

**AN ANALYSIS OF THE SUITABILITY OF READING MATERIALS IN
ENGLISH TEXTBOOK ENTITLED "SMART ENGLISH BOOK" FOR
SENIOR HIGH SCHOOL AT ELEVENTH GRADE WITH 2013
CURRICULUM
THESIS**

Submitted as A Partial Fulfillment of the Requirements

for the Degree of *Sarjana*



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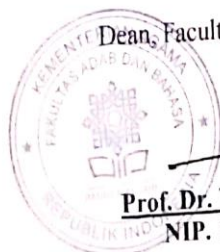
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DEDICATION

This thesis is dedicated to:

1. My first and foremost thanks go to my advisor Prof. Dr. Drs. H. Giyoto, M.
Hum.
2. My Mother Dasiyem
3. My Father Alm. Suwito, S. Ag.
4. My Sister Fathiyatul Fitri, S. Pd.
5. My Friends in UIN Raden Mas Said Surakarta
6. My Almamater UIN Raden Mas Said Surakarta

MOTTO

“Out of the Dark Rises the Light”

-R. A. Kartini-

“The Most Dangerous Enemy Above This World Is Timid and Indecisive. The
Most Faithful Friend Is Only Courage and Firm in Conviction”

-Andrew Jackson-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*An Analysis of the Suitability of Reading Materials in English Textbook Entitled "Smart English Book" for Senior High School at Eleventh Grade with 2013 Curriculum*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, December 20, 2022

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Alhamdulillah, all praise to be Allah, the single power, the lord of universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “*An Analysis of the Suitability of Reading Materials in English Textbook Entitled "Smart English Book" for Senior High School at Eleventh Grade with 2013 Curriculum*”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, December 20, 2022

The Researcher,



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ABSTRACT

Mahasri Sobahiya. 2022. *An Analysis of the Suitability of Reading Materials in English Textbook Entitled "Smart English Book" for Senior High School at Eleventh Grade with 2013 Curriculum*. Thesis. English Language Education Department, Cultures and Languages Faculty.

The English textbook entitled "Smart English Book" is one of the book used as a learning resource at SMA Negeri 1 Purwodadi. The textbook has never been analyzed at all, especially regarding of reading materials that are in accordance with the 2013 curriculum. Therefore, the researcher made this thesis with the objective to identify the suitability of the reading materials in English textbook entitled "Smart English Book" meet the suitability of the 2013 curriculum content.

In this study, researcher used qualitative methods. Then, the research design adopted content analysis. Researcher used three kinds of instruments to collect data. They are interview, checklist observation, and documentation. Meanwhile, to analyze the data, the researcher used an assessment rubric from the BSNP (National Education Standards Agency) based on the aspect of suitability of the content. They are the suitability of the material with core competencies and basic competencies, material accuracy and supporting materials. To adjust the rubric to suit the research, the researcher integrated it with a Likert Scale. Then, the data collected for the study was collected from an English textbook entitled "Smart English Book" used in the eleventh grade of SMA Negeri 1 Purwodadi which was published by PT. Tirta Asih Jaya in 2018. Basically, the textbook contains 5 chapters and the researcher took all 5 chapters to be analyzed.

The findings show that only 77 of the 80 criteria required have met the criteria of BSNP. This means that in this textbook, 96,25% or good on reading material in the "Smart English Book" textbook is still acceptable but needs more improvement. Then, from the result of interviews also show that reading materials include reading texts and exercises are suitable with 2013 curriculum and the need of students. Therefore, it is important to look back at syllabus to revise reading material in chapter 4 and 5 that is missing in development of diversity insight.

Keywords: *Reading Material; English Textbook; 2013 Curriculum*

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four language skills that should be mastered in teaching and learning English, namely listening, speaking, reading, and writing. Among those skills, reading is an important skill that supports other language skills because the written word is a source of knowledge for readers. In fact, it is true that reading is an active process of seeking information. Unlike most people think that reading is a passive skill. With reading, they will identify the basic form and meaning of words in printed materials. Reading can be divided into two categories special purpose reading and general purpose reading. Richards & Renandya (2002) assert that reading gets special focus because written texts serve various pedagogical purposes where understanding written texts can improve the language acquisition process. Meanwhile, to achieve general reading goals, there are several things that can develop the process and essential reading skills; they are word recognition, vocabulary development, awareness of text structure and reading strategies (Murcia, 2001). These competencies can be developed through reading materials presented in English textbooks which are usually used in second language classes.

The English textbooks used in the classroom especially for the eleventh grade contain quite long reading sections which are placed in each chapter.

This reading text dominates the entire material and takes an important part and is included in the Graduate Competency Standards (SKL) for national exams in Indonesia. Textbook goals should be as close as possible to the teacher's goals, as well as the oldest educational goals in the curriculum. In addition, the materials and exercises provided in the textbook are also in accordance with the needs of students and the current curriculum, namely the K13 or 2013 curriculum.

