

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

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
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2021 M / 1143 H**

**AN ANALYSIS OF READING MATERIALS
IN “BAHASA INGGRIS” TEXTBOOK
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THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for degree of *Sarjana* in English Language Education



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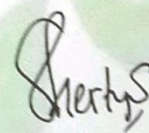
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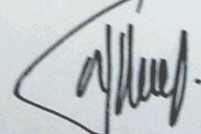
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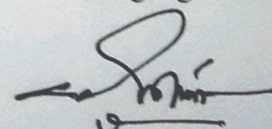
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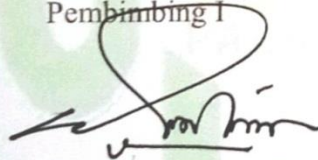
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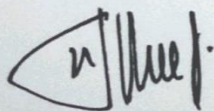
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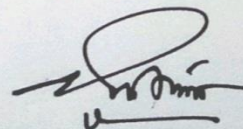
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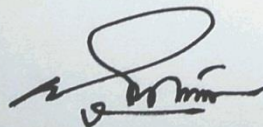
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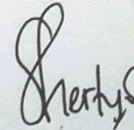
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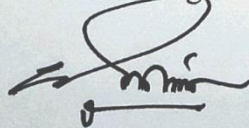
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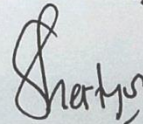
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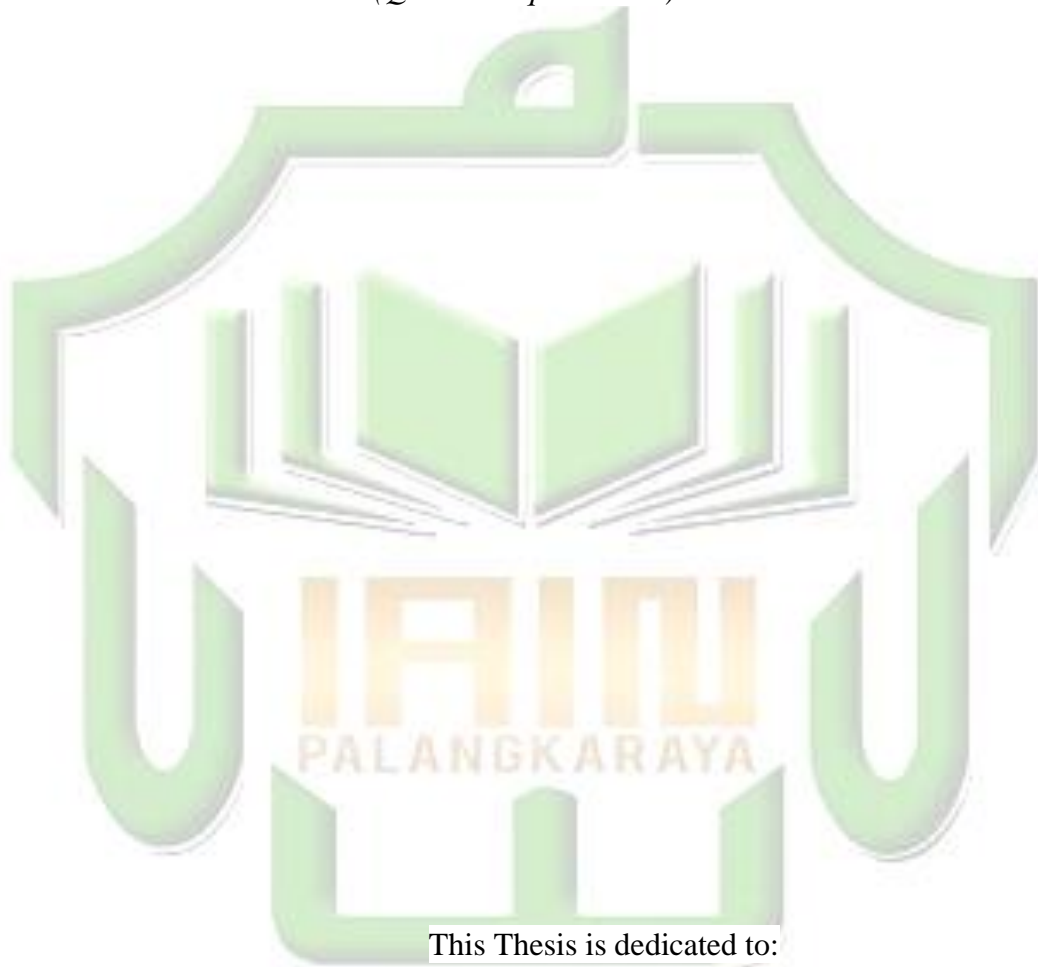
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MOTTO AND DEDICATION

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“...Allah does not impose upon any soul a duty but to the extent of its ability...”

(Q.S. Al-Baqarah: 286)



This Thesis is dedicated to:

My beloved father Abdul Wahab and mother Ilasiah for their valuable endless love, prayer, sacrifice and support. My beloved sisters, Winda and Makiyah.

DECLARATION OF AUTHORSHIP

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ABSTRACT

Aslamiyah, Radiatul. 2021. *An Analysis of Reading Materials in “Bahasa Inggris” Textbook for Vocational High School Students*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Akhmad Ali Mirza, M. Pd., (II) Hesty Widiastuty, M. Pd.

Key Words: *Textbook, Reading Materials, Pusat Perbukuan Criteria, Readability Level.*

A textbook is one of the teaching-learning materials. Along this line, the teacher needs to analyze and select which one a suitable textbook for the learners' needs—selecting and analyzing a textbook perhaps to know which one a suitable textbook for students. It also aimed to know the power and the weakness of a textbook. By selecting and analyzing the material in a textbook, the teacher tries to cover students' needs to develop students' skills.

This study attempts to describe the relevancy between reading materials in “Bahasa Inggris” textbook for XI grade of Vocational High School students and the good textbook criteria proposed by *Pusat Perbukuan*, Ministry of National Education in the aspects of content, presentation, and language use and readability.

It was designed as content analysis in the form of descriptive qualitative research. The data of this study were reading materials collected from “Bahasa Inggris” textbook published by Kharisma. The instruments used to collect the data were observation in the form of checklists and documentation. A checklist was adapted from *Pusat Perbukuan*, Ministry of National Education (2011) frameworks for textbook analysis and evaluation.

After the analysis, the result showed that “Bahasa Inggris” textbook met the good criteria of good learning materials recommended by *Pusat Perbukuan*. The textbook achieved the fulfillment score of criteria were (1) 100% for aspects of content, (2) 71.4% for aspects of presentation, and (3) 75% for aspects of language use and readability. Then, the textbook is considered as a “good” textbook since the average score of fulfillment is 82.1% meaningful the textbook is good enough to be used in the teaching-learning process by adding complimentary sources, but it can be improved.

ABSTRAK

Aslamiyah, Radiatul. 2021. *Sebuah Analisis Bahan Bacaan dalam Buku Ajar “Bahasa Inggris” untuk Siswa Sekolah Menengah Kejuruan*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Akhmad Ali Mirza, M. Pd., (II) Hesty Widiastuty, M. Pd.

Key Words: *Buku Ajar, Bahan Bacaan, Kriteria Pusat Perbukuan, Readability Level.*

Buku teks merupakan salah satu bahan belajar-mengajar. Sejalan dengan hal ini, guru perlu menganalisis dan memilih buku teks mana yang sesuai dengan kebutuhan peserta didik —memilih dan menganalisis buku teks mungkin untuk mengetahui buku teks mana yang cocok untuk siswa. Ini juga bertujuan untuk mengetahui kekuatan dan kelemahan sebuah buku teks. Dengan menyeleksi dan menganalisis materi dalam buku teks, guru berusaha memenuhi kebutuhan siswa untuk mengembangkan keterampilan siswa.

Penelitian ini mencoba untuk mendeskripsikan keterkaitan antara bahan bacaan dalam buku teks “*Bahasa Inggris*” untuk siswa kelas XI Sekolah Menengah Kejuruan (SMK) dan kriteria buku teks baik yang dikemukakan oleh *Pusat Perbukuan*, Kementerian Pendidikan Nasional dalam aspek isi, penyajian, dan penggunaan bahasa dan keterbacaan.

Penelitian ini dirancang sebagai analisis isi dalam bentuk penelitian kualitatif deskriptif. Data penelitian ini adalah bahan bacaan yang dikumpulkan dari buku teks “*Bahasa Inggris*” terbitan Kharisma. Instrumen yang digunakan untuk mengumpulkan data adalah observasi dalam bentuk checklist dan dokumentasi. Checklist diadaptasi dari *Pusat Perbukuan*, Kementerian Pendidikan Nasional (2011) untuk analisis dan evaluasi buku teks.

Setelah dilakukan analisis, diperoleh hasil bahwa buku teks “*Bahasa Inggris*” memenuhi kriteria baik untuk bahan ajar baik yang direkomendasikan oleh *Pusat Perbukuan*. Buku teks mencapai skor pemenuhan kriteria yaitu (1) 100% untuk aspek isi, (2) 71,4% untuk aspek penyajian, dan (3) 75% untuk aspek penggunaan dan keterbacaan bahasa. Kemudian buku teks dianggap sebagai buku teks yang “baik” karena nilai rata-rata ketuntasannya adalah 82,1% yang berarti buku teks tersebut sudah cukup baik untuk digunakan dalam proses belajar-mengajar dengan menambahkan sumber-sumber pelengkap, namun masih dapat ditingkatkan.

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Palangka Raya, June 14th 2021

The Researcher,



Radiatul Aslamiah

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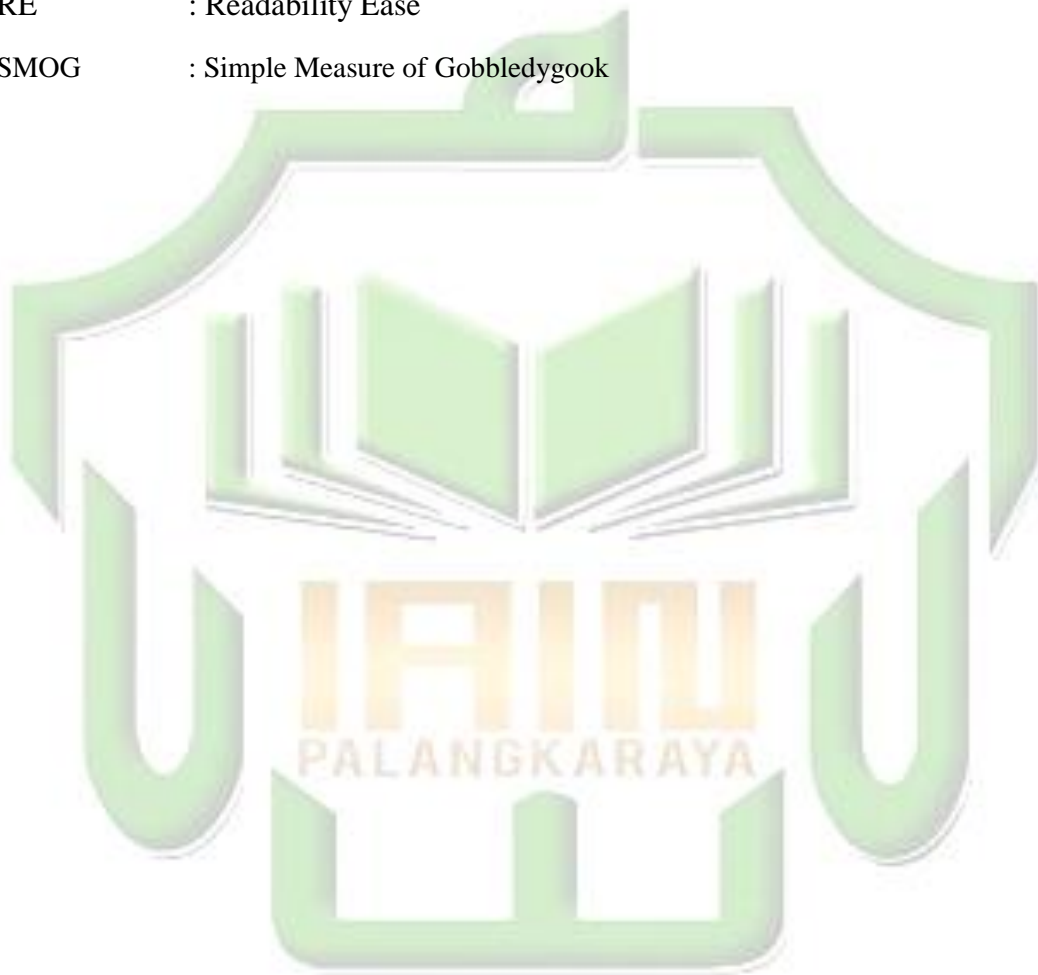
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LIST OF ABBREVIATIONS

ASL	: Average Sentence Length
ASW	: Average Number of Syllables per word
RE	: Readability Ease
SMOG	: Simple Measure of Gobbledygook



CHAPTER I

INTRODUCTION

This thesis presents a study entitled an analysis of reading materials in "*Bahasa Inggris*" textbook for vocational high school students. This chapter describes the background of the study, research problem, objectives of the study, scope and limitation of the study, significances of the study, and definition of key terms.

A. Background of the Study

English is taught as a foreign language in Indonesian schools. 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 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' teaching and learning process. The textbook is a single teaching-learning resource that can be used by both teachers and students. The textbook

serves as a guide for teachers and students during the teaching and learning process. Textbook is commonly used in the teaching-learning process. Textbooks make the more straightforward teaching-learning process for a teacher because a textbook consists of materials for courses teachers teach systematically. "Textbooks are unavoidable material in educational systems all through the world. Indeed, textbooks give the backbone to the courses numerous educators teach". (Muslikhati, 2015, p.1)

The textbook is guidance that teachers and learners used as a direction in teaching and learning. It implies that textbook materials are required to help teachers in the teaching process. Textbook is commonly used in the teaching-learning process. However, it is common for teachers and students to rely entirely on the textbooks provided by school because they have no other option. Due to the poor quality of the textbook, this can lead to deficiencies in the teaching-learning process. By selecting and analyzing the material in a textbook, the teacher tries to cover students' needs to develop students' skills.

Learning the English is very important. The students learn English to have the option to convey in the language. Students also learn English to have the option to use and get information in present-day life for daily activity. The students must be able to listen, speak, read and write English. We have realized that four skills are important to be mastered in English. We have realized that four skills are important to be mastered in English; they are listening, speaking, reading, and writing. For many students, reading is a

crucial language skill where students need to read English material to understand the meaning in their subject. Students need to read and comprehend the written material in teaching-learning English.

Meanwhile, reading materials also discussed in this paper as one of skills. The goal of reading is to comprehend 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. The reading materials in English textbooks can support teachers and help students understand and efficiently. Any written content aimed at improving reading comprehension is referred to as reading material. Notes, memos, letters, specs, books, regulations, journals, and manual reports are all examples of reading material. In addition, labels and forms with at least one paragraph of text are included (Sholihah, 2018, p.8).

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 based on *Pusat Perbukuan* criteria that can be guidelines to choose an English textbook that has good quality. *Pusat Perbukuan*, Ministry of National Education, characterizes criteria for the good quality of textbooks. *Pusat Perbukuan*, Ministry of National Education, recommended a few aspects, comprising aspects of content, presentation, language use, and readability.

In this research, the researcher used the Flesch Reading Ease Formula as a readability formula to analyze reading materials' readability found in the textbook. "Flesch Reading Ease is a formula to evaluate the grade level of the reader. Flesch Reading Ease is a few exact measures that we can depend on upon without too much examination. It was recalculated to give a grade-level score. In the Flesch Reading Ease test, higher scores show material that is simple to read, and lower scores mean more difficult to read" (Yulianto, 2019, p.85).

Based on the researcher's preliminary research through conversation with four students Grade XI of SMKS Miftahussalam 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, Ade Fitria Saderi Putri, S.Pd 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.

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. It turned into our challenge to solve this

problem. As a result, the researcher needed to analyze the reading materials in an English textbook as a candidate for the position of English teacher. Making the English textbook could be beneficial to schools, particularly English teachers who use the book.

In light of the problem, the researcher needed to analyze and select a decent textbook for the teaching-learning process. Along these lines, the researcher was keen on research to measure the readability level of reading texts. That was why the researcher wants to explore the title **"AN ANALYSIS OF READING MATERIALS IN "BAHASA INGGRIS" TEXTBOOK FOR VOCATIONAL HIGH SCHOOL STUDENTS."**

B. Research Problem

As the researcher stated, this study would endeavor to address the inquiry: Do the reading materials in *"Bahasa Inggris"* textbook meet the good criteria of good learning materials proposed by *Pusat Perbukuan*?

C. The objective of the Study

As the research problem had been stated, this research was meant to know whether reading materials in *"Bahasa Inggris"* textbook meet the good criteria of good learning materials recommended by *Pusat Perbukuan*, Ministry of National Education.

D. Scope and Limitation

This study's scope centered around reading materials in "*Bahasa Inggris*" textbook meet the good criteria of good learning materials recommended by *Pusat Perbukuan*, Ministry of National Education. In this research, three criteria were utilized: aspects of content, aspects of presentation, aspect of language use, and readability. The researcher broke down the aspects of content, presentation, and language use by using *Pusat Perbukuan* Criteria as a guideline. The researcher estimated reading materials' readability in "*Bahasa Inggris*" textbook for vocational high school grade XI for semester 2 by Kharisma by tallying the words, syllables, and sentences dependent Flesch Reading Ease Readability Formula theory.

