ARTICLE

Reading Materials in a Textbook: The Relevance to BSNP Requirements and Student’s Perception.

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ABSTRACT

This research focuses on analyzing reading materials in English textbook entitled: “Bahasa Inggris SMA/MA/SMK Kelas X” for the tenth grade students of Senior High School. The purpose of this research is to find out whether the reading materials of the textbook are in accordance with the BSNP requirements and student’s perception towards the reading materials in the textbook. The instrument used for textual analysis of the reading materials is rubric standardization principles of reading materials by National Education Standard Agency (BSNP). Another instrument is a questionnaire used to gather perceptions of the students. There are ten questions in the questionnaires. The participants were tenth graders from there classes. The total numbers of the participants were 92. The finding of this research state that reading materials in the textbook are consider very good. Almost each text type meets the criteria in BSNP. Therefore, the total score for the reading materials in the textbook are 94%. On the other hand, the result of the students’ perceptions shows that most of the students did not understand the reading materials in the textbook due to the lack of vocabularies and uninteresting topics. It can be concluded that textbook entitled: “Bahasa Inggris SMA/MA/SMK Kelas X” are already developed in accordance with the requirements specified in BSNP but the textbook do not consider students’ need and interest.

Key Words: Textbook, Analysis, Reading Material.
INTRODUCTION

Background of the Research
The quality of school textbook is one of the problems that attract the attention of many educational practitioners and researchers. According to Indonesian recent curriculum, the textbook must be created based on 2013 curriculum and National Education Standard Agency (BSNP). The change happens because the textbook is an important component that should be considered by the teacher in order to teach well. Textbook provides much information and knowledge that used by the teacher in the teaching and learning process as the main source. Brown (2001) stated that the textbook is the most common material or teaching and learning. It means textbook plays an important role in the world of education. It helps both teacher and students to enhance their knowledge; therefore, the school textbook must provide good learning materials in order to make the teaching and learning process runs well.

In English reading class, the textbook is one of the media that plays a significant role in improving students' reading skill. The materials in the textbook are arguably the most crucial aspect that will shape and seize the English reading teaching and learning process. Given that importance of the textbook, the teacher must select an appropriate textbook for the complete students in the class. The teacher should consider students' competence level and the diverse background of knowledge. Besides, the teacher has also need to consider whether the materials in the textbook are appropriate with the syllabus and curriculum.

To make students able to understand the English reading materials, they need some English textbooks which have good quality. By learning those qualified textbooks, they are able to improve their reading skill productivity. Dealing with the quality of a textbook, in 2013 Department of National Education publishes some English textbooks. One of them is an English textbook for Tenth Graders of Senior High School. The textbook entitled Bahasa Inggris SMA/MA/SMK Kelas X which is not only used by public schools but also private schools.

Based on the field observation done by the researcher on August 7, 2017 at Senior High School 10 Jambi City, the researcher found that the school used the book which is recommended by the government for the tenth-grade level. The English textbook entitled Bahasa Inggris SMA/SMK/MAK Kelas X. The book claimed to be based on 2013 and National Education Standard Agency (BSNP). The texts genres in the textbook are transactional, descriptive, narrative, and recount texts, and it is based on the syllabus of the tenth-grade student. However, the researcher thinks there is no guarantee that textbooks published by Department of National Education are meeting the expectation of quality English reading materials, students’ needs and students’ interest.

Therefore, in completing the observation, the researcher asked the teacher whether or not the reading texts in the textbook are readable by the students. The teacher said that most of the students still have difficulties to comprehend the reading texts in the textbook. Most of them have problems with the vocabularies and in finding the particular idea in the textbook, but some of them are used to it.

To improve the quality of their reading skill, teachers have to be selective in using the textbook that will be used for teaching reading. Graves (2000) stated that Combining students’ needs and students’ interest until using informal selection
as an option become consideration in selecting reading materials. Because, students tend to read something that is interesting for them.