The 2013 curriculum is a new curriculum that must offer a different system from the previous curriculum. English in the 2013 Curriculum places text as the basis for learning activities. Text-based curriculum has become a general term used to describe the 2013 curriculum in English subjects. The very important role of text in the 2013 English Curriculum causes reading activities to have the same important proportion as text. No matter how good the content of the text is, it will be useless if it is not in accordance with the Curriculum and needs of students.

In reality, it is quite difficult to get English textbook has good materials and suitable with the curriculum. Although the government has released the list of appropriate textbook, textbook evaluation is seen as an important thing to be conducted because it can help teachers to improve them and help them achieve useful insights about the basic material of reading.

In Indonesia, the application of textbooks and teaching English in the classroom is controlled by several considerations. The government

established the National Education Standards Agency (BSNP) together with the Pusurbuk (Curriculum and Education Center) to handle the development of textbooks used in Indonesia. The National Education Standards Agency (BSNP) itself has released an evaluation process at Pusurbuk in the form of an assessment rubric to assess the suitability of a textbook. The rubric assessment from the BSNP is designed to describe and qualitatively assess each item and material related to the content in a textbook and then code it quantitatively. The rubric assessment used in this study is only limited to the suitability of content.

Before conducting the research, the researcher found several information through a conversation with one of the eleventh grade English teacher named Eko Ari Sulistyanto, M.Pd. The researcher found several problems that occurred, according to the teacher, the reading material contained in the "Smart English Book" textbook is not much so it is necessary to add reading material, and the teacher has never analyzed in depth the suitability of the content of the material in the "Smart English Book" textbook for senior high school at eleventh grade.

Researchers found several examples of research that can support this research. Many studies have been conducted by researchers on the evaluation of English textbooks. Most of their research looks at how important textbooks are in teaching and learning English:

First, Is Dewangga and Imam Ghozali conducted research in 2020 on the evaluation of 3 English textbooks, namely English X, Pathway to English 1, and Talk Active X based on the textbook criteria theory proposed by Mukundan, et.al. The results of this study indicate that English X and Pathway to English met fourteen criteria of good textbooks proposed by Mukundan, et.al. While, Talk Active X, was met eleventh out of fourteen criteria of good textbooks. Then, the researcher found the strengths and the weaknesses of the three textbooks. The results of the study found that the textbooks were considered appropriate in certain aspects, especially regarding their suitability with the 2013 curriculum, but the textbooks still needed improvement (Dewangga & Ghozali, 2020).

Second, Rohmatillah and Devi conducted research in 2017 on the Analysis of English Textbooks entitled “Pathway to English” published by PT. Erlangga, semester I Class XI SMA. The results of this study are: first, grade one eleventh grade textbooks have fulfilled the 2013 curriculum syllabus points. Second, eleventh grade first semester broad-track textbooks meet the 2013 curriculum syllabus subjects which include basic competencies and learning materials consisting of: including: and develop basic competencies into several exercises of 4 English skills, successfully interpret and develop learning materials obtained based on social functions, text structure, and linguistic elements (Rohmatillah & Pratama, 2017).

Seeing the importance of analyzing the reading materials in the K13 English textbook, the researcher is interested in studying it further in this

thesis by analyzing the entire reading material in the eleventh grade English textbook to obtain the appropriateness of the content. The English textbook entitled "Smart English Book" was chosen as the object of analysis for several reasons. First, "Smart English Book" is one of the learning resource at SMA Negeri 1 Purwodadi. Second, the textbook has never been evaluated even by an English teacher at SMA Negeri 1 Purwodadi who has used the textbook in teaching and learning English.

In line with the background described above, a special purpose is proposed to evaluate reading materials that meet the requirements of good material in terms of the suitability of the content in the aspects of the suitability between reading material with core competency and based competence, material accuracy, and supporting materials. The researcher conducted a study entitled **An Analysis of the Suitability of Reading Materials in English Textbook Entitled "Smart English Book" for Senior High School at Eleventh Grade with 2013 Curriculum**

B. Identification of the Problems

Based on the background that has been put forward by the researcher, there are several problems that have been identified, including:

1. According to the teacher the reading material contained in the "Smart English Book" textbook is not much so it is necessary to add reading material,

2. The teacher has never analyzed in depth the suitability of the content of the material in the "Smart English Book" textbook for Senior High School at eleventh grade.

C. Limitation of the Problems

The limitation of the problem from this research was conducted to meet the suitability of reading materials include reading text and exercise in English textbooks entitled "Smart English Book" with the 2013 curriculum from chapter 1 discuss about suggestion and offer, chapter 2 discuss about opinion, chapter 3 discuss about formal invitation, chapter 4 discuss about analytical exposition text, until chapter 5 discuss about ask and giving information related event without knowing the person (take a look linguistic features of passive voice). Then, each chapter has 2 reading materials and the total reading material to be analyzed by the researcher is 10 reading materials.

D. Formulation of the Problems

In accordance with the background and identification of problems that have been put forward by the researchers found the important problem to be studied in this study, include: How the suitability of the reading material in English textbook entitled "Smart English Book" with 2013 curriculum?

