evaluation process:

$$\text{Percentage} = \frac{\sum x}{N} \times 100\%$$

$\sum x$  : The total number of criteria met by the textbook in each aspect.

$N$  : Each point's total number of criteria.

The results of the data analysis were then determined using the previous formula. The results included four criteria, which are listed in the table below.

*Table 1*  
*The Conversion of Fulfillment Average Into Four Categorizes (Pusat Perbukuan, 2011)*

| Range of Fulfillment Score | Category   |
|----------------------------|------------|
| 80% - 100%                 | Good       |
| 60% - 79%                  | Fair       |
| 50% - 69%                  | Sufficient |
| 0% - 49%                   | Poor       |

Last, Concluding the finding of the analysis in the form of words.

## RESULTS AND DISCUSSION

### Results

From the document study, the researcher found that there were six units in the textbook published by Kharisma. In order to ease the teachers to deliver and students to understand the materials, every unit is divided into eleven parts, those are:

1. Unit Title: indicates the title of each unit's topic.
2. Materials to be Learned in This Unit: in each unit, mention the major subject.
3. Basic Competence: describes the primary competence that students have to reach every unit.
4. Materials Resume: enriches the student's knowledge.
5. Follow-Up Activity: Provides students with assignments to practice the things they have learned.
6. Grammar Stage: This stage describes the grammar that was covered in each unit.
7. Glossary: a list of words or terms to help students improve their vocabulary.
8. Competence Test: recycles learning materials from the unit in form of questions.
9. Creativity: an activity to enrich student's creativity related to the learning materials.
10. Enrichment: enriches student's knowledge.
11. Final Assessment: Reminds students of the materials covered in each course.

For semester 2, there are six units in the "Bahasa Inggris" Textbook. Each unit is subdivided into four big sections. There are four sections: 1) listening, 2) speaking, 3) reading, and 4) writing.

Then, the researcher analyzed the reading materials by using *Pusat Perbukuan* checklist. The relevance of reading materials with regard to aspects of content, presentation, language use and readability was presented in this section, which was adapted from Pusat Perbukuan, the Ministry of National Education:

1. The Relevance of Reading Materials with Aspect of Contents as Adapted from *Pusat Perbukuan*, Ministry of National Education.

*Table 2*  
*The Checklist of Relevance of Content's Aspects*

| No.        | Aspects of Content   | The fulfillment of criteria |
|------------|--|-----------------------------|
| 1.         | The conformity between reading materials and curriculum                                | 1                           |
| 2.         | Kind of genres found in the reading materials  | 1                           |
| 3.         | The arrangement of reading materials based on the level of difficulty                  | 1                           |
| 4.         | Reading tasks which are given to develop students' ability                             | 1                           |
| 5.         | The reading materials which are supporting life skills.                                | 1                           |
| 6.         | The reading material which are consider about the aspects of gender, religion and race | 1                           |
| Total      |  | 6                           |
| Percentage |  | 100%                        |

The relevance of reading materials in the "Bahasa Inggris" Textbook with content derived from the Ministry of National Education's Pusat Perbukuan was the first criterion. To meet this criterion, the researcher must evaluate six aspects of the content.

The textbook met six of the six proposed criteria for the relevance of the content's aspects. The textbook received 100% using the conversion of the fulfillment average based on Pusat Perbukuan. It showed that the textbook received a "Good" rating.

There was no lack of content in terms of its aspects of content. This criterion had six different aspects. The reading materials in the textbook "Bahasa Inggris" were all compatible with the criterion, according to the analysis results. As a result of this, the textbook received a "Good" rating in this criterion.

2. The Relevance of Reading Materials with Aspect of Contents as Adapted from *Pusat Perbukuan*, Ministry of National Education.

*Table 3*  
*The Checklist of Relevance of Presentation's Aspects*

| No. | Aspects of Presentation   | The fulfillment of criteria |
|-----|---|-----------------------------|
| 1.  | Learning purposes which stated explicitly and lead to master of communication competence. | 0                           |
| 2.  | The presentation of each chapter reflects the logical path and coherence.                 | 1                           |
| 3.  | The presentation of each chapter arranged from easy to difficult materials.               | 1                           |
| 4.  | The conformity between tasks and materials.   | 1                           |
| 5.  | The presentation of each chapter engaging students to communicate using English actively. | 0                           |

|            |   |       |
|------------|---|-------|
| 6.         | The presentation of each chapter supporting students to be interested in English subject. | 1     |
| 7.         | The presentation of each chapter supporting students to reflect and evaluate their self.  | 1     |
| Total      |   | 5     |
| Percentage |   | 71.4% |

The relevance of reading materials in the "Bahasa Inggris" textbook and aspects of presentation adapted from the Ministry of National Education's Pusat Perbukuan was the second criterion. In order to respond to this criterion, the researcher should evaluate seven different aspect based on the presentation criteria. Five of the seven presentation aspects were met by the textbook. According to the fulfillment conversion, the textbook met 71.4% of the proposed presentation criteria.