To overcome the problem, the researcher would like to analyze the appropriateness of the English textbook; Bahasa Inggris SMA/MA/SMK Kelas X for content aspect issued by National Education Standard Agency (BSNP) also the researcher wants to know the students’ perceptions towards the textbook. Then, from the background above researcher determine the title of the thesis, which is “An Analysis of Reading Material in Tenth Grade English textbook; Bahasa Inggris SMA/MA/SMK Kelas X for Senior High School 10 Jambi City”.

**REVIEW OF RELATED LITERATURE**

**Textbook**

Textbooks are a key component in most language programs. In some situations, they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. Hutchinson (2002) mention that textbooks support an encouragement for methodological development. Textbooks do not only influence what and how students learn, but also what and how teachers teach. Overall, it can be concluded that textbooks can be specified as teaching aids which help learning process especially in EFL.

**Characteristic of Good Textbook**

As a media in supporting teaching learning process, a textbook must have a standard in term of characteristics and qualities. According to Kalra and Gupta (2012), some characteristics of good textbook are:

- It should be in accordance with the aims of teaching and meet the requirements of the curriculum. Rather, it should help in the enrichment of the curriculum.
- It should contains a guide for learners to find an understanding of what constitutes text (i.e., social functions, meanings and structure of meanings, and linguistic features) so that they can produce oral and / or written texts that accomplish those functions.
- It should be easy to understand by the learners.
- It should be linked to the real life and practice of the students. Examples in textbooks should be like the environment and the daily life experiences of learners that will encourage them to learn more.
- It should not only contain established facts, theories, and principles but also the areas which are being researched. This will motivate learners and arouse curiosities.
- It should aim to develop scientific temper in the learner. The book should provide opportunities for the learner to think analyze and make an actual production in the real life to increase their comprehension. For this, the book should be according to the interest and age level of the learner. The capabilities and constraints of the learners should be duly acknowledged in the book.
- The contents of the book (units, chapters, topics, subtopics) should be consistently and sequentially presented from easy to difficult.
- The projects and activities should be appropriate with the needs of students in appropriate place too.
- The textbook should address the cultural and social needs.
The mechanical features of the book like the quality of paper, binding, font size, heading and sub-headings, illustrations, diagrams, sketches, pictures, tables, cover of the book, etc, should be suitable for the learners.

Color, cartoons, and photographs attract learners.

Questions and exercises within and at the end of the chapter should not only be factual (knowledge based) but also understanding and application based. A variety of open ended / closed ended questions, objectives/long answer questions, and so on.

The language of the textbook should be simple, lucid, proceed and unambiguous.

The book is in fact a reflection of the author’s thinking and personality. A brief description of the works and qualification of the author will help the learner to relate to the book.

**Reading**

According to Spratt (2005) reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge. The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education. Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information.

**High School Students as Readers**

Kuswidyastutik (2009) as reader high school students should have a good reading ability in order to meet their own daily needs. They have to be able to read in many content areas, such as newspapers, articles, digital texts, and primary sources, textbooks remain the principal source of assigned reading in most content classrooms and in college.

**Characteristics of tenth graders**

According to Manitoba Education and Training (2000) there are some characteristics that the teacher must be aware in order to teach tenth graders

a. **Cognitive Characteristics**

- Grade 10 students are increasingly capable of abstract thought
- Grade 10 students are less absolute in their reasoning, more able to consider diverse points of view.
- Many basic learning processes have become automatic by Grade 10, freeing students to concentrate on complex learning.
- Many Grade 10 students have developed specialized interests and expertise and need to connect what they are learning to the world outside school.

b. **Moral and Ethical Characteristics**
Many Grade 10 students are working at developing a personal ethic, rather than following a prescribed set of values and code of behavior.

Many Grade 10 students are sensitive to personal or systemic injustice. They are often idealistic and impatient with the realities that make social change slow or difficult.

c. Social Characteristics

Many Grade 10 students continue to be intensely concerned with how peers view their appearance and behavior.