E. Objectives of The Study

To identify the suitability of the reading materials in English textbook entitled "Smart English Book" with 2013 curriculum.

F. Benefits of the Study

The result of this study is fully expected to give some theoretical and practical advantages for the following parties:

1. Theoretically, this study provides beneficial and referential contributions in giving general knowledge of the way to evaluate English Textbooks.
2. Practically, the result of this study is beneficial:
 - a. For the researcher, the research can give a practice in developing her knowledge and skill to evaluate of reading materials in English textbooks.
 - b. For English teachers, the result of the study can provide helpful information in selecting and evaluating good reading materials in English textbooks before making decision to use it in classroom practices.
 - c. For English textbook writers, the result of the study may help them to be more careful in developing English textbooks for students and more aware of the worthiness of content especially in reading section.
 - d. For other researchers, the research can give general knowledge of how to evaluate textbooks or other forms of English instructional materials especially reading materials.

G. Definition of Key Terms

1. English Textbook

Textbooks are books that contain descriptions of materials about certain subjects or fields of study, which are arranged systematically and have been selected based on certain goals, learning orientation, and student development to be assimilated (Muslich, 2010). English textbooks are books used by teachers and students as learning resources, when they teach and learn English in the classroom.

2. Reading Material

According to Harjasujana, the understanding of reading has two terms, namely, reading is a complex ability and reading is a skill interaction between readers and writers (Gumono, 2016). The meaning of complex is the various abilities that are mobilized by the readers to understand their reading. Specifically, reading material is teaching material in the form of reading texts and exercises that should be read and understood by the readers.

3. 2013 Curriculum

According to Law no. 20 of 2003 concerning the National Education System stated that "The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals" (Anggara, 2019). The 2013 curriculum is an adaptation of a competency-based curriculum that was held in 2004.

CHAPTER II

LITERATURE REVIEW

A. Curriculum

1. Definition of Curriculum

The curriculum has a close relationship with the education system in all aspects of the world of education because all learning processes must be relevant to the applicable curriculum. According to Law no. 20 of 2003 concerning the National Education System stated that "The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals" (Anggara, 2019). The curriculum is a combination of instructional practices, learning experiences, and students performance assessment that is designed to carry out and evaluate targets for learning outcomes in a particular course. The curriculum is, perhaps, best thought of as that set of planned activities which are designed to implement a particular educational aim set of such aims - in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statements of criteria for selection of content, and choices in methods, materials and evaluation" (Rohmatillah & Pratama, 2017). This means that the curriculum acts as the main control in carrying out all processes of learning activities that

are used by teachers to be practiced in class. The curriculum also consists of Guidelines of any given discipline.

2. 2013 Curriculum

Curriculum in Indonesia always changes in a certain period of time. The latest curriculum is Curriculum 2013. This is the newest curriculum that was ignited by Kemendikbud RI to change 2006 Curriculum or KTSP. Curriculum 2013 is a curriculum that considers as most important comprehension, skill, and character education. In this 2013 curriculum, the source in the level of education is divided into two groups like obligatory course and selection course.

The 2013 Curriculum orientation is an increase and balance between competency attitude, skills, and knowledge. In the development of new curriculum such as the 2013 curriculum, core competencies were also introduced. Core competencies function as organizing elements to bind basic competencies which usually contain descriptions of learning outcomes for existing subjects. These Core Competencies and Basic Competencies are used as benchmarks for teaching and learning activities as well as an assessment of the quality of learning resources that will be used by teachers and students in the classroom. To support the Core Competencies, the learning objectives in each subject are broken down into basic competencies which are grouped into four interrelated groups, namely religious attitudes, social attitudes, knowledge and skills. These

detailed descriptions of basic competencies are useful to ensure that what is to be achieved in a lesson does not stop at knowledge, but continues to the skill stage, and leads to attitude.

The 2013 Curriculum is a curriculum competency based designed to anticipate the needs of 21st century competencies. Therefore, the 2013 Curriculum in Indonesian Education uses a scientific approach (observing, questioning, exploring, associating, and communicating) in its learning and teaching process. Because Curriculum 2013 has a purpose to encourage learners or students, capable of more either make observations, ask questions, reason, and communicate (presented) what they know or obtain after receiving subject matter (Mulyasa, 2013). It also aims to prepare the students to have the competency and ability to live as an individual person or in a group whom religious, creative, productive, innovative, and affective are also able to give their contribution to the society, country, nation, and world civilization (Nanda, 2019).

B. Reading Material

1. The Nature of Reading

Reading is one of the language skills that have an important role in supporting other language skills (speaking, listening, and writing). Through this reading activity, students can obtain information contained in the lesson text. The importance of the role of reading needs to be

explained in detail about the definition of reading. According to Hornby, reading is the process of constructing meaning through the dynamic interaction between reader's existing knowledge, the information suggested by the text being read and the context of the reading situation (Mahdianor, 2017). This is in line with the opinion of Harjasujana that the understanding of reading has two terms, namely, reading is a skill interaction between readers and writers and reading is a complex ability (Gumono, 2016). The meaning of complex is that reading is not merely an activity of seeing at written symbols, but rather the various abilities that are mobilized by the readers so that they are able to understand or know the meaning of their reading.