This study only focused on reading materials in "*Bahasa Inggris*" textbook for Vocational High School grade XI by Kharisma for semester 2. The researcher focused on reading skills, especially reading materials that there are six reading materials for Grade XI semester 2. This book was used at SMKS Miftahussalam, Pembuang Hulu, Kec. Hanau, Kab. Seruyan. It was also the researcher's previous school.

E. Significance of the Study

This study had two significances to be specific: theoretical significance and practical significance.

1. Theoretical significance

Theoretically, this study was delivering a general knowledge of how to evaluate an English instructional material, especially on reading material that could help choose the right book to use in the process of teaching and learning.

2. Practical significance

Practically, the result of this study had significances as follows:

- a. For students, selecting textbooks and reading materials according to their needs would help them to learn effectively and understand quickly.
- b. The result could help teachers find, choose, select, and evaluate their students' reading materials. It also could improve suitable materials for their students.
- c. For the school supervisors, the result could help them support the teacher by buying a suitable textbook for the teaching-learning process.
- d. For the book writer and publishers, this study would also improve how to create and make a good book containing reading materials for the students' grades. It can also be a warning when the writer and publisher want to create a book, be more careful in building up the materials, and be more mindful of content language rightness, appropriateness, and design.
- e. Hopefully, this study could be helpful for the next researchers who have a similar topic.

F. Definition of Key Terms

The following terminology was used to avoid misunderstanding, and the readers would have the same interpretation in understanding the study.

1. Textbook

The textbook is guidance used as a direction in the teaching and learning process. In this research, the researcher chooses "*Bahasa Inggris*" textbook for Vocational High School grade XI by Kharisma for semester 2. This book is used at SMKS Miftahussalam, Pembuang Hulu, Kec. Hanau, Kab. Seruyan.

2. Reading material

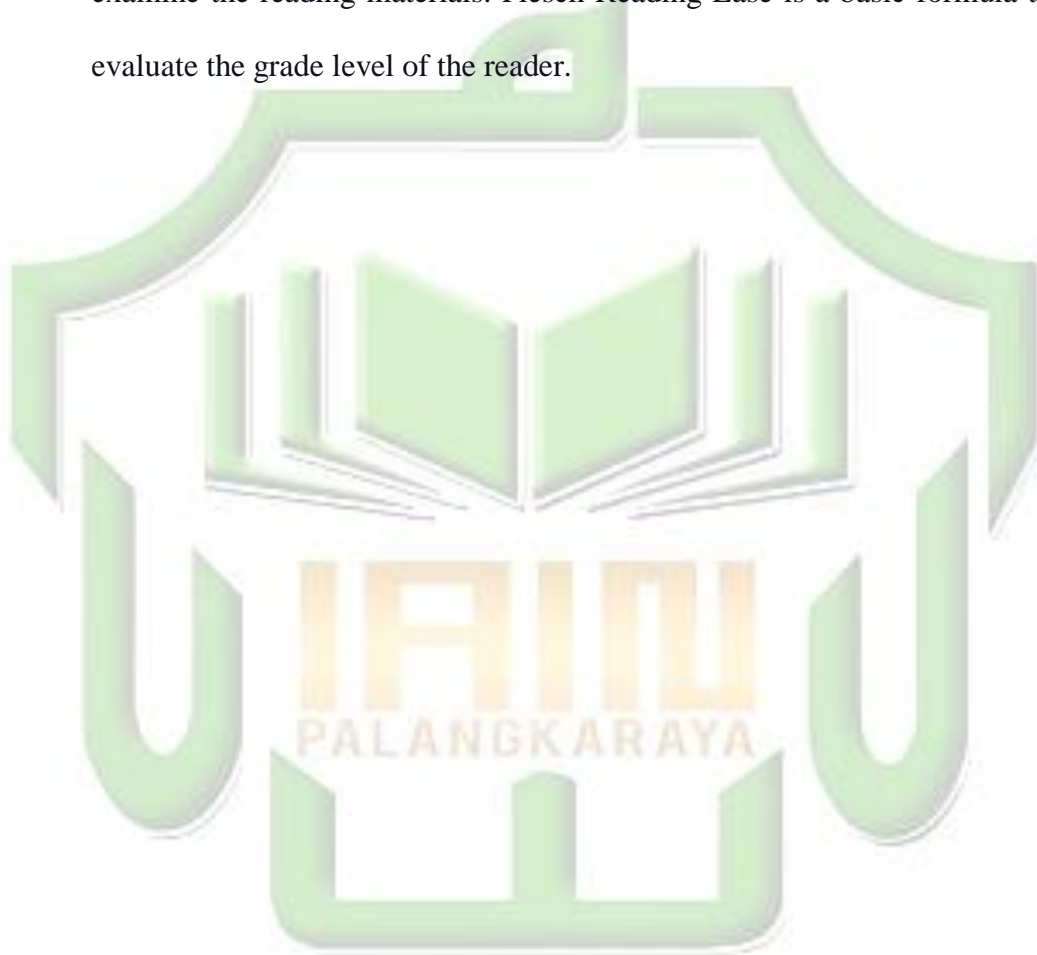
Reading material is any composed material that is pointed at reading comprehension. The researcher focuses on reading skills, especially reading materials that there are six reading materials for Grade XI semester 2.

3. Pusat Perbukuan Criteria

Pusat Perbukuan Criteria is one of several criteria to select good reading materials. In this study, the researcher will use Pusat Perbukuan Criteria. *Pusat Perbukuan*, Ministry of National Education, characterizes criteria for the good quality of textbooks. *Pusat Perbukuan*, Ministry of National Education, recommended a few aspects, comprising aspects of content, presentation, language use, and readability.

4. Readability level

Readability level refers to how easily a text to read by the reader level. Analyzing the readability level of specific text to know whether the text is easy or challenging to read needs a readability formula. In this study, the researcher will use the Flesch Reading Ease Formula to examine the reading materials. Flesch Reading Ease is a basic formula to evaluate the grade level of the reader.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter included the understanding theory used in the study concerning an analysis of reading material in "*Bahasa Inggris*" textbook for vocational high school students. To be more specific, this review provided some previous studies, explanations of textbooks, explanations of reading text, and readability level explanation.

A. Related Studies

There are several studies on this research. First, a study has been conducted by Niken Wahyuningsih and Drs. Aswandi, M. Pd (2012, p.1-216), the title is "An Analysis Of Reading Materials In Textbook English In Focus For Grade VII Junior High School Published By Department Of National Education". The design used in this research was documentary analysis, which was included in descriptive qualitative research. Because this study analyzed a textbook, a document study was used. The goal of this study was to determine whether the reading material of the texts in English in Focus for the VII Grade of Junior High School meets the requirements of the Pusat Perbukuan, the Ministry of National Education. It was divided into four aspects: aspects of contents, aspects of presentation, aspects of language use and readability, and aspects of the relation between chapters.

Based on the research findings, it is possible to conclude that the the criteria for a good English textbook as proposed by the *Pusat Perbukuan*, or Ministry of National Education is not fulfilled by the reading material for the English in Focus textbook in the first semester. It can be seen from the discrepancies found in textbooks, as follows: 1) some reading materials should be available but not included, 2) for the development of art and technology, no reading material that helps encourage these two things.

The Second, a study conducted by Fitria Handayani (2020, p.67-72) entitled "Analysis of Reading Materials Pathway: an English Textbook For Indonesian Senior High School Students." The data collected for this study gathered from the English textbook Pathway to English published by Erlangga. The data was in the form of reading material that could be found in the book. The purpose of this study was to describe whether the Path to English reading texts had met the evaluation criteria suggested by Hetherington. In this study, almost all the criteria for good reading materials based on Hetherington could meet the criteria by Pathway to English. It was evident from the research results. Based on this, the researcher suggested that teachers and educational institutions pay more attention to the textbook's content. It was done so that the textbook's content and its relevance to the curriculum were following students' needs along with the times.

Third, a study has been conducted by Siti Sholichatun (2011) entitled "Content Analysis of Reading Materials In “*English On Sky*” textbook For Junior High School." The study's objectives were to (1) identify the types

of reading material in English on Sky textbook grade IX Junior High School published by Erlangga, and (2) identify the density of text-based reading lexical density. In the textbook: *English on Sky*. Library research is used in this research as a study approach. And content analysis is also used in this research. The data used is data collected from the *English on Sky* textbook in several reading materials. There are ten different types of reading texts among the ten. After conducting research, it was found that three genres were used in the book, namely narrative text, procedure, and report. These genres met the requirements based on the KTSP-based English syllabus.

The Fourth, a study has been conducted by Mostafa Zamanian and Pooneh Heydari (2012, p.43-53), the title is "Readability of Texts: State of the Art." This study discussed the theoretical theory used in readability. After conducting the research, the researcher can conclude two opposing views of using the readability formula. Each of these views has empirical evidence that can support this view. These views are also supported by different researchers who have statements that support these views. This research is (1) to help make it easier for readers to recognize the readability formulas that are most often used in research, and (2) to present the pros and cons of each view of using these formulas. It is expected to broaden the reader's insight and help choose which formula to use.

Next, a study conducted by Yulianto (2019, p.81-91) about "An Analysis on Readability Level of English Reading Texts for Eighth Grade Students." This study's results indicate that: in the textbooks studied, the

readability level of the reading text found in the textbook shows a different level of readability from one text to another. There are eight reading materials in the book, six easy texts, and suitable for Elementary School and below. There is one text for High School Students. Only one text is suitable for grades seven-eight of junior high school. Therefore, researchers suggest that readability should be paid more attention when teachers use reading material as teaching material.

The selection of reading material that is appropriate to the reader's level can make it easier for the reader to understand the reading material. The research used a descriptive qualitative analysis method. The document study was chosen as the research design in this study. In this study, the researcher tried to describe and analyze the readability level of reading materials found in the textbook *Pathway to English 2*, published by Erlangga.

Then, a study has been conducted by Elham Tabatabaei and Mohammad S. Bagheri (2013, p.1028-1035), the title is "Readability of Reading Comprehension Texts in Iranian Senior High Schools Regarding Students' Background Knowledge and Interest." Based on the research results, it could be concluded that the readability level of high school English text in textbooks is not following the readability standard proposed by Flesch. The results also showed that the English textbook reading material's content did not include students' interests and background knowledge. It was indicated by the results that show that most students have average and low interest and background knowledge about reading in their English textbooks. This study

aimed to consider the reading material in English textbooks taught in Iranian high schools, which is suitable for students' readability level.

Last, a study has been conducted by Rahmad Hidayat (2016, p.120-128), the title is "The Readability of Reading Texts on The English Textbook." The readability formula is used in this study because the readability formula provides accurate predictions of the reading text's readability stated in the textbook. The results of this study indicated that the reading text from the calculation of the Flesch Ease of Reading Formula showed that the readability level of the reading text in the textbook entitled "*BAHASA INGGRIS SMA / MA / MAK*" for class XI semester one published by the Ministry of Education and Culture of Indonesia had a standard level of score 69,392. From the results of these calculations, it was assumed that the textbook could be read by eleventh students and follow the eleventh grade level of SMA.

Based on the previous studies above, it can be described that previous studies have similarities as mention about the topic almost the same: it was about the analysis of reading material based on the good quality textbook and readability level of reading texts or materials in a textbook. Researchers used different criteria, such as Hetherington's reading evaluation criteria and Pusat Perbukuan Criteria. Other similarities are the researcher himself, criteria of a good textbook, a document study, or documentation also used as research instruments. All of the previous studies also have the differences as mention about the textbook which researcher used such

as *English In Focus* textbook for the seventh grade of Junior High School, *Pathway An English Textbook* for the tenth grade of Senior High School, "*Bahasa Inggris SMA/MA/MAK For Grade XI Semester 1*" published by The Ministry of Education and Culture of Indonesia in 2014, and "*Bahasa Inggris*" for the X Grade of Vocational High School Students published by Ministry of National Education. Another difference is the study use website www.readabilityformula.com to support in calculating the readability formula. It also used a devised questionnaire, translated, and distributed to collect the data as the instrument.

B. Textbook

1. Definition of Textbook

Material is one of the most important parts of the process of teaching and learning English. The material is a source of material that can be used to facilitate the process of teaching and learning English. Materials can be obtained from various sources, one of which is a textbook. The textbook is the material used in teaching and learning, which is expected to support the teacher. In some schools, textbooks are often the primary teaching material used and are usually taken for granted.

According to Brown in Rahmat Hidayat (2016, p.121), stated that in the teaching-learning process, a textbook is a type of teaching and learning resource that is most widely utilized. Educators, on the other

hand, have developed a variety of inventive media to help them teach 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, p.977).

According to Buckingham in Maya Arianingsih (2017, p.17) stated that textbook is a type of learning media that is used to support a teaching program in schools and colleges. Acklam states that textbooks can be used systematically and flexibly as a learning tool used in teaching and learning. Because textbooks are used systematically and flexibly, it is crucial to understand an arrangement that suits a particular student's needs. He also said that the textbook provides a plan for the learning process, a visible outline of what material students should study, and a source of material and ideas on a topic.

Based on the definitions, the researcher defines textbooks as commonly crucial guidance or source media in teaching and learning to help the teacher and students suitable for the course's objective. It also helps students by supplying material that is learnable and suitable for students' needs.

2. The Advantages and Disadvantages of Textbook

Jack C. Richard mentioned some advantages and disadvantages of textbooks (Novita Riyanti, 2017, p.39-40). The advantages are mentioned as follow:

- a. Textbooks provide structure and a syllabus for a program.

With the existence of a textbook, a program will have a central core that is centralized and systematically structured. And students will receive teaching materials following the syllabus that has been planned and developed systematically.

- b. Textbooks help standardize instruction.

The use of textbooks in a program can ensure that the distribution of material or content obtained by students in different classes is the same. It also means that the use of the same textbook can be tested in the same way.

- c. Textbooks maintain quality.

The use of textbooks with good quality provides material that has been appropriately arranged and structured based on the curriculum and syllabus to students.

- d. Textbooks provide a variety of learning resources.

Textbooks usually provide a wide variety of resources to make it easier for teachers and students. The examples are a textbook accompanied by a CD, a cassette, a CD-ROM, a video, a

comprehensive teaching guide that can be used by teachers and students.

e. Textbooks are efficient

Using textbooks can help teachers to save time. It is because the material taught by the teacher is available, so the teacher does not need to waste time making material when they want to teach.

f. Textbooks can provide effective language models and input.

Textbooks make it easier for teachers whose first language is not English or teachers who are not native speakers who cannot produce accurate language input independently. So that by teaching using a textbook, the teacher can get structured instructions.

g. Textbooks can train a teacher.

Textbooks can be used as manuals or instructions for teachers who have no experience in teaching. This textbook serves as a reference in the initial teacher training process.

h. A textbook is visually appealing.

Using a textbook with a high standard of design and production can make students and teachers feel interested.

After mentioning the positive sides of textbooks, Jack C. Richard in Novita Riyanti (2017, p.39-40) also mentioned the negative effects or the disadvantages of the textbook. They are:

- a. Textbooks may contain inauthentic language.

Each teacher and student comes from a variety of regions and backgrounds. It affects the use of textbooks because textbooks sometimes present inauthentic language. It means that text, dialogue, and other content aspects in textbooks tend to be explicitly written only to present points that correspond to teaching points without representing actual language usage.

- b. Textbooks may distort content.

Textbooks usually gravitate toward a single ideal and fail to represent real problems. The inclination of use to one view can lead to controversial topics and contexts that are not necessarily acceptable to textbook users. Therefore, the use of one view should be avoided.

- c. Textbooks may not reflect students' needs.

Textbooks are made for the benefit of the global market, so they may not reflect students' interests and needs with different educational backgrounds. Therefore, in using textbooks as teaching materials, the teacher needs to make adaptations.

- d. Textbooks can deskill teachers.

If the teacher always uses textbooks as the primary source of teaching, this can change the teacher's role. The teacher's role turns into a technician whose primary function is to present material prepared by others. The teacher's ability to create their material will decrease.

- e. They are expensive.

For some students in many parts of the world, using textbooks can add a financial burden because students have to buy them.

Teachers must be innovative, creative, and understanding when finding textbooks to use. It is because each textbook has its advantages and disadvantages. The most crucial point is whether the textbook is suitable and can be studied at the student level? It is caused by teaching materials that have an important role in teaching and learning. As one of the teacher candidates, researchers suggest that teachers be more creative, understand, and more careful in determining teaching materials.

3. Criteria of Good Textbook

The factors that influence textbook selection were stated by Jack C. Richard. He stated that selecting textbooks is based on four criteria (Novita Riyanti, 2017, p.40-41). They are as follows:

1. They should be appropriate for the learner's needs. They should be in line with the program's goals and objectives.
2. They should reflect the current and future uses of the language that learners will have. The textbook should be chosen in such a way that it prepares students to effectively use language for their own purposes.
3. Rather than dogmatically imposing a rigid "method," they should consider students' learning needs and facilitate their learning process.

4. They must clearly define their role as a learning support. They, like teachers, serve as a bridge between the target language and the learner.

Pusat Perbukuan: 2005 in M. Wisnu A. W. (2014, p.18), the Ministry of National Education also defines several criteria for quality textbooks. Some aspects suggested by Pusat Perbukuan, the Ministry of National Education consist of:

a. Aspects of Contents

- 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 are supporting life skills.
- 6) The reading material which are consider about the aspects of gender, religion and race.

b. Aspects of Presentation

- 1) Learning purposes which expressed explicitly and lead to master of communication competence.
- 2) The presentation of each section reflects the logical path and coherence.
- 3) The presentation of each chapter arranged from easy to difficult materials.