Peer acceptance is often more important than adult approval. Adolescents frequently express peer identification through slang, musical choices, clothing, body decoration, and behavior.

Crises of friendship and romance can distract students away from academics.

d. Psychological and Emotional Characteristics

They need a measure of control over what happens to them.

Many Grade 10 students need to understand the purpose and relevance of activities, policies, and processes.

Students at this stage may be more reserved, aloof, and guarded than previously, both with adults and with peers.

Students with a history of difficulties in school may be sophisticated in their understanding of school procedures and resistant to efforts to help.

Grade 10 students often have a clearer sense of identity than they have had in previous years and are capable of being more reflective and self-aware.

Text Types of Reading for Grade 10

According to the 2013 curriculum, there are five kinds of reading texts that are learnt in first grade of senior high school: interpersonal text, descriptive text, short functional text (Announcement), recounts text, and narrative text.

a. Interpersonal text

Interpersonal text refers to something involving or occurring among several people. Interpersonal skills refer to our ability to get along with others. The adjective interpersonal really only has one meaning, so when you hear this word, you know you’re hearing about interactions between people. According to Celce (1995) Interpersonal text’s function is to establish or maintain social relationships, such as personal interviews or casual conversation role plays (as cited in Nuha, 2014).

Features to focus on

• involves others
• Identification of the parties involved
• Vocabulary related to the occasion

b. Descriptive Text

A descriptive text is a text which portrays the image of a certain thing from which a writer wants to transfer it to readers. The social function of description text is to inform the readers about the illustration of certain persons, places, or some things in specific ways. The generic structures of descriptive texts are identification and description.

The language features of descriptive text include the following indicators:

a. Certain nouns, such as teacher, house, my cat, bridge, etc.

b. Simple Present Tense.

c. Detailed noun phrases to give information about a subject, such as It was a large open rowboat, a sweet young lady, the deaf person, etc.
d. Various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, etc.
e. Relating verbs to give information about a subject, such as My mum is really cool; It has very thick fur, the rest remains at home, etc.
f. Thinking verbs and feeling verbs to reveal the writer’s view, such as The police believe the suspect is armed; I think it is a clever animal, etc.
g. Action verbs, such as Our new puppy bites our shoes; It eats soft food, etc.
h. Adverbs to give additional information about manner, such as fast, gradually, at the tree house, etc.

c. **Announcement**

An announcement is a written or spoken statement in public or formal words containing information about an event that has happened or is going to happen so publicly people know what, when, and where it is about. An announcement is used for giving people some information of what has happened or what will happen.

**Generic Structure of Announcement**

- **Stating Purpose:** The text that contains what event will be held
- **Stating Day and Date:** Day and Date realization. The text that contains when the event will be held
- **Stating Place:** The text that contains where the event will be held
- **Informing Sender:** The text that contains name of the person who will be contacted

**Language Feature of Announcement**

- Using Simple Present Tense and simple future tense.

**Example of words used in announcement**

a) Due to some technical problems, the show will…
b) We apologize for the inconvenience
c) Hi, Guys! Our neighborhood will hold a fund Raising Activity next month

- Using exact noun
- Pronunciation and Intonation (spoken announcement)
- Spelling and Punctuation

d. **Recount Text**

A recount tells past events which occurred in a sequence. Narrative and recount texts are similar that is both tell the past events, so they commonly use Past Tense, either Simple Past Tense or Past Perfect Tense. Besides, they use sequences of time in telling the past events. Recount texts do not include conflicts but only retell a sequence of events which occurred in the past. The generic structures are orientation, events and reorientation. The language features in Recount texts include the following indicators:

a. Nouns and pronouns instead of persons, animals, or things involved, such as David, the monkey, we, etc.
b. Action verbs such as go, sleep, run, etc.
c. Past tense such as we went to the zoo; She was happy, etc.
d. Conjunctions and time connectives which order events, happenings, or actions, such as and, but, then, after that, etc.
e. Adverbs and adverb phrases to show location, time, and manner, such as right here, in my house, yesterday afternoon, slowly, often, etc.
f. Adjectives to modify nouns such as beautiful, funny, childish, tiny, etc.