The statement quite enough information, reading material is the written material presented in textbook for reader while reading itself the process to read the material. From the definitions above, it can be concluded that reading is a process to understand about meanings of the material. Sometimes reading and reading materials are similar, therefore it will be worthwhile to explain about reading materials in different place to distinguish or avoid misinterpretation both them. Specifically, reading material is teaching material in the form of reading texts and exercises that are used to improve reading skills that should be read and understood by the readers.

2. Criteria of Good Reading Material

Moreover, there are several factors that contribute in comprehend the texts. Berardo (2006) said, there are four criteria of a good text for students, they are:

- a. Suitability of content, it means that the achievement the materials for the students are interesting, challenging, enjoyable, and appropriate for their goal in learning English.
- b. Exploitability is a text that facilities the achievement in certain language especially content goals which is exploitable for instructional task and techniques and it is interpretable with other skills (listening, speaking, reading, and writing).
- c. Readability is the text with structure and lexical difficulty that will challenge the students.
- d. Presentation, it is about the content presented in textbook, does it look authentic, grab the students' attention, attractive, and it make every student want to read more.

The criteria above were the good reading material that would help the students to promote their skill, because they find the book that relevant to them, clear goal, the structure challenging, then the material complete which mean covered four skills of English. Without giving attention to the some criteria that mentioned, the student will be hard to understand. So that, in using textbook should be consider many things in

order to the process of transferring information and knowledge are really come to the goal.

The advantages of reading include linking written English to its pronunciation, providing a model for intonation, stress, and in many cases for bringing text to life. A corresponding drawback is that learners cannot regulate their own pace, at least at basic reading levels, where they will be encouraged to sub-vocalize or vocalize while reading, a practice if maintained at higher levels will slow reading speed. So, reading is one of the language skills that must be mastered by scholars in order to speak English fluently and it is important to know the information from the text in order to be able to interpret its meaning.

C. English Textbook

1. The Nature of English Textbook

In the teaching and learning process, teaching materials are an important part in the implementation of education. Teaching materials will help teachers to implement the materials and students will be more helpful and easier in learning. Textbooks are one of the learning sources that are widely used in educational institutions. Textbooks are usually called in a set of terms. Textbooks provide teachers with valuable input, such as: instructions, materials, exercises, and texts for educational purposes (Rianti, 2021).

Tomlinson argues that textbooks provide main materials for a language-learning course and aim to serve what teachers' and students' need during a learning process (Nimasari, 2016). Moreover, textbooks can also be called teaching material. Textbooks are books that contain descriptions of materials about certain subjects or fields of study, which are arranged systematically and have been selected based on learning orientation, certain goals, and student development to be assimilated (Muslich, 2010). Based on the explanations of several experts regarding the textbooks above, the researcher can conclude that the textbook enables the students to learn what is presented in it and it makes it possible to review and prepare their lessons continuously. Textbooks greatly affect the learners, such as the independence of learners in developing language skills outside the classroom. A textbook can also be very beneficial for a teacher because it is of great value.

There are different types of textbooks out there, such as age-differentiated textbooks. For example, a textbook for children will be different from a textbook for adults. Because, the capacity of the material contained in the textbook will be different based on the every level. Everyone has a tendency to choose interesting topics they want to read, so that they can read textbooks according to what they like.

English textbooks are books used by teachers and students as learning resources, when they teach and learn English in the classroom. Not only in class but also in self-study, people can use English textbooks

at home when they are reviewing material about English or trying to learn English. One of the English textbooks in Indonesia is "Smart English Book". This textbook was made for Senior High School grade XI in first semester using the 2013 curriculum. The English textbook "Smart English Book" has 104 pages, divided into five chapters. Chapter 1 is "It Would Be Nice If ...", chapter 2 is "What's Your View?", chapter 3 is "You Are Cordially Invited ...", chapter 4 is "Are You Nervous To Be Tested?", and chapter 5 is "Has It Been Read?".

2. Criteria of Good English Textbook

Currently, the 2013 curriculum is being implemented in Indonesia. According to Minister of Education and Culture Regulation, textbooks must have several criteria attached to everyone (Sulistiyana, 2020), namely:

- a. The text knowledge material must be adjusted to the readiness of the students' skills they already have;
- b. The contents of the textbook must persuade students to study hard (motivation)
- c. Textbooks can make students interact effectively and creatively in the classroom through the act of observing, making exercises to train and demonstrate (active participation of learners);

- d. Using learning support tools such as: photos, illustrations, diagrams or tables to clarify the ideas of a textbook,
- e. supportive cognitive interaction contained in the text of the textbook for students to ask questions, find things without other people through their conceptualization to create learning networks;
- f. Textbooks should support teachers to assess in some way through their student processes and achievements (authentic evaluation);
- g. Textbooks should support learners in building their life skills;
- h. Textbook material is cross-identified with examples of learning partners, information possessed by students, learning needs, and the area where they live (the relationship between the textbook and its surroundings);
- i. Giving text material can make students energized to work with their friends' textbooks who depend on news (cooperative);
- j. Students who already have experience must be supported by textbooks (experience).

