

An Analysis of Reading Material in English Textbook for Eleventh Graders Published by Ministry of Education and Culture

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ABSTRACT

This study is aimed to describe and indentify the reading materials and text genres presented in the English textbook for eleventh graders published by Ministry of Education and culture, in order to know whether they conform to the syllabus of 2013 Curriculum or not in terms of content analysis by BSNP. The data were gained from the reading material presented in the textboook "Bahasa Inggris". The data were analyzed using the adapted developed checklist from Hartono (2006) and Bloom's taxonomy. The descriptive qualitative is designed for this study. Based on the results of the study gained, the researcher concludes; 1) there are five reading materials found in the textbook. They conform to the basic competence and indicators of 2013 Curriculum hence, some indicators are unfullfiled yet. 2) there are four text genres found in the textbook, those are; formal invitation, analytical exposition, personal letter, and explanation. They are suitable with the syllabus of 2013 Curriculum.

Keywords: Reading Materials, Genre Analysis, Textbook, 2013 Curriculum

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan dan mengidentifikasi bahan bacaan dan genre teks yang disajikan dalam buku teks bahasa Inggris untuk siswa kelas sebelas yang diterbitkan oleh Departemen Pendidikan dan budaya, untuk mengetahui apakah mereka sesuai dengan silabus Kurikulum 2013 atau tidak dalam hal analisis isi ini berdasar pada BSNP. Data diperoleh dari bahan bacaan yang disajikan dalam buku teks "Bahasa Inggris". Data dianalisis menggunakan ceklis yang dikembangkan adaptasi dari Hartono (2006) dan Bloom's *taxonomy*. Deskriptif kualitatif dirancang untuk penelitian ini. Berdasarkan hasil penelitian yang diperoleh, peneliti menyimpulkan; 1) ada lima bahan bacaan yang ditemukan di buku teks. Mereka sesuai dengan kompetensi dasar dan indikator Kurikulum 2013 namun, beberapa indikator belum terpenuhi. 2) ada empat genre teks yang ditemukan di buku teks, yaitu; *formal invitation*, *analytical exposition*, *personal letter*, and *explanation*. Mereka cocok dengan silabus Kurikulum 2013.

Kata kunci: Bahan Bacaan, Analisis Genre, Buku Pelajaran, Kurikulum 2013

INTRODUCTION

Textbook is vital instrument in teaching and learning process in the classroom. Nearly all teachers use textbook as guidance during teaching and learning process. One of the materials included in the “Bahasa Inggris” textbook with 2013 Curriculum is reading material. Reading materials refer to written materials intended to be read which help students learning language. It is the material in the form of any kinds of texts and exercises included in the textbook.

Grant (1987:118) says “The perfect book does not exist”. It means the all textbooks might have weaknesses. Teachers ought to know how to select good and proper textbooks to fulfill the students’ need in gaining knowledge or material in the class.

Teachers need to optimize the teaching and learning process by choosing a suitable textbook based on the students’ need and evaluating curricular. In accordance with Cunningsworth’s statement (1995), evaluating curricular has important role in EFL teaching process to know and understand the textbook strengths and weaknesses, ideal utilize can be made of strong points, and weaker points can be covered from other textbooks.

There are a lot of researchers who conducted textbook analysis research. The two textbook analysis researches among many others are conducted by Syafniar and Fidian and Supriani. Syafniar conducted research in 2014 under the title The Reading Materials Analysis in “English Alive” Textbook Based on School Based Curriculum for second Grade Students of Senior High School. The research result showed that the textbook which was analyzed had fulfilled the School Based Curriculum requirements. The presentation was 93% in total. The analysis was focused on the

features of reading text types (linguistic features and generic structures), and reading indicators. The next research is titled Conformity of English Textbooks for Seventh Grade with Curriculum 2013 which conducted in 2018 by duo Fidian and Supriani. The result of the research was some books do not meet the students’ want and need. That means not all the textbook content conform to the basic competences in the syllabus of 2013 English Curriculum.