e. **Narrative Text**
It is a text to amuse, entertain and to deal with actual or vicarious experience in different ways and chronologically. Langan (2000) defines that narration is storytelling, whether we are relating a single story or several related ones. There are five generic structures and four linguistic features to construct narrative text, as follow:

- **Orientation**: it set the scene and introduce the participants (it answers the question who, when, what, and where).
- **Complication**: tells the problem of story and how the main characters solve them.
- **Resolution**: the crisis is resolved, for better or worse.
- **Re-orientation**: the ending of story.
- **Evaluation**: the stepping back to evaluate the story or the moral message of the story.

**National Education Standard Agency (BSNP)**

Based on the basic criteria governing the juridical quality of textbooks namely: *PP No. 19/2005 article 43 paragraph (5)* the eligibility of the contents, language, representation, and the graphic's textbook lesson rated by BSNP and defined by regulation of the Minister. National Education Standard Agency (BSNP) is an independent agency, professional, independent and carries out a mission to develop, monitor and evaluate the implementation, the implementation of national education standards. BSNP defines several criteria for quality textbooks are eligible eligibility, which includes some components, which are:

**a. Eligibility of the contents**

The eligibility criteria in assessing the quality of the content writing textbook include several components, consist of:

1) Suitability of the material with a standard Competency (SK) and Basic Competence (KD)
2) Suitability of the material to the curriculum
3) Accuracy of content
4) Date material
5) Encourage curiosity
6) Scientific Substance and life skill
7) Enrichment
8) Diversity value

**b. The Appropriateness of Language**

The language used in a textbook should overcome some principal, such as:

1) Straightforward
   The language used in textbook must be straightforward, not convoluted, just list the basic material elaboration, important, and necessary.
2) Communicative
   A textbook should use communicative language, so it is easy to understand and are understood by students.
3) Dialogic and interactive
   A good textbook to use language that can motivate students, language used evoked a sense of pleased when learners read them and encourage them to learn it thoroughly. Besides textbooks should also encourage students to think critically, the language used is capable of stimulating the students to question things further and seek the answer independently from text books or other sources of information.
4) Conformity with the development of the learners
A textbook should be the glaring discrepancy with the level of intellectual development of the learners; the language used in describing a concept should correspond to the level of cognitive development of learners. Compliance with the level of development of the learner is also an emotional thing to note in textbook.

5) Compliance with the rules of English
   In the writing of textbooks, especially English-subject textbook, must pay attention to the rules of English that is good and right.

6) The use of terms, symbols, and icons
7) The use of the term and depiction of the symbol or icon that represents a concept in textbook should be consistent between sections consistently.

Textbook Analysis

There are some criteria that the teacher should consider in evaluating textbook. Cunningsworth proposes four criteria for evaluating textbooks, particularly course book. The criteria are:

   a. They should correspond to learner’s needs. They should match the aims and objective of the language learning program.
   b. They should reflect the used that learners will make of the language.
   c. They should take account of students’ needs as learners and should facilitate their learning processes.
   d. They should have a clear role as a support for learning. To make easier in analyzing and evaluating course book, the teacher can use checklist design. However, the use of checklist design is for practical purposes a manageable list of the most important criteria will be needed.

Previous Study

The researcher takes two previous studies that related to this research. The detail explanation is below.

The first relevance study comes from Syafniar (2014) conducted a study entitled “The Analysis of the Reading Materials in English Alive Textbook Based on School-Based Curriculum for Second Grade Students of Senior High School”. The Objective of this study was to describe clearly about the conformity of reading materials in English Alive textbook for second grade students of Senior High School with the requirements in the school-based curriculum (KTSP) and student’s perception towards English Alive textbook. The research method was document analysis. The data were gathered from English Alive textbook, the syllabus of English subject for the second-grade students of Senior High School and the questionnaire. The total score for the all of aspects in reading material are 93%. It shows very good as the criteria of conformity level. Based on the results, the reading indicators, reading text types, and features of reading text types (generic structures and linguistic features) in English Alive textbook are already developed in accordance with the requirements specified in the School-Based Curriculum (KTSP). Meanwhile the result of student’s questionnaire about student’s perception toward English alive textbook was opposite, because most of the student did not like reading materials in the textbook that they use.