Moreover, Cunningsworth proposes empathy for selecting the best available textbooks. There are: the textbook must match the needs of the teacher and learner, the textbook should reflect the habits the learner will make of the language, the textbook must be in accordance with the aims and objectives of the language learning program, the textbook should

assess students' needs as learners and should facilitate their learning process, and the textbook should have a clear role as an aid to learning (Cunningsworth, 1995).

D. Textbook Analysis

Analyzing a textbook is a way to describe the overall content of a textbook. Textbook analysis conducted by researchers is useful to determine the quality of the textbook. A good textbook is recommended to meet all the criteria for a good textbook. Selecting a textbook should also be done to know a good textbook.

Sheldon cites two basic reasons for evaluating textbooks: Evaluation will help teachers in decision about which course book to use and analyze the benefits or implications from textbooks will inform teachers of potential strengths and weaknesses (Sihotang et al., 2021). According to these reasons, textbook analysis is the process of selecting a certain type of textbook to be used in a particular course taking into account teaching needs and values. The purpose of Textbook evaluation is to support teacher development and help teachers to gain good and useful insight into the nature of the material. Selecting a textbook involves matching material with the context in which it will be used. No single textbook is ideal for a particular group of learners. Instead, teachers need to find textbooks that match the potential and needs of the teaching and learning process in the classroom.

Because the textbook analyzed by the writer is made for Indonesian student, thus the writer will use the guidelines and instrument from BSNP to analyze the content of reading materials in English textbook entitled “Smart English Book” for Senior High School grade eleventh. There are three components that can be evaluated in a textbook assessment based on suitability of content: the suitability of materials with core competence and base competence, material accuracy, and supporting materials (Muslich, 2010). To make it easier to find and analyze the reading material in English textbook, researchers can use design checklists.

Below is complete explanation of the indicators in evaluating the suitability of the content of the material in English textbook that are expected to be fulfilled, namely:

1. The Suitability of the Material with Core Competency and Basic Competencies
 - a) Completeness of materials

Textbooks must contain and require students to explore at least common texts, namely short interpersonal texts, transactional texts, and functional texts used in English communication to provide opportunities for students to understand and produce expressions in carrying out interpersonal communication function, to interact with the environment in accordance with the context of the communication orally and in writing.

b) In-Depth

1) Exposure

Description: For learning each type of text, textbooks must contain and require students to explore quite a number of texts that are relevant to students' daily lives with the aim of getting used to this type of text, especially in terms of message content, social attitudes and spiritual attitudes that are relevant to the texts in a natural way of delivery.

2) Retention

Description: For learning each type of text, textbooks must contain guidance so that students gain an explicit understanding of the three elements that form text types, namely, social functions, elements and structure of meaning, and linguistic features. When students are accustomed to interacting about the contents of messages contained in text types, it is expected that they will have social and spiritual attitudes that are relevant to these texts.

3) Production

Description: For learning each type of text, textbooks must contain guidance so that students produce spoken and/or written texts to achieve social functions relevant to the type of text by

taking into account the other two elements, namely, elements and structure of meaning, and linguistic features, when students who already have an explicit understanding of the three elements of text formation are expected to have relevant social and spiritual attitudes to these texts.

4) Extension

Description: For learning each type of text, textbooks must contain guidance so that students carry out activities that develop oral and/or written texts that they have mastered in order to achieve a higher level of mastery in realizing relevant social functions with that type of text by taking into account the other two elements (namely, elements and structure of meaning, and linguistic features), when students already have an explicit understanding of the three elements of text formation it is expected that they will have social and spiritual attitudes relevant to these texts.

2. Material Accuracy

a) Social function

Social function is the purpose of the text related to its communicative purpose in everyday life. The social function of the text can be classified into three parts consisting of interpersonal communication, transactional communication and

functional communication. In transactional communication, an interpersonal text must help the learner to perform the function of getting things done. This means that it can be in the form of asking for and providing facts, opinions, and services when it is associated with the daily lives of students. While transactional texts are intended to get things done, interpersonal texts are used to maintain interpersonal relationships with other people. In functional text, functions vary by type.

b) Generic structure

The texts given in the textbook as well as the results of student exploration are directed at developing coherent and systematic thinking skills.

c) Linguistic Features

In relation to linguistic characteristics, the texts given in textbooks or those extracted and produced by students are directed at developing students' communication skills with accurate and precise language quality that is relevant to the ongoing communicative context and types of texts. used to achieve their social function.