- 4) The conformity between tasks and materials.
- 5) The presentation of each chapter engaging students to communicate using English actively.
- 6) The presentation of each chapter drawing students to be interested in English subject.
- 7) The presentation of each chapter supporting students to reflect and evaluate their self.

c. Aspects of Language Use and Readability

- 1) The standard of English language use according the language rules.
- 2) The use of English which is appropriate with needs of communicating learning.
- 3) The presentation of paragraphs which are presented effectively by considering coherences and cohensiveness.
- 4) The use of illustrations which are functional and relevant with materials.

C. Reading Material

1. Definition of Reading Material

Reading is one of the four language skills that a student must be mastered. It makes reading became an important part which has to pay attention from the teacher and learners. Reading makes an important contribution for students who want to master the English language.

According to William G. and Fredricka L. S (2011), the ability to determine the meaning of a printed page and effectively interpret that information is referred to as reading.

Reading is an activity that is done in order to comprehend what is contained in the texts. Reading, as one of the language skills in teaching-learning, contributes to the success of language learning along with other skills (Rahmat Hidayat, 2016, p.121). Reading is an activity that aims to understand the meaning of the text's contents, which can be presented explicitly or implicitly. The success of language learning and other skills is an interrelated unit. It demonstrates that, as a language skill, reading contributes to the success of learning English.

Reading comprehension is a complicated activity that necessitates the coordination of numerous cognitive skills and abilities. Reading comprehension is inextricably linked to good word reading: readers cannot comprehend a whole text if they cannot identify (decode) the words in that text. Similarly, good reading comprehension will be dependent on general language comprehension (Oakhill, Cain, and Elbro, 2015, p.1).

All forms of reading material aimed at understanding the meaning of the written text are called reading texts. According to Indah Bilqis Sholihah (2018):

“Reading Texts generally involves reading notes, memos, letters, specifications, books, regulations, journals, or manual reports. It also includes labels and forms that contain at least one paragraph of the text. The reading texts of this research refer to reading material

in the form of sentences and paragraphs in this book, which measured the readability level”.

From some of the definitions described above, the researcher can conclude that the reading text is a teaching material presented to the reader in writing or printed. Meanwhile, reading is the process of reading and try to understand the meaning of the text that you want to find information about.

2. Criteria of Good Reading Text

Since reading is a very important skill, choosing a reading text or material that is suitable and good for students is something that needs attention from teachers. Nuttall in Yulianto (2019, p.25) suggested three criteria that need to be considered in choosing reading text or material as follows:

- a. Readability refers to whether written materials can be read and understood easily.
- b. Content suitability means that a text must match the interests of most students. A text should grab students' attention and not bore them.
- c. Exploitability related to the facilitation of learning. Good reading text can be used by teachers to create competent readers by exploiting the text.

Mahdiannor (2017, p.19) stated there are four criteria of a good text for students according to Berardo, they are:

- a. Content suitability means the achievement of material for students in accordance with the predetermined objectives of learning English.

- b. Exploitability means that a text can facilitate the desired achievement of specific language and content goals, which can be used in instructional tasks and techniques, and can be encapsulated by other skills, such as: listening, reading, speaking, and writing.
- c. Readability, the text with reading difficulty that will challenge the
- d. Presentation is about the content. students.

In conclusion, a good textbook has several criteria. It consist of (1) the suitability of the content with the students need and objective, (2)the text can facilitate achievement of specific language and contents goals, (3) Readability of the texts, and (4) the how the text look likes. One of the criteria of good reading text is readability.

D. Readability Level

1. Definition of Readability Level

Various definitions of readability exist. William H. Dubay in Yulianto (2019, p.83) defines that some texts are easier to read than others because of readability. It refers to how simple it is to read and comprehend a written text or material. Furthermore, according to Yulianto (2019), citing Sri Handayani (2014), to rank certain readers, readability is a measurement of the suitability of a particular reading for readers. It means that readability is an attempt to match the reading to the reader's level of comprehension to rank certain readers, readability is a measurement of the

suitability of a particular reading for readers. It means that readability is an attempt to match the reading to the reader's level of comprehension.

Chall 1988 in Ozlem Ulu Kalin (2017, p.976) said that the most important factor that influenced the beginning of readability studies was the desire to make language more understandable. Jack C. Richard stated readability means "how easily written materials can be read and understood. It depends on several factors, including the average length of sentences, the number of new words contained, and the grammatical complexity of language used in a passage" (Mostafa Zamanian, 2012, p.43). Thanaporn S. and Tipamas C. (2019, p.258) concluded that "readability research involves studies related to the prediction of the text difficulty level through the analysis of text features that might facilitate or obstruct the comprehension of the text."

Thus, from the above definition, it can be concluded that readability discusses how easily a reading material or text can be read and understood by readers according to their level. In other words, readability can affect readers' comprehension. It is because readability refers to the general difficulty level of written material.

Readability has the purpose of determining the suitability of students' reading abilities with the level of readability of the reading material and determining the students' ability to obtain and understand the meaning of reading material in the textbook. However, it is well known

that determining which textbook to use and according to the student's level is not an easy activity. Therefore, analyzing textbooks is one way that can be done to choose a good and appropriate textbook.

2. Factors that Influence Readability

Several factors can influence the readability of written text. According to Klare cited in Novita Riyanti (2017, p.16-17), factors that affected readability in the text are the following:

a. Word Characteristics

One of the things that affect readability is the characteristic of words. Some of the components related to word characteristics are content word (functional), concreteness, association value, content word length/frequency/familiarity, active vs. nominal.

b. Sentence Characteristics

Some of the features that may interact with these characteristics are length, active vs. passive, affirmative vs. negative embedded, low depth vs. high depth (branches).

Richard R Day also explains the factors that influence readability (Indah Bilqis Sholihah, 2018, p.10-11). There are five factors:

a. Lexical Knowledge

Lexical knowledge significantly affects the readability level. If the number of unknown lexical items in reading material increases, students will find it increasingly difficult to know and understand the meaning of the text.

b. Background knowledge

If the reader has a lot of background knowledge on a particular topic, the faster and more accurate, the reader can understand the material. It relates to the background and insight of the reader.

c. Organization

Organization means the rhetorical arrangement of the text material and its clarity. Reading materials that are arranged evenly and well can make it easier for EFL students, especially in the early reading stages.

d. Discourse phenomena

Textual phenomena at the level of discourse consist of the arrangements of topics, consideration of cohesiveness and coherence, and comments in a reading passage.

e. Length of Passage

An important readability factor concerns the length of a potential passage. One of the common mistakes of inexperienced teachers is choosing sections that are too long. Meanwhile, the teacher can assess the reading ability of their students.

3. Readability Formula

According to Klare, “readability formulas can be defined as mathematical equations used for the determination of prediction of the level of reading competence necessary for the comprehension of a particular piece of writing to provide an index of probable difficulty for

the reader” (Bagheri. and Ehlam, 2013, p.1028). Ozlem Ulu Kalin (2017, p.956) mentioned that “readability formulas are estimation tools for gradually classifying the text in terms of its difficulty or easiness based on the text's observable lingual features.”

According to Richards et al. in Mostafa Zamanian (2012, p.43), readability means: "how easily written materials can be read and understood. It depends on several factors, such as the number of new words contained, the average length of a sentence, and the grammatical complexity of the language used in a passage. The readability formula is an analytical way to predict readability”.

In analyzing readability, several formulas can be used by researchers or teachers. These formulas can be used according to their needs and beliefs in choosing good reading texts for students' teaching and learning processes. The purpose of analyzing readability is to make it easier for someone to know a particular text's readability level. The following formula can measure the readability of text; they are:

- a. Flesch Reading Ease Formula
- b. SMOG Readability Formula
- c. The Fry Graph Readability Formula
- d. The Dale-Chall Formula

In this study, the researcher used the Flesch Reading Ease Formula as a readability formula to analyze it. Yulianto (2019, p.85) said that “Flesch Reading Ease is a simple formula to assess the grade level of

the reader. It is one of the few accurate measures that we can rely on upon without too much scrutiny. It was recalculated to give a grade-level score. In the Flesch Reading Ease test, higher scores indicate material that's easier to read, lower scores more difficult”.

He also stated that “Flesch Reading Ease is a simple formula to assess the grade level of the reader. It is one of the few accurate measures that we can rely on upon without too much scrutiny. The pioneering Rudolf Flesch developed this formula. It was recalculated to give a grade-level score. In the Flesch Reading Ease test, higher scores indicate material that's easier to read, lower scores more difficult”.

Furthermore, William H. Dubay in Novita Riyanti (2017, p.20-22) stated Flesch formed the formula as follow:

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

Where:

Score : Position on a scale of 0 – 100.

ASL : Average Sentence Length (the number of words divided by the number of sentences).

ASW : Average number of Syllables per Word (the number of syllables divided by the number of words).

Flesch’s interpretation table once again provided for the curvilinearity in the grade level scale. In addition, the Reading Ease formula, being simply to apply, serves as a good illustration of the next point. The description can be easier to be understood in the table below:

Table 2. 1 The Interpretation for Flesch Reading Ease Score (Sholihah, 2018, p.29)

Description of style	Flesch Reading Ease Score	Average Sentence Length in Words	Average No. of Syll. Per 100 Words	Estimated School Grade Completed	Estimated Reading Grade
Very Easy	90-100	8 or less	123 or less	4th Grade	5th Grade
Easy	80-90	11	131	5th Grade	6th Grade
Fairly Easy	70-80	14	139	6th Grade	7th Grade
Standard	60-70	17	147	7th Grade	8th and 9th Grade
Fairly Difficult	50-60	21	155	Some High School	10th to 12th Grade
Difficult	30-50	25	167	High School or Some College	13th to 16th Grade (College)
Very Difficult	0-30	29 or more	192 or more	College	College Graduated

E. Content Analysis

Ary Donald (2010, p.457-458) stated that “Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. Content analysis is widely used in education”. He also stated that “Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records,

textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes that can best be answered by studying documents" (Donald Ary et al., 2010, p.29).

The following are some of the purposes of content analysis in educational research:

1. To identify bias, prejudice, or propaganda in textbooks.
2. To analyze types of errors in students' writings.
3. To describe prevailing practices.
4. To discover the level of difficulty of material in textbooks or other publications.
5. To discover the relative importance of, or interest in, certain topics.

The preceding study illustrates the steps involved in a content analysis:

1. *Specifying the phenomenon to be investigated* (such as gender role stereotyping).
2. *Selecting the media from which the observations are to be made* (such as the Caldecott Medal books for specified time periods).
3. *Formulating exhaustive and mutually exclusive coding categories* so that the verbal or symbolic content can be counted (such as the categories in which gender role stereotyping could occur).
4. *Deciding on the sampling plan to be used* in order to obtain a representative sample of the documents (such as the sample consisting of

all the Caldecott winners for two 2-year periods). You might decide to look at three issues per week of a newspaper over a period of 1 year, for instance, or every issue of a weekly newsmagazine for 1 year.

5. *Training the coders* so that they can consistently apply the coding scheme that has been developed and thus contribute to the reliability of the content analysis. Some coding is not so straightforward but may require inferences about whether a minority group, for example, is being portrayed positively or negatively. Several coders should be able to code the documents using the scheme and obtain consistent results. If the reliability is satisfactory, you can proceed to the next step. If it is less than satisfactory, the coders may be useful in revising the category definitions to make them clearer and more complete.
6. *Analyzing the data*, which may involve just the frequencies and percentages in the various categories or may involve more descriptive accounts.

CHAPTER III

RESEARCH METHOD

This study was investigated the analysis of reading material in “*Bahasa Inggris*” textbook for vocational high school students. The subjects were investigated in this research was reading texts in “*Bahasa Inggris*” textbook for Vocational High School students Grade XI by Kharisma. This chapter discussed the method of the study related to research design, subject of the study, source of data, research instruments, data collection procedures, data analysis procedures and, data endorsement.

A. Research Design

The research design was used in this study was a descriptive qualitative research design. According to Donald Ary et al. (2010, p.29), “Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal was a holistic picture and depth of understanding rather than a numeric analysis of data”. It means a kind of research that does not find a static procedure. The data used in qualitative research are collected mainly in the form of spoken or written language. It is different from quantitative research, which is in the form of numbers. This study discussed the analysis of textbooks entitled “English” for Grade XI Vocational High Schools published by Kharisma.

Besides, this research design was a document study that used document or content analysis design. Cresswell stated that “document study consist of public and private records that qualitative researcher obtain about site or participant in research, that can include, textbook, journal, newspapers, and letters” (John Cresswell, 2012, p.223).

According to Donald Ary et al. (2010, p.29):

"Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents".

B. Subject of The Study

In this research, the subject of this research was Reading Text in English textbook entitled “*Bahasa Inggris*” for Vocational High School Students Grade XI. The researcher focused on the reading materials: six reading material units in this English textbook for Grade XI semester 2. Here were six units of reading material in this English textbook for Grade XI semester 2:

No.	Unit	Title
1.	10	Analytical Exposition
2.	11	Conditional
3.	12	Factual Report
4.	13	Biography
5.	14	Because of ...
6.	15	Report

C. Source Of Data

Data were an important part of conducting the findings of this study. The data were collected using a particular instrument or tool used in collecting data: Document Study. “The document study consist of public and private records that qualitative researcher obtain about site or participant in a research, that can include, textbook, journal, newspapers, and letters” (John Cresswell, 2012, p.223).

To know whether reading materials in “*Bahasa Inggris*” textbook met the aspects of content, presentation, language use, and readability level based on the good material of learning materials proposed by *Pusat Perbukuan* Criteria, Ministry of National Education, the researcher used document study to be the source of research questions. The document was about reading materials from an English textbook entitled “*Bahasa Inggris*” for Vocational High School Grade XI semester 2.

D. Research Instruments

Research instruments were important in conducting research. The research instrument of this research consisted of four instruments:

a. Researcher Herself

According to Donald Ary (2010, p.421), “the primary instrument used for collecting the data in qualitative research is the researcher herself, often collecting the data directly.” The researcher was a crucial instrument. The researcher had to comprehend the research. The

researcher's role was as the main instrument to gather the data that used in the research.

b. Document Study

The second instrument was a document study of an English textbook entitled "*Bahasa Inggris*" for Grade XI students of Vocational High School. In this research, documents were reading texts found in an English textbook entitled "*Bahasa Inggris*," published by Kharisma.

c. Observation

"Observation as observation and recording systematically to indicate which appear in an object of the study" (Margono in Siti Atikah, 2019, p.57). Sugiono said that "observation is a complex process, was a process which is arranged from several biologists and psychologist process. The important thing was the observation process and also memorization" (Siti Atikah, 2019, p.57). Observation was the technique in collecting data where the researcher wanted to observe the reading materials directly.

According to *Pusat perbukuan*, Ministry of National Education, three checklists were applied to answer the research question:

1. The checklist was used in analyzing the aspects of the contents of reading materials found in the textbook.
2. The checklist was used to analyze the aspects of the presentation of reading materials found in the textbook.

3. The checklist was used to analyze the aspects of language use and readability of reading materials found in the textbook.

Here were some aspects suggested by *Pusat perbukuan*, Ministry of National Education:

Table 3. 1 Aspects Of Content

No.	Aspects 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 materials which are supporting life skills.
6.	The reading material which are consider about the aspects of gender, religion and race

Table 3. 2 Aspects of Presentation

No.	Aspects of Presentation
1.	Learning purposes which stated explicitly and lead to master of communication competence.
2.	The presentation of each chapter reflects the logical path and coherence.
3.	The presentation of each chapter arranged from easy to difficult materials.
4.	The conformity between tasks and materials.
5.	The presentation of each chapter engaging students to communicate using English actively.
6.	The presentation of each chapter supporting students to be interested in English subject.
7.	The presentation of each chapter supporting students to reflect and evaluate their self.

Table 3. 3 Aspects of Language Use and Readability

No.	Aspects of Language Use and Readability
1.	The standard of English language use according the language rules.
2.	The use of English which is appropriate with needs of communicating learning.
3.	The presentation of paragraphs which are presented effectively by considering coherences and cohensiveness.

4.	The use of illustrations which are functional and relevant with materials.
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E. Data Collection Procedure

The main objective of the research was to obtain data and process it. Therefore, the data collection procedure was the most crucial step in the study. The researcher used document studies or documentation in collecting data. The data collection procedure steps that would be carried out by the researcher were as follows:

1. Specified the subject to be investigated, it is reading materials.
2. Selected and determined the English textbook for Vocational High School.
3. Identified the texts of reading texts in the English textbook entitled “*Bahasa Inggris*” for Vocational High School students Grade XI by Kharisma.
4. Read the texts of reading texts in English textbook entitled “*Bahasa Inggris*” for Vocational High School students Grade XI by Kharisma.

F. Data Analysis Procedure

The researcher analyzed the data using the descriptive qualitative method. The researcher completed the following steps:

1. The researcher analyzed the reading materials based on aspects of content, aspects of presentation, aspects of language use, and readability by using observation. Here were some aspects of *Pusat Perbukuan* Criteria’s checklists suggested by *Pusat perbukuan*, Ministry of National Education:

Table 3. 4 Aspects Of Content

No.	Aspects 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 materials which are supporting life skills.
6.	The reading material which are consider about the aspects of gender, religion and race

Table 3. 5 Aspects of Presentation

No.	Aspects of Presentation
1.	Learning purposes which stated explicitly and lead to master of communication competence.
2.	The presentation of each chapter reflects the logical path and coherence.
3.	The presentation of each chapter arranged from easy to difficult materials.
4.	The conformity between tasks and materials.
5.	The presentation of each chapter engaging students to communicate using English actively.
6.	The presentation of each chapter supporting students to be interested in English subject.
7.	The presentation of each chapter supporting students to reflect and evaluate their self.