Secondly, Kinasih (2014) was conducted a research entitled “An Analysis Of Reading Materials In The Seventh Grade Junior High School Textbook English In Focus”. The objective of this study is to describe whether the reading materials
in *English in Focus* textbook for grade VII Junior High School can meet the aspect of contents, aspect of presentation, aspect of language use and readability and aspect of relation between chapters suggested by National Education standard Agency (BSNP). The book was written by Artono Wardiman, Masduki B. Jahur, M. Sukirman Dusma. This study was designed as a documentary analysis in the form of descriptive qualitative research, in which the result would be described in the form of words without any statistical calculation. The data were collected from the reading section in the textbook. The result showed that the reading materials in *English in Focus* textbook were 95% appropriate with the criteria of qualified English textbook suggested by National Education standard Agency (BSNP).

From the previous research above, the researcher has found there are some differences and similarities in the relevant study. The First differences is the subject and school, in this research, the researcher choose tenth graders of SMAN10 Jambi City as the subject of the study, meanwhile the subject for two other researcher were eleventh graders and seventh graders. Second is the curriculum, the curriculum used from both previous studies were School-based curriculum, meanwhile in this research the researcher use 2013 curriculum. Third, Syafniar (2014) alanyzed the data based on School-Based Curriculum meanwhile this research analyzed the data by using questionnaire and BSNP checklist. The similarity between the researcher and previous researchers are design of the research as descriptive qualitative research and both of the previous studies also analyzed the reading materials.

**METHODOLOGY**

This research is a qualitative research, concerning content analysis of school textbook. This study investigates reading material of an English textbook entitled “Bahasa Inggris Kelas X SMA/SMK/MA” published by Department of National Education. Reference of the quality standard of textbooks used in this study was one by National Education Standards Agency (BSNP). According to Creswell (2003), a qualitative research is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e. the multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative, or change-oriented) or both.

The subjects of this research were the English textbooks used by tenth graders of SMAN 10 Jambi City entitled *Bahasa Inggris Kelas X SMA/SMK/MA* and tenth graders of SMAN 10 Jambi City and. The textbook that the researcher analyzed was written by Artono Wardiman et al. This textbook is known as one of the BSE (*Buku Sekolah Elektronik*) which was published by Department of National Education.

The instruments which were used to analyze the data in this research are checklist and questionnaire. The first instruments that researcher use to gather the data in this study were checklists. All these three checklists were taken from the textbook evaluation criteria formulated by BSNP (2006). Each checklist is rated from 1-4. The checklist rated 1 (very poor) if the reading materials did not covers all point in the descriptions, the checklist rated 2 (poor) if the reading materials covers at least 1 point in the descriptions, the checklist rated 3 (good) if the reading materials covers more than 3 points in the description, and the checklist rated 4 (very good) if the reading materials covers all points in the description. The
second instrument was Questionnaire. There were 10 questions in the questionnaire for students. The techniques which were used in analyzing the data are document analysis. The researcher described the findings of analysis reading materials to find out the strengths and weaknesses of textbook. Finally, the researcher concluded the result of the analysis qualitatively.