3. Supporting Materials.

a) Relevance,

It means the relevance of the material to its references and the current nature of the material and its references. Teaching materials (text, tables, pictures, attachments, and so on) for each type of text are taken from references that are relevant to the topics discussed.

b) Development of life skill

Communicative texts and actions must motivate students to do several things to develop their life skills, such as:

- 1) Personal development: knowing the strengths and weaknesses of themselves and others and improving themselves as independent individuals, social beings, and religious;
- 2) Social skills: respect for cooperation, tolerance, respect and gender reconciliation, and non-violence in communicating and interacting with others;
- 3) Academic skills: digging and utilizing information, solving problems, and making decisions in scientific works;
- 4) Vocational skills: have the abilities, attitudes, and skills needed to do a particular job or position.

c) Diversity insight

Communicative texts and actions must motivate students to do several things to internalize their appreciation of diversity, such as:

- 1) Appreciation of cultural diversity and a complex society that includes various cultural, local, national, and global values. content
- 2) Awareness of local potential and equity in order to increase potential and equal distribution of local and national potential.
- 3) Appreciation of democratic values that are relevant to the local socio-cultural context
- 4) Understanding of national insight to promote oneself belonging to the motherland, nation and state.

E. Previous Related Study

1. A Thesis by Arif Prasajo (2014): The Analysis of English Textbook “Pathway To English” Used In the First Grade of Senior High School Based on 2013 Curriculum

This research used Descriptive Qualitative method and found out that English textbook of “Pathway to English” compatible with the curriculum 2013. The materials provided in the textbook completely developed, as all the suggested English language skills exercises of

writing, speaking, reading and listening materials in the curriculum 2013 are implemented. The researcher using the basic frequency formula from Sudjiono assessment score acquired with 91.30% in feasibility of content and 77.77 % in feasibility of presentation fulfilled (Prasojo, 2014). The differences Arif's research aims to analyze the pathway to English textbook regarding the appropriateness of the content, the feasibility of presentation and its alignment with the 2013 curriculum. Meanwhile, in this study the researchers focused on analyzing the reading material in "Smart English Book" textbook regarding the suitability of the content based on the 2013 curriculum. These similarities both analyze the suitability of the content of the textbooks associated with the 2013 curriculum.

2. A Journal Article by Muhammad Bintoro (2021): Content Analysis of "Pathway To English" An English Textbook Used In Class X-3 At SMA Pawyatan Daha Kediri Published By Erlangga Relevancy To Curriculum 2013

This research used qualitative method with content analysis approach. Results of the research is "Pathway to English" an English Textbook Used in Class X-3 at SMA Pawyatan Daha Kediri Published by Erlangga is approximately relevant to curriculum 2013 and can be used as a learning source in teaching learning process in the classroom (Bintoro, 2019). Differences: Bintoro's research analyzes the textbook entitled "Pathway to English" grade tenth while this study will analyze

reading material in the textbook entitled "Smart English Book" grade eleventh. Similarities: using the same research method, namely qualitative research using content analysis methods, and analyzing textbooks related to the content of the 2013 curriculum.

3. A thesis by Agustin Nuradin (2019): The Analysis of English Text Book for Grade X In SMA N 2 Rejang Lebong Based on Curriculum 2013

Nuradin used qualitative method and for the research design adopted content analysis. The findings shown, the feasibility of content that only 36 out of 48 criteria required had fulfilled the criteria in curriculum 2013. Which means in this textbook, 75% of materials in the "Bahasa Inggris" textbook are still acceptable but needs more consideration in use, while for the feasibility of presentation that only 7 out of 9 with score 77.77% (Nuradin, 2019). Differences: Agustin's research has analyzed "English" grade tenth textbooks published by the Ministry of Education and Culture based on the content of feasibility and feasibility of the presentation. While the researchers will only focus on examining the reading material based on suitability of the content in "Smart English Book" textbook grade eleventh associated with the 2013 curriculum. Similarities: using the same research method, namely qualitative research using content analysis methods, and analyzing textbooks related to the content of the 2013 curriculum.

4. A Journal Article by Zuhrian Ivan Arvianto and Abdurrahman Faridi (2016): The Compatibility of Reading Exercises with Bloom's Revised Taxonomy and 2013 Curriculum

The method used in this research is descriptive qualitative. The results concluded: there are only three cognitive processes found: Remember, Understand and Evaluate, indicate that the reading exercises are not in hierarchical order; there are two knowledge dimensions found: factual knowledge and metacognitive knowledge imply that the knowledge dimension offered is not varied; the reading materials promote more Lower Order Thinking Skills than Higher Order Thinking Skills; the reading exercises in the textbook is less compatible with 2013 curriculum (Arvianto & Faridi, 2016). Differences: Zuhrian's research analyzed reading exercises in English Textbook Entitled Bahasa Inggris for Grade XI Published by Department of National Education 2014 while, the researchers analyzed reading material in English textbook entitled "Smart English Book" for Senior High School grade XI published by PT. Tirta Asih Jaya. Similarity: analyzing the reading materials in English textbooks related to the content of the 2013 curriculum.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses qualitative research. The core property of qualitative research is that it examines the way people make sense out of their own concrete, real-life experiences in their own minds and in their own words (Cropley, 2021). In other words, qualitative research is research that describes reality by using analysis that emphasizes the process and meaning from the subject's point of view. This theoretical basis is used as a guide so that the research focus is in accordance with the facts on the ground.