Table 3. 6 Aspects of Language Use and Readability

No.	Aspects of Language Use and Readability
1.	The standard of English language use according the language rules.
2.	The use of English which is appropriate with needs of communicating learning.
3.	The presentation of paragraphs which are presented effectively by considering coherences and cohensiveness.
4.	The use of illustrations which are functional and relevant with materials.

2. To analyze the readability level of reading texts, the researcher used the Flesch Reading Ease Formula by counting the number of words, sentences

and syllables of the reading text used to analyze the readability level.

There were steps that must be done by researcher, they are:

- a. Counting the number of sentences, words, and syllables in each text manually.
- b. Counting the ASL (Average Sentence Length) by divided the number of words and number of sentences.
- c. Counting the ASW (Average number of Syllables per Word) by divided the number syllables and the number of words.
- d. Using the formula. The formula was as follows:

$$\text{Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

Where:

Score : Position on a scale of 0 – 100.

ASL : Average Sentence Length (the number of words divided by number of sentences).

ASW : Average number of Syllables per Word (the number of syllables divided by the number of words).

3. To analyze the data, the researcher calculated and identified the grade level using the Flesch Reading Ease readability formula. The table below could be used for interpretation of the results of the Flesch Reading Ease Formula:

Table 3. 7 The Interpretation for Flesch Reading Ease Score (Sholihah, 2018, p.29)

Description of style	Flesch Reading Ease Score	Average Sentence Length in Words	Average No. of Syll. Per 100 Words	Estimated School Grade Completed	Estimated Reading Grade
Very Easy	90-100	8 or less	123 or less	4th Grade	5th Grade
Easy	80-90	11	131	5th Grade	6th Grade
Fairly Easy	70-80	14	139	6th Grade	7th Grade
Standard	60-70	17	147	7th Grade	8th and 9th Grade
Fairly Difficult	50-60	21	155	Some High School	10th to 12th Grade
Difficult	30-50	25	167	High School or Some College	13th to 16th Grade (College)
Very Difficult	0-30	29 or more	192 or more	College	College Graduated

4. The researcher described the results and explained the readability level.
5. Determining the grades of the reading text according to Flesch Reading Ease Readability Formula which one was relevant or suitable to the vocational high school level.
6. Describing the findings' result to know whether the textbook could meet the criteria of a good English textbook or not. To calculation of the result of data analysis gave to textbook. This was done by dividing the total criteria which was being met the total number of the criteria. Then, it was multiplied by 100% to achieve the sum points. The formula of calculation used in the evaluation process was presented as follows:

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

$\sum x$: The total of criteria which are fulfilled by textbook in each aspect.

N : The total number of criteria in each point.

The previous formula was then used to decide the results of the data analysis. The results contained four criteria presented in the following table.

Table 3. 8 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

7. Concluding the finding of the analysis in the form of words.

G. Data Endorsement

According to Moleong in Hidayat (2015, p.32-33), “the validity of the data was the most important in the research.” In this research, to discover and make the check of the study disclosures, the researcher made some affirmation of the data and information. The data and information accumulated in this study were reasonable, indeed. It was to keep the information accumulated are genuine information and trustworthy.

In obtaining the data, the researcher used triangulation. Mahdiannor (2017), “the triangulation utilized hypothesis triangulation, which includes thought of how the phenomenon under study may be explained by multiple theories. There were four techniques to determine the validity of qualitative research data, namely credibility, transferability, dependability, and conformability”. Mahdiannor (2017) said that as indicated by Sugiono, to test the validity of data, the researcher used them, as followed:

a. Credibility

Credibility in qualitative is equivalent to validity in quantitative research. Validity consists of the accuracy or truthfulness of the findings. The integrity of qualitative research relies upon validity. One of the terms that most frequently used by qualitative researchers was credibility. Credibility focuses on the truthfulness of the inquiry’s findings.

b. Transferability

Transferability was the external factor. Transferability related to the questions, how far the research findings may be used by the other people in another context or situation. Therefore, the researcher requested to shows the data conclusion, acceptably, systematically, to the result of the study can move to a comparable situation or topic.

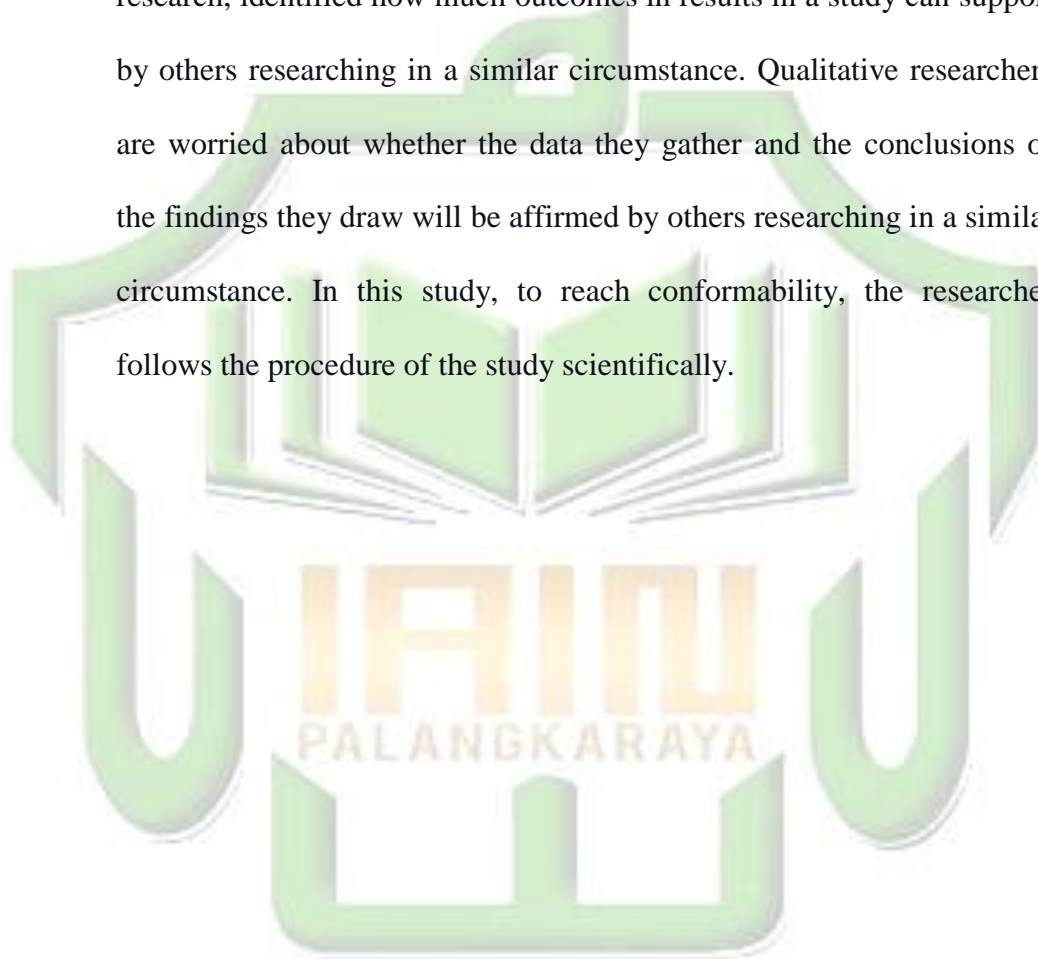
c. Dependability

The technique is finished by detailing that a between time report or finishing report gets off the research—discussing the data and

information gathered from the other source. The technique has a purpose; it is: The researcher gives a genuine report of the research. The findings and process should be balanced.

d. Conformability

Conformability is comparable to validity in quantitative research, identified how much outcomes in results in a study can support by others researching in a similar circumstance. Qualitative researchers are worried about whether the data they gather and the conclusions of the findings they draw will be affirmed by others researching in a similar circumstance. In this study, to reach conformability, the researcher follows the procedure of the study scientifically.



CHAPTER IV

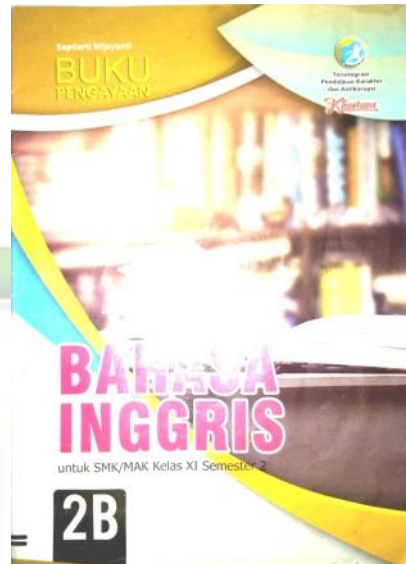
RESEARCH FINDINGS AND DISCUSSION

A. Data Presentations

The researcher has been collected some texts from the “*Bahasa Inggris*” textbook. All texts were taken from the reading section in all chapters. It found out that there were thirteen parts of the book. They were, 1) Unit Title: displays the theme’s title of each unit, 2) Materials That’s Going to Learn in This Unit: mention the main subject in every unit. 3) Basic Competence: describes the primary competence that students have to reach every unit, 4) Materials Resume: enriches the student’s knowledge (showed the correlation of the main subject and situation in daily life), 5) Follow Up Activity: gives the students activities or tasks to practice some materials that student have studied, 6) Grammar Stage: explains grammar which was learned in each unit, 7) Glossary, consists of list of words or terms to enrich student’s vocabulary, 8) Competence Test: recycles learning materials from the unit in from of questions, 9) Creativity: an activity to enrich student’s creativity related to the learning materials, 10) Enrichment: enriches student’s knowledge (the materials have been taken from the internet in order to enhance the student’s ability), 11) Final Evaluation: reminds the students of materials in each unit, 12) Bibliography: shows student the resources for this

book, 13) Curriculum Vitae: shows students the curriculum vitae of writer, editor, reviewer and illustrator.

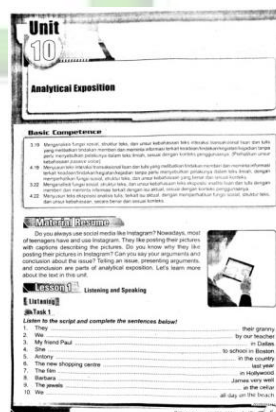
Figure 4. 1 "Bahasa Inggris" Textbook



There are six units consists in “Bahasa Inggris” Textbook for semester 2. Every unit is divided into four main sections. They are: 1) Listening section, 2) Speaking section, 3) Reading section, and 4) Writing section. Here are the themes of each unit:

1. Unit 10: Analytical Exposition

Figure 4. 2 Unit 10



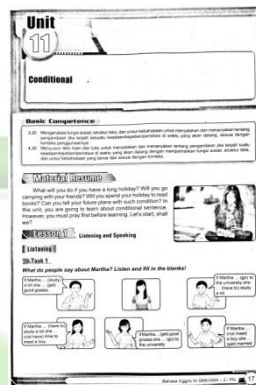
Unit 10 in “*Bahasa Inggris*” Textbook, the title of unit 10 is Analytical exposition. Assessment is all forms of information-gathering activities for decision making. The assessment of this chapter can be in the form of observations, questions and answers with students, observing student’s notes, formal activities in the form of quizzes, tasks or tests. The most assessment that use of this unit is tests and tasks. The basic competencies of this unit are:

- a. 3.19 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice).
- b. 4.19 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- c. 3.22 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait dengan isu aktual, sesuai dengan konteks penggunaannya.

- d. 4.22 Menyusun teks eksposisi analisis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

2. Unit 11: Conditional

Figure 4. 3 Unit 11

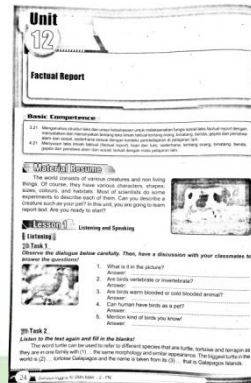


The title of Unit 11 is Conditional. The most used assessments of this chapter are tests, tasks and quizzes. Here are the basic competencies of this unit:

- a. 3.20 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi sesuatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.
- b. 4.20 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

3. Unit 12: Factual Report

Figure 4. 4 Unit 12



Next, the title of Unit 12 is Factual Report text. The text can consist of people, animals, etc. It is also a reading comprehension text that aimed to enrich student's knowledge and reading skills. The assessment of this chapter is a test in reading comprehension form. Here are the basic competencies that consisted in this unit:

- a. 3. 21 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks *factual report* dengan menyatakann dan menanyakan tentang teks ilmiah factual tentang orang, binatang, benda, gejala dan peristiwa alam dan social, sederhana sesuai dengan konteks pembelajaran di pelajaran lain.
- b. 4. 21 Menyusun teks ilmiah factual (*factual report*), lisan dan tullisan, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan social, terkait dengan mata pelajaran lain.

4. Unit 13: Biography

Figure 4. 5 Unit 13



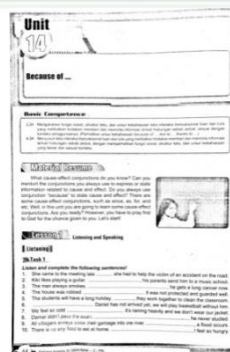
In Unit 13, the title of the unit is Biography. The activity is getting information from a biography text about famous people. The assessment used is tasks and tests. It is also a reading comprehension text.

Here are the basic competencies:

- a. 3.23 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks biografi tokoh sesuai dengan konteks penggunaan.
- b. 4.23 Menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

5. Unit 14: Because of...

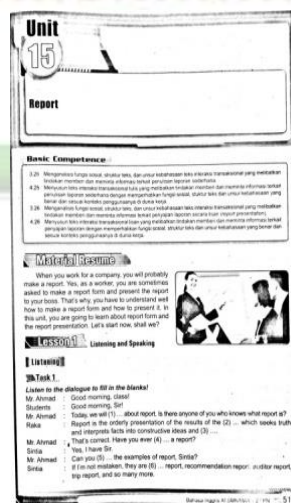
Figure 4. 6 Unit 14



The title of unit 14 is Because of... The activities Unit 14 are reading a narrative text carefully that consists of some cause-effect conjunctions and getting information from the text above. The assessment used is a test in reading comprehension form. Here are the basic competencies:

- a. 3.24 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ... due to ... thanks to ...).
 - b. 4.24 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
6. Unit 15: Report

Figure 4. 7 Unit 15



In the last unit, Unit 15, the title of the chapter is Report. The activities are reading a text about presenting reports and getting the information about the text carefully. The assessment used is a test in reading comprehension form. Here are the basic competencies of Unit 15:

- a. 3. 25 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana. '
- b. 4. 25 Menyusun teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana dengan memperhatikan fungsi sosial, stuktur teks dan unsur kebahasaan yang benar dan sesuai konteks penggunaanya di dunia kerja. .
- c. 3. 26 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan secara lisan (report presentation).
- d. 4. 26 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan dengan memperhatikan fungsi sosiat, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks penggunaanya di dunia kerja.

B. Research Findings

In this part, the researcher presented the relevancy between reading materials with the aspect of contents, aspect of presentation, aspect of language use and readability adapted from *Pusat Perbukuan*, Ministry of National Education. To make the process of identifying and calculating the relevancy between reading materials with each criterion in the textbook with those were suggested by *Pusat Perbukuan* easier, the guidelines were the aspects of each criterion which met by the “*Bahasa Inggris*” textbook was given a tick and valued 1 point. In contrast, the criterion which did not fulfill the criteria proposed by *Pusat Perbukuan* was given a cross and valued 0 point.

1. The Relevancy between Reading Materials in “*Bahasa Inggris*” Textbook with Aspects of Content Adapted from *Pusat Perbukuan*, Ministry of National Education.

Table 4. 1 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 first criterion was the relevancy of reading materials in the “*Bahasa Inggris*” Textbook with content derived from the Ministry of National Education's *Pusat Perbukuan*. In order to meet this criterion, the researcher should examine six aspects of the content.

In terms of the relevance of the content's aspects, the textbook met six of the six proposed criteria. Using the conversion of the fulfillment average based on *Pusat Perbukuan*, the textbook got 100%. It showed that the textbook got “**Good**” category. This sub aspect had six aspects which were explained as follows:

The researcher analyzed the alignment of reading materials with the curriculum in the first aspect. To make the analysis easier, the researcher used the syllabus for the XI grade for Vocational High School based on K-13 curriculum revision 2017 (See Appendices 4) .

The researcher discovered that the content of reading materials was in line with the syllabus for the XI grade for Vocational High School based on the K-13 curriculum revision 2017. But, in this book, there were additional contents. It was usually suitable with the students’ majority, such as Basic Competency 3.24, 4.25, 3.26 and 4.26. Below were the data taken from the Basic Competencies from each unit:

Figure 4. 8 Basic Competence Unit 10

Basic Competence

- | | |
|------|--|
| 3.19 | Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>) |
| 4.19 | Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. |
| 3.22 | Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait dengan isu aktual, sesuai dengan konteks penggunaannya. |
| 4.22 | Menyusun teks eksposisi analisis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |

Figure 4. 9 Basic Competence Unit 11

Basic Competence

- 3.20 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi sesuatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.
- 4.20 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

Figure 4. 10 Basic Competence Unit 12

Basic Competence

- 3.21 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana sesuai dengan konteks pembelajaran di pelajaran lain.
- 4.21 Menyusun teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain.

Figure 4. 11 Basic Competence Unit 13

Basic Competence

- 3.23 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks biografi tokoh sesuai dengan konteks penggunaan.
- 4.23 Menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Figure 4. 12 Basic Competence Unit 14

Basic Competence

- 3.24 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *because of ... due to ... thanks to ...*)
- 4.24 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Figure 4. 13 Basic Competence Unit 15

Basic Competence

- 3.25 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana.
- 4.25 Menyusun teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana dengan memperhatikan fungsi sosial, stuktur teks dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya di dunia kerja.
- 3.26 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan secara lisan (*report presentation*).
- 4.26 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya di dunia kerja.