**FINDINGS AND DISCUSSIONS**

**The Relevance of Materials to the Curriculum**

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<thead>
<tr>
<th>SUBCOMPONENT</th>
<th>CRITERIA</th>
<th>SCORE</th>
<th>REASON</th>
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</thead>
<tbody>
<tr>
<td>A. Relevance of Reading Materials Description with Standard Competence and Basic competence in the curriculum</td>
<td>1. Reading Material Completeness</td>
<td>✓</td>
<td>The textbook contains interpersonal texts, transactional texts functional texts and monologs related to learners’ daily life which give learners opportunities to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written and to interact with their closest environment.</td>
</tr>
<tr>
<td></td>
<td>2. Reading Material depth</td>
<td>✓</td>
<td>Exposure: In learning every type of text, the textbook requires learners to explore quite many types of text which are relevant to learners’ daily life. Retention: In learning every type of text, the textbook gives learners guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structure, and linguistic features after comprehension on a particular text. Actual production: In learning every type of text, the textbook motivates learners to produce written and oral texts to achieve the social function which is relevant to a particular text type.</td>
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**The Material Accuracy**

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<th>SUBCOMPONENT</th>
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<tbody>
<tr>
<td>B. The Reading Material Accuracy</td>
<td>3. Social Functions</td>
<td>✓</td>
<td>In functional communication, some activity of exploring functional texts like descriptive texts in the textbook are unable to make learners to represent the social functions of short functional texts and monologues</td>
</tr>
</tbody>
</table>
In interpersonal communication, each interpersonal text helps learners to maintain their interpersonal relation with people.

In transactional communication, each transactional text must help learners to fulfill their life needs (to get things done).

<table>
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<tr>
<th>4. Generic structure</th>
<th>✓</th>
<th>The element of chronological and systematic structure in every text in the textbook are explained very well.</th>
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<tr>
<td>5. Linguistic features</td>
<td>✓</td>
<td>The language used within each text is accurate and appropriate and relevant to the on-going communicative context and to the text type</td>
</tr>
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</table>

### Supporting Reading Materials

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<td></td>
<td>6. The up-to-date reading material</td>
<td>✓</td>
<td>The reading materials (texts, tables, pictures, attachment, and so on) for every text type are taken from the references which are relevant to the topics discussed and taken from the old references.</td>
</tr>
<tr>
<td>C. Supporting Reading Materials</td>
<td>7. Life skill development</td>
<td>✓</td>
<td>The texts motivate learners to develop their social skill like being cooperative, tolerant, appreciating gender equality, promoting peace, and being anti-violence in communicating and interacting with others. The texts cannot motivate learners to develop their vocational skill like having ability, attitude, and skills needed to do a certain job or occupation.</td>
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8. Development of Insight on diversity

The texts promote appreciation towards cultural diversity and complex society which cover various cultural values, local, national, and global contents.

Language Appropriateness

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<th>SUBCOMPONENT</th>
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<th>SCORE</th>
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<tbody>
<tr>
<td></td>
<td>1. The relevance of the language towards learners’ development</td>
<td>2</td>
<td>The language used in each explanation and instruction is relevant to learners’ cognitive development and relevant to teenagers’ socio-emotional state.</td>
</tr>
<tr>
<td></td>
<td>2. Legibility of the message by the learner</td>
<td>2</td>
<td>The message in every text is clearly written in the test and the language used is simple and clear.</td>
</tr>
<tr>
<td>A. Language Appropriateness</td>
<td>3. Language Content</td>
<td>3</td>
<td>There is good coverage of language content consisting of good grammar presentation and practice, good vocabulary presentation and practice, and good pronunciation presentation and practice.</td>
</tr>
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</table>

Presentation Technique

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<th>SUBCOMPONENT</th>
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<th>REASON</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Systematization</td>
<td>3</td>
<td>The reading materials and tasks are presented in the form of texts, communicative activities, and illustration using organized pattern and order according to the material characteristics.</td>
</tr>
<tr>
<td>A. Presentation Technique</td>
<td>2. Balance among units</td>
<td>3</td>
<td>The reading materials and tasks are presented in the form of texts, communicative activities, and illustration in a balanced manner in every unit.</td>
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</tbody>
</table>
### Presentation Coverage