Referring to the background of the study the researcher intends to do analysis on textbook with 2013 Curriculum for second graders of senior high school published by Ministry of Culture and Education. The research focuses on the two among six aspects of content defined by *Pusat Perbukuan*.

Those two aspects are; 1) the conformity between reading materials and curriculum, and 2) kind of genres found in the reading materials.

RESEARCH METHOD

The study would be designed as documentary analysis. The qualitative research design would be implemented. The result of the study would be described in the form of words without any statistical calculation. The object of the current study is an English textbook for eleventh graders published by the Ministry of Culture and Education of Indonesia entitled “Bahasa Inggris” 2017 revision edition. This one-hundred-seventy-eight-page textbook consists of eight chapters. Each chapter consists of four skills, those are writing, speaking, reading, and listening which are provided in each chapter separately. The researcher only focused on just one activity in the textbook in the scope of reading materials. There are two reasons why the researcher chose this textbook to analyze. (1) This textbook is recommended by national department of education and used by nearly all state and private schools and, (2) It is still rare to

analyze student textbook which is based on 2013 Curriculum and 2017 revision edition. The data of this study are the reading materials. It was gained from English textbook for eleventh graders published by the Ministry of Culture and Education of Indonesia under the title “Bahasa Inggris”. This English textbook is based on 2013 Curriculum and 2017 revision edition. There are two research instruments in this study, those are: 1) the researcher. Seeing that the study is analysing document, that has the researcher collect a data by observing the textbook. 2) the table checklists. They would be the second instrument. The checklists are made by the researcher, that adapted from some experts. The first checklist is developed from Bloom’s taxonomy in order to answer the first research question. While the second one is based on Hartono (2006). It describes the genre and its characteristics; those are language features, generic structure, and social function to answer the second research question. The researcher chose the reading materials in English textbook for eleventh graders published by the Ministry of Culture and Education of Indonesia. Therefore, the technique would be document reading because the researcher intended to collect the data by reading the textbook and observing it based on the available checklist. By the analyzed data, the researcher would get the data collected from the checklist, and describe it in form of words.

RESULT

The researcher found that there were eight chapters in the textbook written by Mahkhruh Bashir. In order to ease the teachers to deliver and the students to understand the material, every chapter is divided into ten parts those are:

1. Chapter title: It displays the title theme in each chapter.
2. Pre-activity: It is used for the teacher to warm up the students before learning. It contains

conversation between two people or more regarding the materials delivered.

3. Building blocks: It explains the language features in each material. For instance, social function, grammar, pattern, etc.
4. Let’s practice: It contains some exercises for students.
5. Active conversation: It has students converse actively by solving problem provided.
6. Writing connection: It has students write creatively based on the material.
7. Let’s create/contribute: In this section the students are expected to create some creative projects, such as postcard, poster, etc, depends on the material delivered.
8. Formative assesment: This section contains some self- assesment format for the students fulfil.
9. Enrichment: It is about additional materials that hopefully enrich students knowledge.
10. Bibliography: It shows the students the resources of this book.

The conformity of reading materials in English textbook for eleventh graders published by the Ministry of Culture and Education of Indonesia with the basic competence and indicators of 2013 Curriculum.

This section is aimed to describe the conformity between reading materials presented in the English textbook for the eleventh graders published by the Ministry of Culture and Education of Indonesia and the 2013 Curriculum by using table checklist that developed from the Bloom’s taxonomy. The table checklist would be going as instrument to help the researcher gain the research result. The columns contain 1) Basic competence of 2013 Curriculum as the standard to analyze the textbook. 2) Indicators which are developed from the basic competence. 3) Reading materials, any kind of reading

texts and tasks presented in the textbook.
4) Conformity and Unconformity columns are spaces to be ticked when the researcher gained the analysis result.