From the basic competencies of the content above, the researcher concluded that the first aspect of content was in line with the curriculum (syllabus), even there were additional basic competencies for each majority of Vocational High School students. The basic competencies that a textbook had to fulfill were covered in the “*Bahasa Inggris*” Textbook.

In the second aspect, the researcher reviewed the genres of reading materials found in the textbook. Following an evaluation of the reading materials contained in the “*Bahasa Inggris*” Textbook for the Eleventh Grade of Vocational High School, the researcher concluded that the reading materials were compatible with the second aspect of content. The result showed the reading materials consist of some genres, such as analytical exposition text, recount text, report text, narrative text, and hortatory exposition text. Here is the distribution data of the genres’ analysis:

Table 4. 2 The Distribution of The Texts’ Genres

No.	Text	Texts’ Genres in The Textbook					
		Units					
		10	11	12	13	14	15
1.	Analytical Exposition	✓					
2.	Recount				✓		
3.	Report			✓			
4.	Hortatory Exposition						✓
5.	Narrative		✓			✓	

The result showed there were varied genres of reading materials. Analytical Exposition text is found in Unit 10. Recount text was found in Unit 13, because biography was an example of recount text. Then, the Report text was found in Unit 12. Hortatory Exposition was found in the last Unit: 15. Last, Narrative texts were found in the Unit 11 and Unit 14. It can be concluded the textbook had varied genres.

In the third aspect, the researcher looked at how reading materials were organized based on their difficulty level. It was linked to the readability of the reading materials in the “*Bahasa Inggris*” textbook. To analyze the second aspect, the researcher used one of the readability formulas. Before calculated the formula, the researcher had to look for the number of sentences, syllables, words, ASL and ASW.

Table 4. 3 The descriptions of Sentences, Words, Syllable, ASL and ASW of Reading Materials in “Bahasa Inggris” textbook

Reading Material	Number of Sentences	Number of Words	Number of Syllables	ASL	ASW
Unit 10	19	267	424	14.053	1.59
Unit 11	14	312	473	22.286	1.52
Unit 12	33	426	679	12.909	1.59
Unit 13	37	458	705	12.378	1.54
Unit 14	13	198	252	15.231	1.28
Unit 15	8	125	191	15.625	1.53

After getting the five points, the next step was calculated to find the readability score by using Flesch Reading Ease Formula. Here were the calculations:

a. Text 1: Unit 10 Analytical Exposition

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 14.053) - (84.6 \times 1.59) \\
 &= 206.835 - 14.264 - 134.514 \\
 &= \mathbf{58.057}
 \end{aligned}$$

b. Text 2: Unit 11 Conditional

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 22.286) - (84.6 \times 1.52) \\
 &= 206.835 - 22.620 - 128.592 \\
 &= \mathbf{55.623}
 \end{aligned}$$

c. Text 3: Unit 12 Factual Report

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 12.909) - (84.6 \times 1.59) \\
 &= 206.835 - 13.103 - 134.514 \\
 &= \mathbf{59.218}
 \end{aligned}$$

d. Text 4: Unit 13 Biography

$$\begin{aligned}
 RE &= 206.835 - (1.015 \times ASL) - (84.6 \times ASW) \\
 &= 206.835 - (1.015 \times 12.378) - (84.6 \times 1.54) \\
 &= 206.835 - 12.564 - 130.284
 \end{aligned}$$

$$= 63.987$$

e. Text 5: Unit 14 Because of...

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

$$= 206.835 - (1.015 \times 15.231) - (84.6 \times 1.28)$$

$$= 206.835 - 15.459 - 108.288$$

$$= 83.088$$

f. Text 6: Unit 15 Report...

$$RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$$

$$= 206.835 - (1.015 \times 15.625) - (84.6 \times 1.53)$$

$$= 206.835 - 15.859 - 129.438$$

$$= 61.538$$

After the calculations of readability level by using Flesch Reading Ease Formula, the researcher identified the score of readability of each text. To identify it easier, the researcher concluded it as follows:

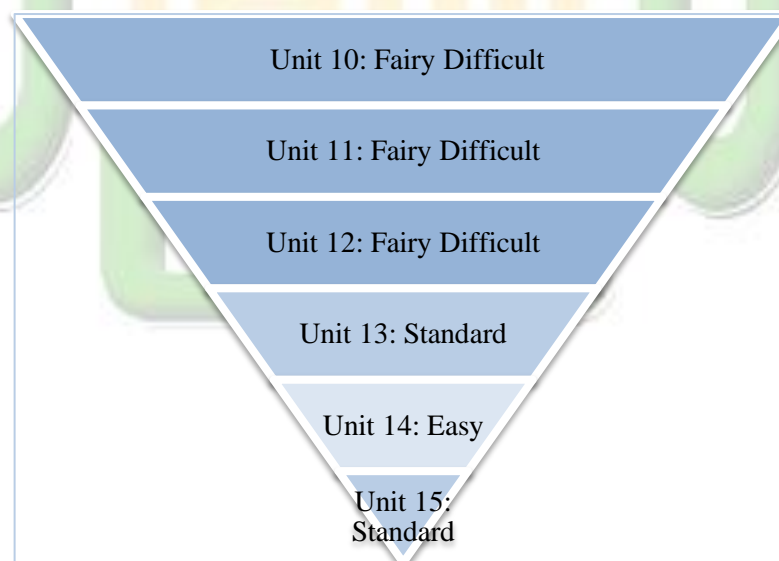
Table 4. 4 The Score of Reading Materials Based on RE Scale of Flesch Formula

Text	Readability Level	Difficulty Level	Reading Grade
Unit 10 Analytical Exposition	58.057	Fairy Difficult	10th to 12th Grade
Unit 11 Conditional	55.623	Fairy Difficult	10th to 12th Grade
Unit 12 Factual Report	59.218	Fairy Difficult	10th to 12th

			Grade
Unit 13 Biography	63.987	Standard	8th and 9th Grade
Unit 14 Because of...	83.088	Easy	6th Grade
Unit 15 Report	61.538	Standard	8th and 9th Grade
Amount	381.511	-	-
Mean	63.585	Standard	8th and 9th Grade

According to the findings, the **Fairy Difficulty** level included three texts, two texts in the **Standard** level, and one text in the **Easy** level. The reading materials' average level was 63.585, indicating that they were at the Standard level. The Flesch Readability Formula was applied to all texts. The researcher could conclude that all of the reading materials were arranged from Fairy Difficult Level to Easy and Standard Level. The researcher could conclude that all of the reading materials were arranged from Fairy Difficult Level to Easy and Standard Level as follows as:

Figure 4. 14 The Arrangement of Reading Materials' Level Difficulty



Based on the conclusion above, it could be concluded that the third aspect, the arrangement of reading materials based on the level of difficulty was covered by this textbook. There was no too difficult reading material that was higher than students reading estimated grade. Here were the data of reading materials from Unit 10 to Unit 15:

Figure 4. 155 Reading Material Unit 10

Reading
Task 8
Read the text carefully!

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in foods has been a serious problem for three reasons. Firstly, formalin is used for biological specimen and experiments not for human beings. Formalin in biology is a 10 % solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative. Of course when it is used for food preservative, it will be very dangerous to humans' body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in threat. When the control is weak and the use of formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizens' bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

The third is that the difficult economy seems not end. This can make situation worse. We all know that today's economy is very difficult. People buy daily products and fulfill their need with high costs. Things are getting more and more expensive. Consequently, the food production cost increases. For example, the preservation process for fish will be much cheaper for the producers to use formalin. They know the danger of Formalin, but they don't care about the other's health. What is in their mind is only how to get profit.

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

(Source: <http://mahir-msoffice.blogspot.com>)

Education
Di balik kedisiplinan yang tertanam dalam diri Anda sebenarnya terdapat kesuksesan yang sedang Anda rencanakan.

Figure 4. 166 Reading Material Unit 11

Reading
Task 6
Read the text carefully!

My best friend, Todi, and I will have some planning if we can get the best score in English examination and Mathematic examination. Todi plans to share some foods to the street musicians, vagrants, and beggars around his house's street. He will also have a planning to have some schedules to have some English and mathematic courses if he cannot get the best score in the English examination and Mathematic examination. I also have a planning if I get the best score in my Mathematic examination, I will give some books to the refuge in Indonesia. All of the planning actually is for sharing our happiness if we get the best in the examinations. We also plan to do all of them together.

The result of the English and Mathematic examination comes today. I get the best score in the Mathematic examination so I will fulfill my planning and promise to give some books to the refuge in Indonesia. There is something different that Todi finds today because he gets failed in the English examination. I ask him about his planning that he will have some schedules to have some English and Mathematic courses. Todi says that he will do his promise and he will also share some foods to the street musicians, vagrants, and beggars around his house's street at 04.00 p.m. today. I am very surprised because he will do the both planning. He also says that the best way to grateful to God is about sharing something useful to others and not about showing the sadness to others. He is not too sad because he will strive and study well if he faces the next English examination. I am very surprised about him and I say that I will help him to share the foods to the street musicians, vagrants, and beggars around his house's street at 04.00 p.m. today.




Figure 4. 177 Reading Material Unit 12

Reading

Task 5

Read the text below carefully!

The black widow is a species of spider that is known for the females' unique appearance and venomous bite. Male and female black widows look different. The female has a shiny black body with a globular abdomen. It has a blood-red (or occasionally orange-yellow) hourglass marking. She is about 1.5 inches long. The male is about half the size of the female. He is lighter in color with red or pink spots on his back. Black widows' legs are coated in an oily substance that prevents them from being caught in their own webs. Female spiders can live up to three years. Males typically live for one or two months. They are primarily solitary, with the exception of late spring when mating occurs.


Black widows are found in temperate regions throughout the world, including the United States, Southern Europe and Asia, Australia, Africa, and much of South America. They are usually found in outdoor structures like fences, rock piles, sheds and outdoor furniture. In cold weather they may enter buildings.

The black widow spider eats other arachnids and insects, which get caught in the web. The female spider hangs upside down from her web as she waits for her prey. In this pose, her bright markings are a visible warning to potential predators.

After the prey is ensnared in the web, the black widow uses its "comb-feet" to wrap the prey in silk. Then, the black widow punctures its prey with its fangs and injects digestive enzymes that liquify the corpse. The spider then sucks up the fluid.

The black widow gets its name from its bloody courtship ritual. After mating, the female often kills and eats the male, explaining the males' short lifespan. The female then creates papery egg sacs that contain around 200 eggs each. The eggs hatch after about 30 days. The baby spiders are cannibalistic and few survive the three-month development to adulthood.

Black widows are highly poisonous; fortunately, they bite humans only when disturbed. Contrary to popular belief, most victims do not suffer serious damage. The black widow bite can occasionally be fatal, however, with small children, the elderly, or the physically infirm at the highest risk. If bitten, one should seek emergency medical attention immediately. Common symptoms include muscle aches and weakness, nausea, headache, increased salivation and sweating, and difficulty breathing. There may be severe cramping or rigidity in the abdomen. Pain may last for 8 to 12 hours and the other symptoms may continue for several days. Black widow anti-venom is available to help minimize damage.



Intermezzo

Ten Most Dangerous Spiders in the World

1. Brown Recluse
2. Black Widow
3. Brazilian Wandering Spider
4. Funnel Web Spider
5. Mouse Spider
6. Red Back Spider
7. Wolf Spider
8. Goliath Bird-eater Tarantula
9. Sac Spider
10. Hobo Spider

Source: <http://beforeitsnews.com>

Figure 4. 18 Reading Material Unit 13

Reading

Task 5

Read the following text with the correct pronunciation and intonation!

Albert Einstein

Dents in space, light in bundles, and matter that turns into energy sound like science-fiction fantasies. However, Albert Einstein said they were real. Other scientists proved through observations that Einstein's theories were right. Einstein revolutionized the science of physics and helped to bring in the atomic age.

Albert Einstein was born in Ulm, Germany, on March 14, 1879. He grew up in Germany, Italy, and Switzerland. Einstein taught himself geometry when he was 12 years old. School bored him because it required endless memorizing and reciting. He often skipped classes to study on his own or to play his violin. Yet he graduated from college in 1900 and earned a Ph.D. degree in 1905. From 1902 to 1907, Einstein worked as a clerk in the patent office in Zürich, Switzerland. His job left him plenty of time to think.

Einstein thought about the rules that govern the way the world works. For example, he explained why small particles in liquids wiggle around, a movement called Brownian motion. He also thought about light and electricity. Einstein knew that light shining on metal sometimes causes electricity to flow. He explained this result, called the photoelectric effect, by saying that light is made of tiny bundles of energy called photons.

Another thing Einstein thought about was time. He said that time does not always flow at the same rate. He proposed that motion affects time. He called this idea the special theory of relativity. Einstein then came up with his general theory of relativity. This theory has a new explanation for gravity. Einstein said that gravity comes from curves or dents in the fabric of space. Einstein changed physics by showing that new ideas could come just from thinking. Before Einstein, most new ideas in physics had come from experiments in the laboratory.

Einstein also said that matter and energy are the same thing. He expressed this relation in a famous equation: $E = mc^2$. This equation says that energy (E) equals mass (m) times the speed of light squared (C^2). Energy can therefore be changed into matter, and matter into energy. The ability to turn matter into energy led to the development of the atomic bomb and nuclear power.

Einstein's theories made him famous, even though few people understood them. He became a university professor and director of a physics institute in Berlin, Germany. After the Nazis rose to power in Germany, Einstein left. In 1933, he came to the United States, where he lived the rest of his life. Einstein died in Princeton, New Jersey, on April 18, 1955. Einstein's last great idea was that every force in nature is part of one master force. Physicists are still working on this idea, which they call the theory of everything.

(Source: Microsoft © Encarta © 2009. © 1993-2008 Microsoft Corporation. All rights reserved.)

Intermezzo

For and Since with Present Perfect Continuous Tense

- We often use **for** and **since** with the present perfect tense.
- We use **for** to talk about a **period** of time - 5 minutes, 2 weeks, 6 years.
- We use **since** to talk about a **point** in past time - 9 o'clock, 1st January, Monday.

Figure 4. 199 Reading Material Chapter 14

Reading


Task 5
Read the following text loudly!

Having Cough

My name is Hanna. I am a ninth grade student at Tom's International School. I don't go to school today because I am sick. I have cough, so my mother takes me to meet a doctor in the nearest hospital. My mother also takes leave of absence from the office, therefore she can take care of me.

I have got cough since yesterday. I have cough as I always drink iced tea and eat ice cream, candy, and something to sweet. I know eating a lot of ice cream and sweet meals causes coughing, still I consume those all. My mother always asks me to reduce eating them, but I keep eating. I never listen to her, as the result I get cough now.

The doctor gives me some cough syrup. I have to take the syrup three times a day after eating, so I can recover soon. The doctor prohibits me to eat ice cream and sweet snack because I still cough. I have to take rest and drink a lot of water, thus I will get well soon. I want to get well and come back to school. I'm at and free from the lessons and tasks, but I don't feel happy.



Intermezzo

One of cough suppressants is expectorant. Expectorant is substance added to cough mixtures to encourage the secretion of mucus in the airways, making it easier to cough up.

Source: "Expectorant." Microsoft® Student 2009 [DVD]. Redmond, WA: Microsoft Corporation, 2008.

Task 6

Figure 4. 20 Reading Material Unit 15

Reading

Task 6
Read the following text carefully!

Presenting Reports

An oral report is a presentation of the material covered in your final written report. You will have seven minutes to present your report. You may use less time, but you may not exceed the limit. In industry, oral reports are often given before consultants, who charge extravagantly for their time; therefore, you must learn to budget the time allotted you and not exceed it. You will know in advance precisely when, day and time, to the minute, you will be expected to give your report. Be ready to go as soon as you stand up, don't waste time with preparatory goofing around. Rehearse your talk ahead of time. Practice turning transparencies, writing on the blackboard, or using whatever visual aids you choose.

The researcher then examined reading tasks given to students to help them develop their skills in the fourth aspect. The findings revealed that all of the reading tasks found in each unit of this textbook were appropriate for the fourth aspect: they could be used for class exercises or students' homework. The fourth aspect of the contents was compatible with the textbook. As a result, the textbook's reading materials were

appropriate for the fourth aspect of content. Here were the examples of reading tasks taken from the textbook:

Figure 4. 21 Reading Task of Unit 10

Task 9
Answer the questions below!

1. What is the purpose of the text?
 Answer:
2. What the tense is used in the text?
 Answer:
3. "They know the danger of formalin, but they don't care about the others' health." (paragraph 4)
 What does "they" in the sentence refer to?
 Answer:
4. What can human being suffer if they consume formalin for a long time?
 Answer:
5. Do you think that the problem is very complicated? Why?
 Answer:
6. What should be done about this matter?
 Answer:

Figure 4. 22 Reading Task of Unit 12

Task 6
Answer the questions below!