Krippendorff defines content analysis in general terms as "a research technique for making replicable and valid conclusions from a text (or other meaningful material) to the context in which it is used (W. Drisko & Maschi, 2016). Researchers can use content analysis to identify and document an individual's attitudes, views, and interests, large groups, or small groups and diverse cultures. This study describes the results of the study using interviews and documentation of the contents of English textbooks. Therefore, the results of this study are described without providing statistical data. So this study is a qualitative study of content analysis.

B. Research Setting

In order for this research to be more focused, the researchers made the following research schedule:

Table 3.1
Research Schedule

Descriptions	2021-2022												
	No v	De c	Ja n	Fe b	Ma r	Ap r	Ma y	Ju n	Ju l	Au g	Se pt	Oc t	No v
Contact The Supervisor													
Research Title Discussion													
Preparation of Chapter I- III													
Pre research													
Preparation of Chapter I- III													
Seminar Proposal													
Preparation of Chapter IV-V													
Munaqosyah													

C. Data and Source of the Data

The source of data in this study is the book "Smart English Book " for grade eleventh published by PT. Tirta Asih Jaya. Then as supporting data the researcher will interview selected informants according to certain considerations where every subject is related to research. In addition, the source of the data obtained not through coercion but on the voluntary basis of the subject itself.

In this study, researcher needs primary and secondary data sources. The primary data source is the book "Smart English Book" " for grade eleventh. Meanwhile secondary data sources, namely data obtained to support information needed by researchers. Through interviews with various parties needed in research as well as journals, books or documents other things that if supported can be used as research materials.

D. Research Instrument

There are several instruments needed to collect data. According to Ary et al.(2010), the main instrument in qualitative research used to collect data is the researcher himself by collecting data through direct observation or interviews, in other words, the researcher is the key instrument.. Here, the researcher used three instruments to collect data, namely interviews, observation checklists, and documents.

The interview is a communication process between researchers and data sources to explore data that is word view to reveal the meaning contained in the problem being studied (Rukajat, 2018). The type of interview in this

research instrument is a personal interview because the interviewer must meet directly with the person to be interviewed to answer the questions asked. The researcher used interviews as one of the research instruments and interviewed teachers who teach in class XI SMA N 1 Purwodadi. The function of holding this interview is that the researcher is trying to find out the truth about the suitability of the reading material in the "Smart English Book" with the 2013 curriculum according to the English teacher's view which he has chosen this book as one of the teaching materials in the teaching and learning process in English subject classes.

Observation was made at the beginning of determining the research location by conducting a pre-survey until data collection was carried out. Observation in a study is defined as concentrating attention to a object by involving the entire senses to obtain data (Alhamid & Anufia, 2019). In this case, researchers try to understand and study the behavior of the people involved in it by participating as much as possible. Then, the observation checklist was chosen because it offered the most economical and reliable way to reach a decision regarding the relative suitability of the textbook under a certain scope. In addition, English textbooks are the main data source here and cannot provide direct information, so the researcher uses the observation checklist for evaluation the areas and the checklist are based on the textbook evaluation criteria issued by the BSNP. In this case the checklist in question is a checklist to assess the content aspect of reading material in "Smart English Book".

Documentation. The documentation in this research, it is hoped that the data found in the field can be recorded neatly. Researchers use smart phone to take pictures and record sound. Documentation is used to study various sources of documentation. The use of this technique is intended to reveal objects, events, and actions that can increase the researcher's understanding of the problem being studied. This documentation study makes it possible to find disagreements or differences between the results of interviews and observations with those contained in the document (Rukajat, 2018).

E. Techniques of Collecting the Data

Data for analysis were collected from an English textbook entitled “Smart English Book” for Senior High School Grade XI. This book was developed based on the 2013 Curriculum which was launched in 2018 and published by PT. Tirta Asih Jaya. Because the data source is in the form of documents, the method used to collect data is documentation. Documents in qualitative research can be in the form of writing, pictures, or monumental works of the object to be studied (Alhamid & Anufia, 2019). In addition, documents are records of past events, documents can be in the form of writing, pictures, or someone's monumental work. Documents in written form can be in the form of life histories, diaries, stories, biographies, policies or regulations. In the form of images can be photos, films, sketches, etc. Documents in the form of creation can be in the form of swan songs such as statues, pictures, films, etc. Most traditions of qualitative research, the phrase

personal document is used broadly to refer to a first-person narrative produced by an individual that describes his or her own experiences, actions, and beliefs.