Table Checklist of Reading Material in English Textbook about Formal Invitation

Basic competence of 2013 Curriculum	Indicators	Reading Material in the Textbook	Conformity	Unconformity
3.3 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya 4.3 teks undangan resmi 4.3.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja	1. Identify the social function of the text.	Chapter 3 <i>Formal invitation and Wedding invitation</i> a. Discussion. Question the students related to social function of formal invitation. (Book, pp. 33) b. Building blocks (Book, pp. 35)	√	
	2. Identify the text structure of the text.	a. Building blocks (Book, pp. 34) b. Example of invitation to a wedding. (Book, pp.37)	√	
	3. Identify the language features of the text.	a. Building blocks (Book, pp. 35)	√	
	4.	a. Let's	√	

Identify the detail information of the text.	practice (Book, pp. 39)		
5. Identify implicit information of the text.	a. Discussion (Book, pp.33)	√	
6. Identify the meaning or vocabulary of the text.	-		√
7. Identify the moral value of the text.	-		√

In the analysis of reading materials in Chapter 3 shows that they were in line with the curriculum. Nonetheless, the researcher could not find any task or explanation in some indicators. Those are implicit information and meaning or vocabulary of the text, and the moral value of the text.

The text type of reading texts found in English textbook for eleventh graders published by the Ministry of Culture and Education of Indonesia.

This part is aimed to know the kinds of genre found in the reading materials presented in the English textbook for the eleventh graders published by the Ministry of Culture and Education of Indonesia. In this eleventh graders textbook, there are four kinds of genre text that students need to learn, those are; formal invitation, analytical exposition,

personal letter, and explanation. Each genre has different characteristic as the researcher mentioned below. All genre characteristics are adapted from Hartono (2006).

The first text genre found in the text book is formal invitation. The text is discussing about the invitation to join a charity dinner. Language features, generic structure, and social function are the terms that formal invitation text will be analyzed.

Title of reading text	Social function	Generic structure	Language feature
(Formal invitation)	To invite someone to participate in a particular event or activity.	Event title: - Orientation: <i>The board...please of.</i> Date and time: <i>Saturday, 23rd of December.</i> Closing	<ul style="list-style-type: none"> Use simple present: <i>request.</i>

The TableGenre Characteristic Conformity in Reading Text 1

chapters conform to the syllabus, but some indicators cannot be fulfilled.

The first reading material is talking about formal invitation. In this Chapter 3, the researcher could not find the indicators of the meaning or the vocabulary related to the text, and the moral value of the text. This chapter quite conforms to the basic competence 3.3 of syllabus 2013 Curriculum, yet this chapter lacks of tasks for each indicator.

The next chapter discusses about analytical exposition. The text title is "Global Warming: Is It an End to Our World?". This chapter conforms to the basic competence 3.4 of syllabus 2013 Curriculum. There are two indicators that could not be fulfilled, those are implicit information of the text and moral value of the text. Nearly close to the previous chapter, lacks of task for students.

The Chapter 5 will be the next discussion topic. There are seven indicators used to analyze this chapter, yet only two of them cannot be fulfilled. Those are detail information of the text and moral value of the text. The Chapter 5 conforms to the basic competence 3.6 of syllabus 2013 Curriculum. There are only few reading tasks in this chapter.

The following reading material is Chapter 7. This chapter is in line with the basic competence 3.9 of syllabus 2013 Curriculum. There are two indicators that are not fulfilled. The first is about meaning or vocabulary of the song which is really important in learning poetic words found in a song. The next is language features of the song. The language features are acceptable not to be fulfilled, because song is a poetic-word-arrangement that needs no structure. There are tasks found for each song given.

The last chapter that is categorized as reading material is Chapter 8. In this chapter, students will learn about

DISCUSSION

1. The researcher found there are five chapters that are categorized as reading materials. Those are in Chapter 3, 4, 5, 7, and 8. All those

explanation. There is an explanation text with the title "Earthquakes". In this reading material, there are 5 indicators that can be fulfilled among seven indicators. The indicators which are not fulfilled are the meaning or vocabulary of the text and the moral value of the text. Not all indicators have at least a task for each, yet this chapter conforms to the basic competence 3.5 of syllabus 2013 Curriculum.