1. How is the body of female black widow?
 Answer:
2. How is the body of male black widow?
 Answer:
3. How are the legs of black widow?
 Answer:
4. Where does black widow usually be found?
 Answer:
5. How do black widows eat their prey?
 Answer:

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Meanwhile, the researcher analyzed reading materials that aided in the development of life skills in the fifth aspect. Each unit of the "*Bahasa Inggris*" Textbook had previously presented reading materials that included relevant and supporting topics for students' everyday life skills. All of those different topics, as well as the exercises, had already presented students with life skills. It could be concluded that the reading materials found in the

textbook were compatible with the fifth aspect of content. Here were the topics of all units:

Table 4. 5 Daily Life Skills' Materials

No.	Chapter	Topic	Daily Life Skills
1.	Unit 10	Use of Formalin and Other Additives in Foods	It was about analytical exposition text. The topic enriched students' knowledge about the reason why using formalin and other additives were dangerous.
2.	Unit 11	If We Can Get The Best Score	The topic was about conditional sentences. The topic taught students to keep promise and shared kindness.
3.	Unit 12	The Black Widow Spider	It was about factual report. The example entitled "The Black Widow Spider" taught students how to describe a creature.
4.	Unit 13	Albert Einstein	It was about biography text. The topic enriched students' knowledge about who was him and how to make a biography text.
5.	Unit 14	Having Cough	The topic was about cause-effect. The topic enriched students' knowledge about the cause-effect of a cough and how to solve it.
6.	Unit 15	Presenting Reports	The topic enriched students' knowledge about how to presenting an oral report well. It was suitable with the majority of the student.

The researcher then examined the sixth aspect of content, which included gender, religion, and race. It was presented carefully based on the reading materials for each unit. The contents explanations of reading material could be described briefly as follows:

- a. Unit 10: Use of Formalin and Other Additives in Foods. The reading material of Unit 10 described the reason why using formalin and other additives were dangerous. It also described their disadvantage.
- b. Unit 11: If We Can Get The Best Score. The reading material of Unit 11 taught students to keep a promise and shared kindness with all people.
- c. Unit 12: The Black Widow Spider. It explained the factual report of The Black widow Spider. It was an explanation of a creature.
- d. Unit 13: Albert Einstein. The reading materials described who Albert Einstein was. It was about his biography.
- e. Unit 14: Having Cough. It was about the cause-effect of a cough and the ways to solve it.
- f. Unit 15: Presenting Reports. The reading material described how to presenting an oral report.

Each reading material was suitable for the topic of contents. The description of each reading material was balanced. There was no emphasis on a gender, religious, or racial perspective. It was carefully represented using correct words and texts. Therefore, it would not offend sensitive issues such as gender, religion, and race.

In the reading materials of each unit, there were pictures which were helped students to understand the content of the topic. The contents of the topics were represented in good pictures which were presented in general pictures. The author used the general pictures to reduce the chance of getting sensitive issues such as gender, religion, and race. According to the findings,

the reading materials found in each unit of the “*Bahasa Inggris*” textbook were already suitable with the sixth aspect of content. Gender, religious, or racial perspectives were not emphasized. Here were the example pictures of reading materials:

Figure 4. 23 Unit 11: If We Can Get the Best Score



Figure 4. 24 Unit 12: The Black Widow Spider

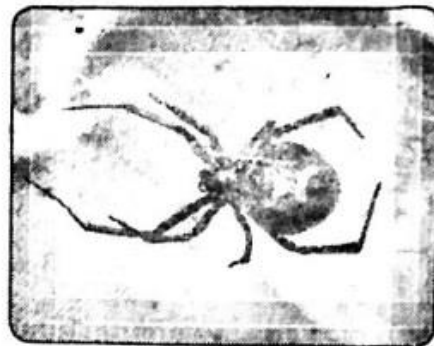


Figure 4. 25 Unit 14: Having Cough



The result showed the reading materials which were presented in each unit of “*Bahasa Inggris*” Textbook had already compatible with the

sixth aspect of contents. There was no emphasizing perspective on the aspect of gender, religion and race. It was represented using good texts and pictures. All of reading materials' topic considered the suitable content for students' knowledge.

2. The Relevancy between Reading Materials “Bahasa Inggris” Textbook with Aspect of Presentation from *Pusat Perbukuan*, Ministry of National Education.

Table 4. 6 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. To respond to this criterion, the researcher should examine seven different aspects 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 presentation criteria proposed. This criterion had seven aspects, which were explained below:

The researcher examined the learning objectives in the first aspect. Based on how each unit is presented in the textbook (See Appendices 1), the researcher discovered that there were no clearly stated learning objectives in the “*Bahasa Inggris*” textbook. There were no learning objectives, but it only had Material Resume and Basic Competencies were going to discuss learning objectives which aided students in understanding the materials they would be learning and the abilities they would gain as a result of their studies. It showed that this textbook was not compatible with the first aspect of presentation.

Figure 4. 26 Basic Competence and Material Resume: Unit 10

Basic Competence

- 3.19 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *passive voice*)
- 4.19 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 3.22 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait dengan isu aktual, sesuai dengan konteks penggunaannya.
- 4.22 Menyusun teks eksposisi analisis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Material Resume

Do you always use social media like Instagram? Nowadays, most of teenagers have and use Instagram. They like posting their pictures with captions describing the pictures. Do you know why they like posting their pictures in Instagram? Can you say your arguments and conclusion about the issue? Telling an issue, presenting arguments, and conclusion are parts of analytical exposition. Let's learn more about the text in this unit.

Lesson 1

Listening and Speaking

Listening



The researcher evaluated the presentation of each unit in the textbook, which should reflect the logical and coherence path. In a logic and coherence text, there are logical links between the words, sentences, and paragraphs of the texts. Coherence was how a text was linked logically. The researcher analyzed the presentation which should reflect the logical and coherence path by analyzing the structure of reading materials and their completeness, the kinds of paragraphs (inductive or deductive), and their transitional connection in reading texts.

It could be seen from the generic structure of each reading materials that showed each chapter presented the reading materials which were properly arranged based on its generic structures to make the logic and coherence texts. Here were the data from the generic structure of each reading texts and their completeness:

Table 4. 7 Reading Materials' Generic Structure

No.	Unit	Text	Generic Structure	Completeness
1.	10: Analytical Exposition	Analytical Exposition Text	Thesis	Yes
			Argument	Yes
			Reiteration	Yes
2.	11: Conditional	Narrative Text: Personal Experience	Orientation	Yes
			Complication	Yes
			Resolution	Yes
3.	12: Factual Report	Report Text	General Classification	Yes
			Description	Yes
4.	13: Biography	Recount Text	Orientation	Yes
			Events	Yes
			Reorientation	Yes
5.	14: Because of...	Narrative Text	Orientation	Yes
			Complication	Yes
			Resolution	Yes
6.	15: Report	Hortatory Exposition	Thesis	Yes
			Arguments	Yes

		Text	Reccomendation	Yes
--	--	------	----------------	-----

All of the reading materials in this textbook used Deductive Text. Six out of six reading materials started from the description of general things, then in clarifying the general exposure, special things would be added. The deductive paragraph can be seen from the location of the main idea at the beginning of the paragraph.

Transitional signals are linking words or phrases that connect ideas. The transitional connection in reading texts also a part of logical and coherence text, the researcher analyzed the transitional connection signal of each reading text. It showed that each reading text covered the transitional connection texts to make easier students' comprehension. Here were the transitional connection signals of each reading materials:

Table 4. 8 Reading Materials' Transitional Signals

No.	Unit	Text	Transitional Connection Signal
1.	10: Analytical Exposition	Analytical Exposition Text	Time: Firstly, The second, The third
2.	11: Conditional	Narrative Text: Personal Experience	Effect Signal: The result of..
3.	12: Factual Report	Report Text	Cronical Order: After.. Example Signal: In this pose..
4.	13: Biography	Recount Text	Concession Transition: However, Yet Example Signals: For example Additional Signal: Another
5.	14: Because of...	Narrative Text	Effect Signal: So

6.	15: Report	Hortatory Exposition Text	Contrast Signal: But,.. Effect Signal: Therefore
----	---------------	---------------------------------	---

After analyzed the structure of reading materials and their completeness, the kinds of paragraphs (inductive or deductive), and their transitional connection in reading texts, the researcher concluded that reading materials from the first unit to the eight-unit were already fulfilled the second aspect of presentation.

The third aspect was about the presentation of each unit which arranged from easy to difficult materials. Here, the researcher analyzed each unit from unit 10 to unit 15 (see Appendices 1).

Figure 4. 27 Unit 10 Analytical Exposition

Unit 10
Analytical Exposition

Basic Competence

- 3.19 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)
- 4.19 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 3.22 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analisis lisan dan tulis dengan memberi dan meminta informasi terkait dengan isu aktual, sesuai dengan konteks penggunaannya
- 4.22 Menyusun teks eksposisi analisis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Material Resume

Do you always use social media like Instagram? Nowadays, most of teenagers have and use Instagram. They like posting their pictures with captions describing the pictures. Do you know why they like posting their pictures in Instagram? Can you say your arguments and conclusion about the issue? Telling an issue, presenting arguments, and conclusion are parts of analytical exposition. Let's learn more about the text in this unit.

Unit 10 was beginning with the material about an analytical exposition. It consisted of telling the issue, presenting arguments and

conclusion. It was a beginning material for the students at the stage of XI grade in semester 2.

The second, unit 11 explained conditional sentences. This unit described material by using conditional sentences when a student was telling their future plans with such conditions. Conditional sentence Type I was explained in this unit, because conditional sentence type I referred to the future which was suitable with the topic of the unit.

Figure 4. 28 Unit 11 Conditional

The image shows a page from a textbook for Unit 11, titled 'Conditional'. The page is framed by a large green stylized letter 'U'. The content includes:

- Unit 11 Conditional**
- Basic Competence**
 - 3.20 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi sesuatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.
 - 4.20 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.
- Material Resume**

What will you do if you have a long holiday? Will you go camping with your friends? Will you spend your holiday to read books? Can you tell your future plans with such condition? In this unit, you are going to learn about conditional sentence. However, you must pray first before learning. Let's start, shall we?
- Lesson 1 Listening and Speaking**
- A small photograph of a woman sitting and reading a book.

The third, unit 12 entitled Factual Report which consisted of ways to describe a creature. It could be described by its various characters, shapes, sizes, colors, and habitats. In this unit, students learned to describe a creature. Report text was a text that described something in general. Every text had a communicative purpose. The communicative purpose of the report text was to present information about something in general.

Figure 4. 29 Unit 12 Factual Report

Unit
12

Factual Report


Basic Competence

3.21 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana sesuai dengan konteks pembelajaran di pelajaran lain.

4.21 Menyusun teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain.

Material Resume

The world consists of various creatures and non living things. Of course, they have various characters, shapes, sizes, colours, and habits. Most of scientists do some experiments to describe each of them. Can you describe a creature such as your pet? In this unit, you are going to learn report text. Are you ready to start?



Lesson 1 Listening and Speaking

Next, Unit 13 explained Biography. This unit described the biography of famous people or well-known public figures. Biography text was a detailed description of a person's life and written by someone else, it was non-fiction text.

Figure 4. 30 Unit 13 Biography

Unit
13

Biography


Basic Competence

3.23 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks biografi tokoh sesuai dengan konteks penggunaan.

4.23 Menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Material Resume

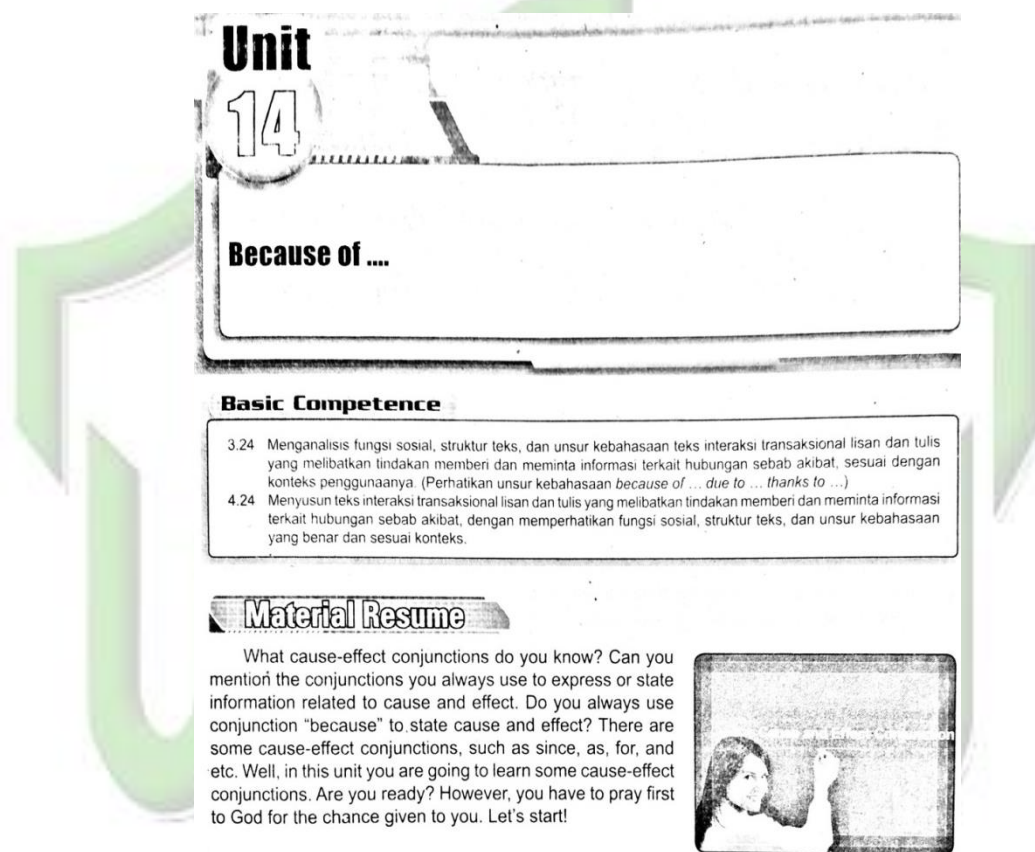
There are a lot of famous people or well known as public figure. Who is your idol? Is your idol a singer, actor, actress, football player, or hero? Does your idol inspire you? Can you tell the biography of your idol? In this unit, you are going to learn biography. Let's pray together and start learning.



Lesson 1 Listening and Speaking

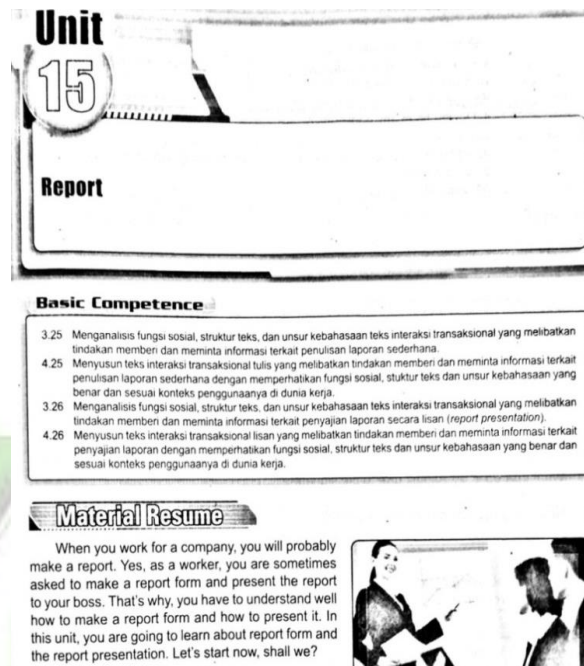
Then, unit 14 entitled *Because of...* described cause-effect conjunctions. Cause-effect conjunctions were used to express or state information related to cause and effect. There were some cause-effect conjunctions, such as *since, as, or, etc.* Cause and effect was a relationship between events or things. It was a combination of action and reaction.

Figure 4. 31 Unit 14 Because of...



Meanwhile, in unit 15, the researcher found that materials were about how to make a report form and present the report. It was difficult materials, because a student had to understand how to make a report form in the general from based on the type of the company used. Students had to present the numeric report.

Figure 4. 32 Unit 15 Presenting Report



Unit 15

Report

Basic Competence

3.25 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana.


4.25 Menyusun teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya di dunia kerja.

3.26 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan secara lisan (*report presentation*).

4.26 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya di dunia kerja.

Material Resume

When you work for a company, you will probably make a report. Yes, as a worker, you are sometimes asked to make a report form and present the report to your boss. That's why, you have to understand well how to make a report form and how to present it. In this unit, you are going to learn about report form and the report presentation. Let's start now, shall we?



Based on units 10 to 15, the researcher concluded that the reading materials were started from lower to higher in each unit of the textbook. It can be concluded the reading materials presented in “*Bahasa Inggris*” textbook were compatible with the third aspect of presentation.

Next, in the fourth aspect of presentation, the researchers investigated the consistency of tasks and materials in the textbook. The results demonstrated that the tasks and exercises contained in this textbook, which were given in unit 10 to 15 chapters of the “*Bahasa Inggris*” textbook, were compatible with the reading materials provided. The reading tasks focused on reading comprehensions that were appropriate for the reading materials. Therefore, the reading materials presented in the “*Bahasa Inggris*” textbook were compatible with the fourth aspect of presentation.

Figure 4. 33 An Example of Reading Materials and Tasks

Reading

Task 6
Read the following text carefully!

Presenting Reports

An oral report is a presentation of the material covered in your final written report. You will have seven minutes to present your report. You may use less time, but you may not exceed the limit. In industry, oral reports are often given before consultants, who charge extravagantly for their time; therefore, you must learn to budget the time allotted you and not exceed it. You will know in advance precisely when, day and time, to the minute, you will be expected to give your report. Be ready to go as soon as you stand up, don't waste time with preparatory goofing around. Rehearse your talk ahead of time. Practice turning transparencies, writing on the blackboard, or using whatever visual aids you choose.

Task 7 (Taken from www.rpt4.com)

Based on the text above, answer the following questions!