In terms of presentation, the textbook lacked learning objectives due to a lack of explanations of the materials in each skill. It had an impact on the lack of understanding of the purpose of the materials' content. Because of the lack of visualization in some reading materials, it was also lacking in the presentation of each chapter, which engaged students to actively communicate using English. It may lead to students' lack of comprehension of the materials.

3. The Relevance of Reading Materials with Aspect of Language Use and Readability as Adapted from *Pusat Perbukuan*, Ministry of National Education.

*Table 4*  
*The Checklist of Relevance of Language Use and Readability's Aspects*

| No.        | Aspects of Presentation   | The fulfillment of criteria |
|------------|---|-----------------------------|
| 1.         | The standard of English language use according the language rules.  | 1                           |
| 2.         | The use of English which is appropriate with needs of communicating learning.                               | 1                           |
| 3.         | The presentation of paragraphs which are presented effectively by considering coherences and cohensiveness. | 1                           |
| 4.         | The use of illustrations which are functional and relevant with materials.                                  | 0                           |
| Total      |   | 3                           |
| Percentage |   | 75%                         |

The third criterion concerned the compatibility of reading materials in the "Bahasa Inggris" textbook with aspects of language use and readability adapted from the Ministry of National Education. To answer this criterion, the research should look at four different aspects. The textbook met three of the four criteria for language use and readability. According to the results, the textbook received 75% fulfillment. It displayed the "Fair" category.

In terms of language use and readability, The reading materials in the textbook lacked illustrations. The researcher discovered that three reading materials in the "Bahasa Inggris"



textbook lacked illustrations based on the findings of the analysis. If students wanted to learn using this textbook, it could have an impact on their understanding.

## Discussion

After receiving the research findings of the relevancy between reading materials with aspects of contents, presentation, language use, and readability adapted from Pusat Perbukuan, the Ministry of National Education, the researcher obtained the percentage below based on the fulfillment conversion adapted by Pusat Perbukuan:

*Table 5*  
*The Evaluation Summary*

| No.         | Aspect of Evaluation         | Fulfillment  | Criteria |
|-------------|------------------------------|--------------|----------|
| 1.          | Content                      | 100%         | Good     |
| 2.          | Presentation                 | 71.4%        | Fair     |
| 3.          | Language Use and Readability | 75%          | Fair     |
| Average (%) |                              | <b>82.1%</b> |          |
| Criteria    |                              | <b>Good</b>  |          |

According to table 1, two aspects could be classified as "Fair," namely relevance of presentation aspects (71.4 %) and language use and readability aspects (71.4 %). A "Good" criterion, namely aspects of content (100%). After being analyzed and categorized, the "Bahasa Inggris" textbook for the eleventh-grade Vocational High School was categorized as "Good," with an average score of 82.1 %.

The study's findings were interpreted in accordance with Lincoln and Guba's definition of interpretation, as cited in Cresswell (2012), who defined interpretation as "the process of making sense of data." Although the "Bahasa Inggris" textbook for Vocational High School met the criteria proposed by Pusat Perbukuan, the Ministry of National Education, in the "Good" category, there were no deficiencies in this textbook. It could be found in the presentation's flaws, with a fulfillment score of 71.4 %. It was also possible to find flaws in aspects of language use and readability, which were covered with a 75 % achievement score. According to the findings, a percentage of 80-90 % in the category of "Good" indicates that the textbook was good enough to be used in the teaching-learning process, but it could be improved for a better textbook. The textbook could still be used to aid and support the teaching-learning process when combined with other resources.

## CONCLUSION

Some criteria were discovered to be unsatisfactory. There was no lack of content in terms of its aspects of content. This criterion had six components. According to the presentation aspects, the textbook lacked in its learning objective and in the presentation of each chapter that engaged students in actively communicating in English. In terms of language use and readability, the textbook lacked the use of illustrations in the reading materials.

After being analyzed and categorized, the "Bahasa Inggris" textbook for the eleventh-grade Vocational High School was classified as "Good" textbook, with an average score of 82.1 %. Based on the criteria of Pusat Perbukuan, the Ministry of National Education, the textbook was appropriate for use in the teaching learning process.

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