In short, all those reading materials mentioned above conform to the syllabus of 2013 Curriculum, yet there are still some indicators that cannot be fulfilled. Nearly all reading materials lack of tasks that are expected can improve students cognitive and skills.

2. The text genres in the textbook can be categorized into four types, those are; formal invitation, analytical exposition, personal letter, and explanation. They were analysed in terms of social function, generic structure and language features. The researcher found that nearly all chapters only provide a text for each.

The first text genre found in the textbook is formal invitation. The formal invitation given in the textbook is not such a good example one. There are only few generic structures criteria that can be found. The formal invitation is about inviting Mr. and Mrs. Rahmad Riyadi to join a charity dinner on Saturday, 23rd December at the Sultan Hotel Ball room. The text conform to the basic competence 3.3 of the syllabus 2013 Curriculum.

The next is analytical exposition. The text title is "Global Warming: Is it an end to our world?". The social function of the text is to persuade the readers to raise awareness of global warming that might affect to all life sectors. The generic structures are; 1) thesis: it is shown in paragraph one, that the writer shows the opinions about global warming and its effects.

The generic structure of analytical exposition could be human and non-human. Hence, the text found used non-human. 2) arguments: the writer strengthen the opinions in paragraph two to four. 3) reiteration: it is how the writer concludes the ideas from the first until the fourth paragraph. The generic structure of the text is good. The idea is about rising awareness about global warning and climate change. The text also uses modality, conjunctive relations, verbs and nouns that express reasoning. The text conforms to the basic competence 3.4 of the syllabus 2013 Curriculum.

Then is personal letter. The formal letter given in the textbook is written by Lana. She tells about her vacation to Siti. The generic structures of this text are; heading, salutation, body of letter, closing and signature. The text uses simple present, and simple past when needed. The text conform to the basic competence 3.6 of the syllabus 2013 Curriculum.

The last text genre found in the textbook is explanation. The explanation text title is "Earthquakes". The social function of the text is to explain the process of earthquakes. The generic structures are; 1) general statement: the general statement about earthquakes is written in the first paragraph. 2) sequenced explanation: in the second and third paragraph, there are the process of how the earthquakes happens. The language features of the text are also fulfilled. The text uses simple present, and temporal and casual conjunction. This text genre conforms to the basic competence 3.8 of syllabus 2013 Curriculum.

CONCLUSION

The researcher found: 1) five reading materials in the textbook for eleventh graders published by Ministry of Culture and Education that conform to the syllabus

2013 Curriculum. Nevertheless, each chapter has some indicators unfulfilled still. 2) four kinds of text genre found in the textbook, those are: formal invitation, analytical exposition, personal letter, and explanation. All the text genres found in the reading materials conform to the syllabus of 2013 Curriculum and fulfill the demand of content analysis in terms of types of genre..

SUGGESTIONS

This is the end of discussion of this the study, and the researcher could suggest;

For the teachers should have additional textbook to complete the needs of the main textbook in teaching process. Eventhough, the reading materials and the types of genre cover the demand of content analysis and conform with the syllabus of 2013 Curriculum, yet the reading materials lack of exercises still. For the textbook writers should really pay attention in writing the textbook. There is no perfect textbook, yet the textbook writers need to minimize the weaknesses in writing textbook. For the future researchers conduct research about textbook analysis, especially in reading materials. There are many categories that have not been analyzed yet, such as; the arrangement of reading materials which are based on the level of difficulty, reading tasks which are given to develop students' ability, and so on. All those researches are expected to build the nearly perfect textbook for students. For the government who has the most responsibility in educating national students need to ensure the textbook content before distributing it. The government should be aware of the content given to the students, whether the textbook is good and conforms to the syllabus or not.

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