1. What does an oral report mean?
Answer:
2. To whom does usually oral report deliver in industry?
Answer:
3. Why does the time limitation so important in presenting a report?
Answer:
4. What should we practice first before doing a presentation?
Answer:
5. ... *don't waste time with preparatory goofing around*. What does the sentence mean?
Answer:

In the fifth aspect, the researcher reviewed each chapter's presentation, which encouraged students to actively communicate in English. In analyzing this aspect, the researcher should analyzed four components, they are: picture, colour, typography, and layout.

Three reading materials from the textbook had pictures that were interesting. It may help students in understanding the reading materials provided. For example were Unit 11, Unit 12, and Unit 14. Based on the analysis, there were some reading materials of the textbook which were not presented both in pictures and illustrations.

Reading material of Unit 11 was about "If We Can Get the Best Score", the textbook provided a picture that explained about shared kindness to other people. Here was the picture:

Figure 4. 34 Picture of Reading Material Unit 11


Reading

Task 6. ✓

Read the text carefully!

My best friend, Todi, and I will have some planning if we can get the best score in English examination and Mathematic examination. Todi plans to share some foods to the street musicians, vagrants, and beggars around his house's street. He will also have a planning to have some schedules to have some English and mathematic courses if he cannot get the best score in the English examination and Mathematic examination. I also have a planning if I get the best score in my Mathematic examination, I will give some books to the refuge in Indonesia. All of the planning actually is for sharing our happiness if we get the best in the examinations. We also plan to do all of them together.

The result of the English and Mathematic examination comes today. I get the best score in the Mathematic examination so I will fulfill my planning and promise to give some books to the refuge in Indonesia. There is something different that Todi finds today because he gets failed in the English examination. I ask him about his planning that he will have some schedules to have some English and Mathematic courses. Todi says that he will do his promise and he will also share some foods to the street musicians, vagrants, and beggars around his house's street at 04.00 p.m. today. I am very surprised because he will do the both planning. He also says that the best way to grateful to God is about sharing something useful to others and not about showing the sadness to others. He is not too sad because he will strive and study well if he faces the next English examination. I am very surprised about him and I say that I will help him to share the foods to the street musicians, vagrants, and beggars around his house's street at 04.00 p.m. today.



Reading material of unit 12 was about “The Black Widow Spider”, the textbook gave a picture of a black widow spider to enrich student’s knowledge about the appearance of the spider. The picture below was the data:

Figure 4. 35 Picture of Reading Material Unit 12

Reading

Task 5. ✓

Read the text below carefully!

The black widow is a species of spider that is known for the females' unique appearance and venomous bite. Male and female black widows look different. The female has a shiny black body with a globular abdomen. It has a blood-red (or occasionally orange-yellow) hourglass marking. She is about 1.5 inches long. The male is about half the size of the female. He is lighter in color with red or pink spots on his back. Black widows' legs are coated in an oily substance that prevents them from being caught in their own webs. Female spiders can live up to three years. Males typically live for one or two months. They are primarily solitary, with the exception of late spring when mating occurs.


Black widows are found in temperate regions throughout the world, including the United States, Southern Europe and Asia, Australia, Africa, and much of South America. They are usually found in outdoor structures like fences, rock piles, sheds and outdoor furniture. In cold weather they may enter buildings.

The black widow spider eats other arachnids and insects, which get caught in the web. The female spider hangs upside down from her web as she waits for her prey. In this pose, her bright markings are a visible warning to potential predators.

After the prey is ensnared in the web, the black widow uses its “comb-feet” to wrap the prey in silk. Then, the black widow punctures its prey with its fangs and injects digestive enzymes that liquefy the corpse. The spider then sucks up the fluid.

The black widow gets its name from its bloody courtship ritual. After mating, the female often kills and eats the male, explaining the males' short lifespan. The female then creates papery egg sacs that contain around 200 eggs each. The eggs hatch after about 30 days. The baby spiders are cannibalistic and few survive the three-month development to adulthood.

Black widows are highly poisonous; fortunately, they bite humans only when disturbed. Contrary to popular belief, most victims do not suffer serious damage. The black widow bite can occasionally be fatal, however, with small children, the elderly, or the physically infirm at the highest risk. If bitten, one should seek emergency medical attention immediately. Common symptoms include muscle aches and weakness, nausea, headache, increased salivation and sweating, and difficulty breathing. There may be severe cramping or rigidity in the abdomen. Pain may last for 8 to 12 hours and the other symptoms may continue for several days. Black widow anti-venom is available to help minimize damage.



Inform 0240

Ten Most Dangerous Spiders in the World

1. Brown Recluse
2. Black Widow
3. Brazilian Wandering Spider
4. Funnel Web Spider
5. Mouse Spider
6. Red Back Spider
7. Wolf Spider
8. Goliath Birdeater Tarantula
9. Sac Spider
10. Hobo Spider

Source: <http://beforeitsnews.com>

Reading material of Unit 14 was about “Having Cough”, the textbook provided a picture which explained about example of having a cough. The picture enriched students’ knowledge about a cough. Here was the picture:

Figure 4. 36 Picture of Reading Material Unit 14


Reading
Task 5.
Read the following text loudly!

Having Cough

My name is Hanna. I am a ninth grade student at Tom's International School. I don't go to school today because I am sick. I have cough, so my mother takes me to meet a doctor in the nearest hospital. My mother also takes leave of absence from the office, therefore she can take care of me.

I have got cough since yesterday. I have cough as I always drink iced tea and eat ice cream, candy, and something to sweet. I know eating a lot of ice cream and sweet meals causes coughing, still I consume those all. My mother always asks me to reduce eating them, but I keep eating. I never listen to her, as the result I get cough now.

The doctor gives me some cough syrup. I have to take the syrup three times a day after eating, so I can recover soon. The doctor prohibits me to eat ice cream and sweet snack because I still cough. I have to take rest and drink a lot of water, thus I will get well soon. I want to get well and come back to school. I'm at and free from the lessons and tasks, but I don't feel happy.



Info
One of cough suppressants is expectorant. Expectorant is substance added to cough mixtures to encourage the secretion of mucus in the airways, making it easier to cough up.
Source: "Expectorant." Microsoft® Student

But, some of the reading materials from this textbook did not provide pictures and illustrations which engaging students to communicate using English actively such as in Unit 10, Unit 13, and Unit 15.

Figure 4. 37 Reading Material Unit 10

Reading
Task 8.
Read the text carefully!

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in foods has been a serious problem for three reasons. Firstly, formalin is used for biological specimen and experiments not for human beings. Formalin in biology is a 10 % solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative. Of course when it is used for food preservative, it will be very dangerous to humans' body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in threat. When the control is weak and the use of formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizens' bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

The third is that the difficult economy seems not end. This can make situation worse. We all know that today's economy is very difficult. People buy daily products and fulfill their need with high costs. Things are getting more and more expensive. Consequently, the food production cost increases. For example, the preservation process for fish will be much cheaper for the producers to use formalin. They know the danger of Formalin, but they don't care about the other's health. What is in their mind is only how to get profit.

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

Education
Di balik kedispinan yang tertanam dalam diri Anda sebenarnya terdapat kesuksesan yang sedang Anda rencanakan.

Figure 4. 38 Reading Material Unit 13

Reading

Task 5

Read the following text with the correct pronunciation and intonation!

Albert Einstein

Dents in space, light in bundles, and matter that turns into energy sound like science-fiction fantasies. However, Albert Einstein said they were real. Other scientists proved through observations that Einstein's theories were right. Einstein revolutionized the science of physics and helped to bring in the atomic age.

Albert Einstein was born in Ulm, Germany, on March 14, 1879. He grew up in Germany, Italy, and Switzerland. Einstein taught himself geometry when he was 12 years old. School bored him because it required endless memorizing and reciting. He often skipped classes to study on his own or to play his violin. Yet he graduated from college in 1900 and earned a Ph.D. degree in 1905. From 1902 to 1907, Einstein worked as a clerk in the patent office in Zürich, Switzerland. His job left him plenty of time to think.

Einstein thought about the rules that govern the way the world works. For example, he explained why small particles in liquids wiggle around, a movement called Brownian motion. He also thought about light and electricity. Einstein knew that light shining on metal sometimes causes electricity to flow. He explained this result, called the photoelectric effect, by saying that light is made of tiny bundles of energy called photons.

Another thing Einstein thought about was time. He said that time does not always flow at the same rate. He proposed that motion affects time. He called this idea the special theory of relativity. Einstein then came up with his general theory of relativity. This theory has a new explanation for gravity. Einstein said that gravity comes from curves or dents in the fabric of space. Einstein changed physics by showing that new ideas could come just from thinking. Before Einstein, most new ideas in physics had come from experiments in the laboratory.

Einstein also said that matter and energy are the same thing. He expressed this relation in a famous equation: $E = mc^2$. This equation says that energy (E) equals mass (m) times the speed of light squared (C^2). Energy can therefore be changed into matter, and matter into energy. The ability to turn matter into energy led to the development of the atomic bomb and nuclear power.

Einstein's theories made him famous, even though few people understood them. He became a university professor and director of a physics institute in Berlin, Germany. After the Nazis rose to power in Germany, Einstein left. In 1933, he came to the United States, where he lived the rest of his life. Einstein died in Princeton, New Jersey, on April 18, 1955. Einstein's last great idea was that every force in nature is part of one master force. Physicists are still working on this idea, which they call the theory of everything.

(Source: Microsoft © Encarta © 2009. © 1993-2008 Microsoft Corporation. All rights reserved.)

Intermezzo

- For and Since with Present Perfect Continuous Tense
- We often use **for** and **since** with the present perfect tense.
 - We use **for** to talk about a **period** of time - 5 minutes, 2 weeks, 6 years.
 - We use **since** to talk about a **point** in past time - 9 o'clock, 1st January, Monday.

Figure 4. 39 Reading Material Unit 15

Reading

Task 6

Read the following text carefully!

Presenting Reports

An oral report is a presentation of the material covered in your final written report. You will have seven minutes to present your report. You may use less time, but you may not exceed the limit. In industry, oral reports are often given before consultants, who charge extravagantly for their time, therefore, you must learn to budget the time allotted you and not exceed it. You will know in advance precisely when, day and time, to the minute, you will be expected to give your report. Be ready to go as soon as you stand up, don't waste time with preparatory goofing around. Rehearse your talk ahead of time. Practice turning transparencies, writing on the blackboard, or using whatever visual aids you choose.

One of the things that book readers catch is color. Color is one of the components that can encourage students. However, the colors used in this textbook are not attractive to students, because they only provide black and white.

The choice of font and font size also has an effect on the presentation aspect that encourages students. This textbook uses the typeface "Arial" which is often used in writing. The size of the letters is also important to note. For the letters used in the textbook should not be too small as used in this textbook.

Layout is the layout of design elements to support the concept or message contained in the reading materials. The layout used in this textbook is simple, but it fits your needs. So that it does not fall apart when viewed by the reader.

Ater analyzed the picture, colour, typography, and layout, the researcher concluded the presentations of reading materials were not compatible with the fifth aspect of presentation. Three units did not provided by pictures. The colour of the textbook was black white.




In the sixth aspect, the researcher examined how each chapter is presented in attempt to encourage students' interest in the English subject. According to the analysis, the materials presented in the textbook "*Bahasa Inggris*" were unique.

Each chapter included some tasks and exercises involving various models and pictures. Therefore, the reading materials presented were compatible with the sixth aspect of presentation of each chapter which could encourage students.

Figure 4. 40 An Example of Varied Activity

8. The essay / write (Should + Verb)
Answer:

Task 12
Write passive sentences based on the pictures below!

1.  2.  3. 

.....

Let's Do This
Work in pairs and find an analytical text from magazine, newspaper, or internet. Observe the text and make a simple dialogue based on the text!

Homework
Think of a problem in your daily life. Write an analytical exposition text!

The researcher then examined the presentation of each chapter in order to encourage students to reflect and evaluate themselves in the seventh aspect. The analysis discovered that all reading materials in the “Bahasa Inggris” textbook assisted students in reflecting and evaluating themselves by providing a variety of tasks and exercises in each unit. Here was the example of a varied reading task that could encourage students to reflect and evaluate themselves:

Figure 4. 41 Examples of Varied Reading Tasks

Task 9
Answer the questions below!

1. What is the purpose of the text?
Answer:
2. What the tense is used in the text?
Answer:
3. “They know the danger of formalin, but they don't care about the others' health.” (paragraph 4)
What does “they” in the sentence refer to?
Answer:
4. What can human being suffer if they consume formalin for a long time?
Answer:
5. Do you think that the problem is very complicated? Why?
Answer:
6. What should be done about this matter?
Answer:

Task 10

Evaluative word: important, valuable, dangerous

Read the following text. Then, find the generic structure!

Teenagers and Jobs	Generic Structure
<p>"The pressure for teenagers to work is great, and not just because of the economic plight in the world today. Much of it is peer pressure to have a little bit of freedom and independence, and to have their own spending money. The concern we have is when the part-time work becomes the primary focus." These are the words of Roxanne Bradshaw, educator and officer of the National Education Association. Many people argue that working can be a valuable experience for the young. However, working more than about fifteen hours a week is harmful to adolescents because it reduces their involvement with school, encourages a materialistic and expensive lifestyle, and increases the chance of having problems with drugs and alcohol.</p>	
<p>School work and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours. As more and more teens have filled the numerous part-time jobs offered by fast-food restaurants and malls, teachers have faced increasing difficulties. They must both keep the attention of tired pupils and give homework to students who simply don't have time to do it. In addition, educators have noticed less involvement in the extracurricular activities that many consider a healthy influence on young people. School bands and athletic teams are losing players to work, and sports events are poorly attended by working students. Those teens who try to do it all—homework, extracurricular activities, and work—may find themselves exhausted and prone to illness. A recent newspaper story, for example, described a girl in Pennsylvania who came down with mononucleosis as a result of aiming for good grades, playing on two school athletic teams, and working thirty hours a week.</p>	
<p>Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle. Some parents claim that working helps teach adolescents the value of a dollar. Undoubtedly that can be true. It's also true that some teens work to help out with the family budget or to save for college. However, surveys have shown that the majority of working teens use their earnings to buy luxuries—computers, video-game systems, clothing, even cars. These young people, some of whom earn \$500 or more a month, don't worry about spending wisely—they can just about have it all. In many cases, experts point out, they are becoming accustomed to a lifestyle they won't be able to afford several years down the road, when they no longer have parents paying for car insurance, food, lodging, and so on. At that point, they'll be hard-pressed to pay for necessities as well as luxuries.</p>	

It could be concluded that each unit in this textbook had already presented reading tasks that could be used to evaluate students' comprehension. This textbook had varied kinds of reading materials which were varied and innovative. Therefore, the reading materials presented in "Bahasa Inggris" textbook were compatible with the seventh aspect of presentation.

3. The Relevancy between Reading Materials in "Bahasa Inggris" Textbook with Aspects of Language Use and Readability Adapted from *Pusat Perbukuan*, Ministry of National Education.

Table 4. 9 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 to 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 cohesiveness.	1
4.	The use of illustrations which are functional and relevant with materials.	0
Total		3
Percentage		75%

The third criterion concerned the relevancy between reading materials in the "Bahasa Inggris" textbook with aspects of language use and readability adapted from Ministry of National Education. To answer this criterion, the research should analyze four aspects. With regard to the fulfillment of language use and readability's aspect, the textbook had fulfilled three out of the four aspects. Based on the result, the textbook was achieved 75% of fulfillment. It showed "Fair" category. This criterion had four aspects which were explained as follows:

In the first aspect, the researcher analyzed the use of English language according to the English language rules. This aspect discusses the language rules. It was often said or assumed nowadays that language was largely a matter of rules: that a proper understanding of a language can only be achieved by regarding it as a rule-governed activity. To

analyze this aspect, the researcher analyzed three parts of standard language rules, they were: punctuation, appropriate tenses, and sentence structure.

The most common punctuation marks in English found in the textbook were: capital letters (A, B) and full stops (.), question marks (?), commas (,), colons (:), and semi-colons (;), exclamation marks (!). Based on the textbook, all of the reading materials covered common punctuation.

Capital letters were used to mark the beginning of a sentence or the beginning of proper nouns and full stops to mark the end of sentences. The question marks were used to make clear that what was said a question. The exclamation marks were used to indicate an exclamative clause or expression in informal writing or emphasize something. Commas used to separate a list of similar words or phrases. The colons and semi-colons could be used to introduce a list or introduce direct speech. The rules of punctuation were applied well in the reading materials of the textbook. Here was the example of reading materials:

Figure 4. 42 Reading Material Unit 15

The image shows a page from a textbook. At the top, it says 'Lesson 2 Reading and Writing'. Below that, it says 'Reading' and 'Task 6'. The instruction is 'Read the following text carefully!'. The text is titled 'Presenting Reports' and discusses the importance of time management in oral reports. Below the text, there is 'Task 7' which asks five questions based on the text. The questions are: 1. What does an oral report mean? 2. To whom does usually oral report deliver in industry? 3. Why does the time limitation so important in presenting a report? 4. What should we practice first before doing a presentation? 5. ... don't waste time with preparatory goofing around. What does the sentence mean? Each question has a dotted line for the answer.

Lesson 2 Reading and Writing

Reading

Task 6

Read the following text carefully!

Presenting Reports

An oral report is a presentation of the material covered in your final written report. You will have seven minutes to present your report. You may use less time, but you may not exceed the limit. In industry, oral reports are often given before consultants, who charge extravagantly for their time, therefore, you must learn to budget the time allotted you and not exceed it. You will know in advance precisely when, day and time, to the minute, you will be expected to give your report. Be ready to go as soon as you stand up, don't waste time with preparatory goofing around. Rehearse your talk ahead of time. Practice turning transparencies, writing on the blackboard, or using whatever visual aids you choose.