<table>
<thead>
<tr>
<th>SUBCOMPONENT</th>
<th>CRITERIA</th>
<th>SCORE</th>
<th>REASON</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>There is an introduction which contains the objective of the texts, book systematization, learning procedure to follow, and the other elements which are considered essential for learners.</td>
</tr>
<tr>
<td>C. Presentation Coverage</td>
<td>7. Opening</td>
<td>2</td>
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<td></td>
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<td>3</td>
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<td>4</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td>There is learning load explanation which is the core of the texts content in every chapter.</td>
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<td></td>
<td>8. Content</td>
<td>3</td>
<td>Reference like texts, tables, and pictures that have identities in the form of heading and the order number, Summary and Reflection: each text in the book ended by summary and reflection.</td>
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<tr>
<td></td>
<td>9. Closing</td>
<td>3</td>
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<td>4</td>
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### Students’ perceptions toward the reading materials in the textbook

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Options of Response</th>
<th>Student’s Answer</th>
<th>Choose the statement</th>
<th>Didn’t choose the statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you understand the reading text in the textbook “Bahasa Inggris SMA/MA/SMK/MAK Kelas X?”</td>
<td>a. YES</td>
<td>38%</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. NO</td>
<td>62%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Does the layout like picture, color, and texts in the reading text from the textbook “Bahasa Inggris SMA/MA/SMK/MAK Kelas X is good?”</td>
<td>a. YES</td>
<td>52%</td>
<td>48%</td>
<td></td>
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<td></td>
<td></td>
<td>b. NO</td>
<td>48%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you interested to learn English reading using “Bahasa Inggris SMA/MA/SMK/MAK Kelas X?”</td>
<td>a. YES</td>
<td>39%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. NO</td>
<td>61%</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do you think the exercises from the reading text in the textbook “Bahasa Inggris SMA/MA/SMK/MAK Kelas X are good?”</td>
<td>a. YES</td>
<td>37%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. NO</td>
<td>63%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do you think learning English reading with textbook “Bahasa</td>
<td>a. YES</td>
<td>51%</td>
<td>49%</td>
<td></td>
</tr>
</tbody>
</table>
CONCLUSIONS

The researcher found that the reading material in the textbook: Bahasa Inggris SMA/MA/SMK Kelas X is in accordance with BSNP Requirements. The score is about 94%. BSNP defines several criteria for quality textbooks are eligible eligibility the eligibility criteria in assessing the quality of the content writing textbook include several components, consist of suitability of the material with a standard Competency (SK) and Basic Competence (KD), suitability of the material to the curriculum, accuracy of content, date material, encourage curiosity, scientific substance and life skill, enrichment, and diversity value. Almost all of the eligibility criteria were scored prefect. From the result of the questionnaire that answered by the students the researcher concluded almost all the students of the tenth grader of SMAN 10 Jambi City were not satisfied with the book that they use in the aspect of reading materials and exercises it resulted in students not interested to learn English more deeply. Most of their reason are because the reading texts in the textbook is hard to understand, the language use in some reading texts are out of their vocabulary knowledge so most of the students cannot get the main idea of each texts.

SUGGESTIONS

The suggestions are directed the teachers who have been using or will use Bahasa Inggris SMA/MA/SMK Kelas X textbook should be more selective in choosing English textbook. They have to be capable in analyzing textbook which will be used in English teaching and learning process. However, Bahasa Inggris SMA/MA/SMK Kelas X textbook still can be used in the class, but teacher should use an additional textbook as a complimentary one to overcome the non-conformities of Bahasa Inggris SMA/MA/SMK Kelas X textbook. The students who use Bahasa Inggris SMA/MA/SMK Kelas X textbook should ask for others or teachers help to understand the reading materials in textbook better. The students also have to bring other media that will help to overcome the circumstances that they will faced, like dictionary and additional book. The future researchers may conduct a research in the same field, for example by focusing on the presentation of other skills in the Bahasa Inggris SMA/MA/SMK Kelas X textbook. It could be concerned with the listening, speaking or writing materials.

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