Task 7

Based on the text above, answer the following questions!

1. What does an oral report mean?
Answer:
2. To whom does usually oral report deliver in industry?
Answer:
3. Why does the time limitation so important in presenting a report?
Answer:
4. What should we practice first before doing a presentation?
Answer:
5. ... don't waste time with preparatory goofing around. What does the sentence mean?
Answer:

(Taken from www.rpi4.com)

Tenses found in the reading materials of “*Bahasa Inggris*” textbook were appropriate with the standard language rules. Simple present tense, present continuous tense, present perfect tense, simple past tense, and simple future tense were found and arranged well based on the rules.

Examples:

a. Simple Present Tense:

- 1) Formalin in biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens.
- 2) Male and female black widows look different.
- 3) My name is Hanna.
- 4) Female spiders can live up to three years.

b. Present Continuous Tense

- 1) Things are getting more and more expensive.

c. Present Perfect Tense

- 1) The use of formalin and other dangerous preservatives in foods has been a serious problem for three reasons.
- 2) It has really happened.
- 3) I have got cough since yesterday.

d. Simple Past Tense

- 1) However, Albert Einstein said they were real.
- 2) Albert Einstein was born in Ulm, Germany, on March 14, 1879.

3) Einstein taught himself geometry when he was 12 years old.

e. Simple Future Tense

1) I will give some books to the refuge in Indonesia.

2) I will get well soon.

3) You will have seven minutes to present your report.

There were four sentence structures in English language rules. Sentence structures found in the textbook were a simple sentence, compound sentence, complex sentence, and compound-complex sentence which were applied suitable with the rules. Here were the examples:

a. Simple Sentence

1) The female has a shiny black body with a globular abdomen.

b. Compound Sentence

1) They know the danger of Formalin, but they don't care about the other's health.

2) Black widows are highly poisonous; fortunately, they bite humans only when disturbed.

c. Complex Sentence

1) The black widow is a species of spider that is known for the females' unique appearance and venomous bite.

2) Einstein's theories made him famous, even though few people understood them.

d. Compound-complex Sentence

- 1) After the Nazis rose to power in Germany, Einstein left in 1933, he came to the United States, where he lived the rest of his life.

Based on the analysis, the use of language rules such as the punctuation, appropriate tenses, and sentence structures in the reading materials covered in the textbook. The reading materials showed that it was compatible with the standard of English language rules. It could be concluded that the reading materials presented in "*Bahasa Inggris*" textbook were suitable with the first aspect of language use and readability.

In the second aspect, the researcher examined the appropriate use of English with the needs of communication learning. This aspect refers to the use of language in reading materials, which should be efficient and communicative in order for students to understand the learning objectives easily. The instructions and questions that followed the reading materials revealed the use of language. The use of language could be identified in the instructions and question which followed the reading materials.

It showed that the instruction and question sentences were efficient and communicative. The instructions and questions that followed the reading materials revealed the use of language. The use of simple and brief sentences made it easy for students to grasp the concept and determine what they should do next. Based on these findings, the reading

materials in the textbook “Bahasa Inggris” were in line with the second aspect of language use and readability. Here was the example of the instruction and question:

Figure 4. 43 Reading Material Unit 15

Lesson 2 Reading and Writing

Reading

Task 6
Read the following text carefully!

Presenting Reports

An oral report is a presentation of the material covered in your final written report. You will have seven minutes to present your report. You may use less time, but you may not exceed the limit. In industry, oral reports are often given before consultants, who charge extravagantly for their time, therefore, you must learn to budget the time allotted you and not exceed it. You will know in advance precisely when, day and time, to the minute, you will be expected to give your report. Be ready to go as soon as you stand up, don't waste time with preparatory goofing around. Rehearse your talk ahead of time. Practice turning transparencies, writing on the blackboard, or using whatever visual aids you choose.

Task 7 (Taken from www.rpt4.com)

Based on the text above, answer the following questions!

1. What does an oral report mean?
Answer:
2. To whom does usually oral report deliver in industry?
Answer:
3. Why does the time limitation so important in presenting a report?
Answer:
4. What should we practice first before doing a presentation?
Answer:
5. ... don't waste time with preparatory goofing around. What does the sentence mean?
Answer:

The third aspect was about the use of paragraphs which were presented coherence and cohesiveness. All of the reading materials from Unit 10 to Unit 15 (See Appendices 1) presented reading materials in the form of a paragraph.

Cohesion was when the link between sentences, words and phrases was visible, or easily understandable. The researcher analyzed cohesion by analyzing logical bridge (repetition), verbal bridge, and linking words.

With logical bridges, the same idea of a topic was carried over (repeated) from sentence to sentence. With verbal bridges, keywords or

synonymous words could be repeated, pronouns could replace nouns and transition words could be used.

Coherence was when the theme or the main idea of the reading materials was understandable by using something logical or consistent and made sense in a whole text. Coherence could be achieved in several ways. First, using transitions helps connect ideas from one paragraph to the next. Second, ordering thoughts in numerical sequence helps to direct the reader from one point to the next. Third, structuring each paragraph according to one of the following patterns helps to organize sentences: general to particular; particular to general; whole to parts; question to answer; or effect to cause.

The researcher analyzed parts of coherence and cohesion to decide the fulfillment of this aspect. To make easy the process of analysis, the researcher analyzed the reading materials one by one.

After analyzing the use of paragraphs in all of the reading materials which were presented coherence and cohesiveness, the researcher could conclude that all of the paragraphs were arranged well by paying attention to the coherence and cohesion of each reading material. Therefore, the reading materials presented in "*Bahasa Inggris*" textbook were appropriate with the third aspect. The data below were the example of analyzing the process of cohesion and coherence:

Figure 4. 44 Example of Cohesion and Coherence of Reading Text Unit 10

<p><i>Read the text carefully!</i></p> <p style="text-align: center;">Use of Formalin and Other Additives in Foods</p> <p>The use of fomalin and other dangerous preservatives in foods has been a serious problem for three reasons. Firstly, formalin is used for biological specimen and experiments not for human beings. Fomalin in biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative. Of course when it is used for food preservative, it will be very dangerous to humans' body.</p> <p>The second reason is that there is no tight control from the government. This condition makes the people's health is really in threat. When the control is weak and the use of formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizens' bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which</p>	<p style="text-align: center;">COHESION</p> <p><i>Logical Bridge:</i> The three reasons were described in sequence form. The same idea of a topic was repeated.</p> <p><i>Verbal Bridge:</i> Key words or synonymous words were repeated. Example: the first paragraph described about formalin. The second sentence used "Formalin" words. The third sentence also repeated using "Formalin". The next sentences were replaced by pronouns "It". Other example could be seen in the next paragraphs.</p>
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contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the **substance** that should be for the human and animal corpses?

The third is that the difficult **economy** seems not end. This can make **situation** worse. We all know that today's **economy** is very difficult. People **buy** daily products and fulfill their need with high **costs**. Things are getting more and more **expensive**. Consequently, the food production **cost increases**. For example, the preservation process for fish will be much **cheaper** for the producers to use **formalin**. They know the danger of Formalin, but they don't care about the other's health. What is in their mind is only how to get **profit**.

Considering the reasons, we can make a **conclusion** that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

COHERENCE

The topic sentence introduced the three reasons why the use of formalin and other dangerous preservatives foods had been a serious problem.

The text used transitions connection signals and ordered thoughts in numerical sequence to direct from one point to the next.

“Firstly, The second reason, The third...” were used in the text

Finally, the researcher examined the use of illustrations in reading materials in the fourth aspect. Based on the findings of the analysis, the researcher discovered three reading materials in the “Bahasa Inggris” textbook that included some illustrations. They were assigned to

Units 11, 12, and 14. On the other hand, there were three reading materials in the “*Bahasa Inggris*” textbook that did not include any illustrations, namely Units 10, 13, and 15. According to the analysis results, there were some reading materials in the textbook that were not illustrated. Therefore, the reading materials in each unit were not compatible with the four aspect of language use and readability.

C. Discussion

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

Table 4. 10 Table of 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 (%)		82.1%	
Criteria		Good	

Based on table 4.12, the textbook was categorized as “**Good**” by achieving an average score of 82.1%. From the three criteria aspects, two aspects could be classified as “Fair” namely relevance of aspects of presentation (71.4%) and aspects of language use and readability (75%). A

criterion classified as “Good” namely aspects of content (100%). Overall after being analyzed and categorized, the “*Bahasa Inggris*” textbook for the eleventh-grade Vocational High School was categorized into “**Good**” textbook by achieving an average score of 82.1%.

Related to the aspects of content, there was no lacking in its aspects of content. There were six aspects from this criterion. According to the analysis' findings, all of the reading materials in the "Bahasa Inggris" textbook were suitable with the criterion. As the findings, the textbook received a “Good” category in this criterion.

In terms of presentation, the textbook's learning objective was deficient, because of no aim's explanations of the materials in each skill. It affected on the not knowing of the aim of materials' content. Also, due to the lack of visualization of some reading materials, it was lacking in the presentation of each chapter, which engaged students in actively communicating using English. It could cause the lacking of students understanding about the materials.

In terms of language use and readability, the textbook lacked the use of illustrations in the reading materials. These findings indicated that the reading materials in the “*Bahasa Inggris*” textbook were in line with the second aspect of language use and readability. It could have an impact on students' understanding if they wanted to learn using this textbook.

The findings of this research were interpreted according to Lincoln and Guba as cited in Cresswell (2012), who stated that interpretation was sense-making of the data. Cresswell (2012, p.257) stated:

“Interpretation in qualitative research means that the researcher steps back and forms some longer meaning about the phenomenon based on personal views, the comparison with past studies, or both.”

Based on the theory, in doing this research it was the researcher's personal reflection to take the meaning of the data that matters the most. Additionally, the researcher also compared the research findings with the previous studies, because it was also necessary.

The findings of this research have been opened up the researcher's insight into the use of English textbook in school. It showed the textbook is categorized as a “good” textbook. According to “*Bahasa Inggris*” textbook, the textbook fulfilled some aspects that have been proposed by *Pusat Perbukuan*, the Ministry of National Education, based on the researcher's analysis and evaluation.

Although the “*Bahasa Inggris*” textbook for Vocational high school met the criteria proposed by *Pusat Perbukuan*, the Ministry of National Education in “Good” category, this textbook did not have deficiencies. It could be found in the presentation's flaws, with a fulfillment score of 71.4 %. It also could be found the weakness of aspects of language use and readability which coverage with achievement score 75%.

In relation to the textbook's medium compliance with the general aspects of textbook evaluation, the researcher had to consider what the other researcher had done with their research. Therefore, the researcher had to look back at previous research.

In previous research entitled “An Analysis of Reading Task Presented in English Textbook for Tenth Grade Senior High School” conducted by Widi Mauliandini et. al (2020), the finding showed the textbook was labeled “Good” category by achieving the average of fulfillment score 95% based on the categorization of *Pusat Perbukuan*.

The research findings were similar in that they showed a “Good” textbook with an average fulfillment score of 82.1 %. The researcher’s study and previous study had the same instruments, but people could see that the objective from their perspectives, understanding and experience.

Based on the finding, the percentage of 80-90% in the category of “**Good**” meaningful the textbook was good enough to be used, but the textbook could be improved for better textbook. The textbook can still be used to aid and support the teaching-learning process when combined with other resources.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research analyzed the “*Bahasa Inggris*” textbook for the eleventh grade of Vocational High School students by using a content analysis method. Based on the results gained from the evaluation process, the “*Bahasa Inggris*” textbook for the eleventh-grade Vocational High School was categorized into “**Good**” textbook by achieving average score of **82.1%**. The textbook was appropriate to be used in teaching learning process based on *Pusat Perbukuan*'s criteria, Ministry of National Education.

It was found that some aspects were not fulfilled. Based on the aspects of content, there was no lacking in its aspects of content. There were six aspects of this criterion. Based on the aspects of presentation, the textbook was lacking in its learning objective and in the presentation of each chapter which engaging students to communicate using English actively. Related to the aspects of language use and readability, the textbook was lacking in the use of illustrations in the reading materials.

The findings of the analysis also showed that the “*Bahasa Inggris*” textbook for XI grade of Vocational High School students

generally categorized as a “**Good**” textbook. This textbook meets the good criteria of good learning materials proposed by Pusat Perbukuan.

B. Sugesstion

Based on the finding of the study presented before, there were some suggestions which could be proposed. The suggestions were expected to be beneficial for everyone who had relation to the use of the textbook.

1. For English Students of Vocational High School

The findings implied that the textbook was good enough to use in the teaching-learning process, but it could be improved. Students could find other sources of a material or topic actively. It could help them to learn effectively and understand quickly.

2. For English teacher of Vocational High School

Teachers could use the findings of the research as an example to find, select, and evaluate reading material in an English textbook. By knowing the research finding, the teacher could choose this textbook or look for another textbook that was more complete than this textbook. If this textbook was used as the primary textbook in the teaching-learning process, the researcher also suggested that teachers use complementary sources to obtain a complete explanation of the materials.

3. For the School Supervisors

By knowing the research finding, the reseacher suggested the school supervisors could help English teachers by buying a suitable

textbook for the teaching-learning process which was chosen by the English teacher.

4. For the Book Writer and Publisher

Based on the finding of this study, the textbook was categorized as a “good” textbook. It implied the textbook was good, but the author could be improved it. There were lacking in aspects of presentation, and language use and readability criteria. The author could improve the textbook by stating the learning objective clearly to make it easier for the student’s understanding, adding the visualization or presentation that described related materials in each chapter to minimize the misunderstanding of the materials, and increasing the illustration of the reading materials of each chapter of the textbook to enrich student’s knowledge of the materials that they had to learn. Related to the readability level of reading materials, it achieve 63.585, indicating that they were at the Standard level for 8th and 9th Grade. The author could give the reading materials that suitable or 11th grade level.

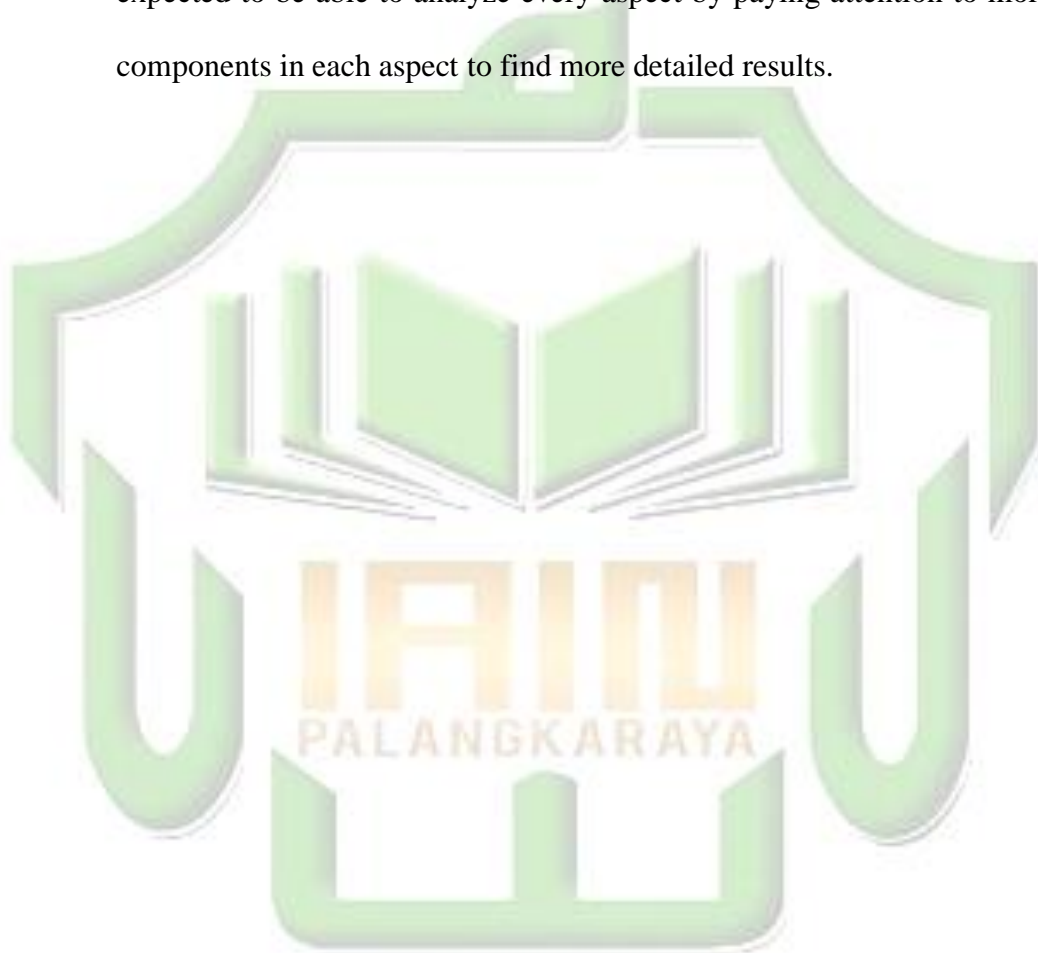
5. Curriculum Designer

Based on the findings, curriculum design is expected to be able to design the curriculum in more detail. This makes it easier for authors to write books to fit the curriculum.

6. Next Researcher

This research was about content analysis of the “*Bahasa Inggris*” textbook for XI grade of Vocational High School students. The

next researcher, who may be conducting research in the same field, should investigate further and provide more valuable findings, such as focusing on the presentation of other skills in the textbook. It may be related with listening, speaking, or writing materials. The description of the findings in this research is limited. Therefore next researcher is expected to be able to analyze every aspect by paying attention to more components in each aspect to find more detailed results.



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