In this study, the researcher used some steps to collect the data. First, create English textbook evaluation criteria based on BSNP and make some modifications to suit the 2013 Curriculum. Second, the researcher read the subjects to be studied, namely "Smart English Book" especially in the aspect of reading material. Third, the researcher did observation checklist based on BSNP criteria by using checklist for evaluation and selection. Forth, the researcher interviewed English teacher about the English textbook that he use in eleventh grade for English subject. Last, the researcher collected the data and analyzed them.

F. Trustworthiness of the Data

To ensure credibility and validity of this study, the researcher used triangulation technique. Triangulation is a method that combines theory, method or observer in a research that is useful to help ensure that the underlying bias arising from the use of a single method or a single observer can be overcome. Triangulation is also useful for helping to explain and explore complex human behavior using a variety of tools and methods to offer a more balanced explanation for the reader. 'Triangulation' is a process of verification that increases validity by incorporating several viewpoints and

methods. Gliner described triangulation in qualitative research as a method of highest priority in determining internal validity (Muniroh, 2018) .

Miles and Huberman distinguished five kinds of triangulation in qualitative research (Muniroh, 2018):

1. Data source triangulation (data collected from different persons, or from different places or at different times,);
2. Method triangulation (observation, interviews, documents, etc.);
3. Researcher triangulation (comparable to interrater reliability in quantitative methods);
4. Theory triangulation (using different theories, for example to explain results of the study);
5. Data type triangulation (e.g., combining qualitative and quantitative data).

In this study, researcher used methodological triangulation. Methodological triangulation, which promotes the use of several data collection methods such as interviews and observations (Noble & Heale, 2019). In addition, the researcher used data type triangulation by developing a strategy for combining the data collected with the instrument of the study. After that, the data were confirmed and consulted to the thesis advisor.

G. Techniques of Analyzing the Data

This study used document analysis or content analysis to describe the evaluation of the textbooks. The checklists are used to gather the data and to gain information. The checklists are adapted from the textbook evaluation criteria that formulated by BSNP. This checklist contains content suitability aspect of evaluation. It is include the relevance of materials to the curriculum, material accuracy, and supporting learning materials. In this analysis, the researcher performs the following steps;

1. Comparing the material provided in the textbook with the categories suggested by BSNP.
2. Evaluate the material presented in the textbook "Smart English Book" uses a likert scale with a scale 1, 2, 3, 4. There are eight points of requirement and the maximum score is 4 for each point. In this way, researchers will more easily check the roundness of the instrument she made. This scale is illustrated by giving a check mark (✓) of the right column on the horizontal line indicating its score. Below is the indicator checklist that must be fulfilled by the researcher in assessing English textbook entitled "Smart English Book" for senior high school at eleventh grade.

Table 3.2

Checklist observation for reading material in "Smart English Book"

Sub-Component	Items	Score			
		1	2	3	4

The suitability of reading materials with Core Competence and Basic Competence	Completeness					✓
	In Depth					
Materials Accuracy	Social Functions					
	Generic structure					
	Linguistic Feature					
Supporting Materials	Relevance					
	Development of Life skills					
	Development of Diversity Insight					
Total						

3. Interpreting the data obtained from the evaluation process of the textbook "Smart English Book" using descriptive explanation.
4. Summing up the suitability percentage of the textbook's content to show the results of fulfillment. To get the percentage of results, the researcher used the formula cited in (Sadiqah, 2016):

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Sum of frequency

Then, the above formula is used to describe the results of data analysis. The results contain four criteria that presented in the following table:

Table 3.3
The Conversion of Fulfillment

Range Score	Categorized
80%-100%	Good
60%-79%	Fair
50%-59%	Sufficient
0%-49%	Poor

5. Researchers use a model for the assessment formula based on the BSNP rubric as follows:

- a. Completeness of Reading Materials With Core Competence and Basic Competence

Completeness is evaluated on how the chapter is developed from the following chapter: interpersonal, functional and transactional texts. A score of 1 if the core competence and basic competence developed in the text are less than 95% and score of 4 is given if 95% core and basic competence developed in the text.

b. In-Depth of Reading Materials With Core Competence and Basic Competence

How chapter develops procedures for how texts are created and provides text. Allowing students to produce texts and analyze texts is one of the assessments in-depth criteria. A score of 1 is given if it is less than requirements and a score of 4 is awarded if the chapter provides at least 2 texts that it is relevance to basic competence along with a clear description of how to produce and analyze the type of text.

c. Social Function

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to have values in social function in its relation with students daily life either in interpersonal or interactional. A score of 1 if the textbook cannot meet 95% and a score of 4 is given if the textbook meets at least 95% from criteria provided.

d. General Structure

In a generic structure, exercises and texts are given to students should assist them in developing a systematic way of thinking and creating efficient and active way of generating text in real life applications. If does not provide a systematic theory of

how to produce the text then the score is 1 and score 4 is given if the chapter provides a systematic theory in producing a text.

e. The Linguistic Feature

The linguistic features relate to the use of language in both exercises and written text whether it is a good and acceptable language or not. A score of 1 is given if it does not meet the criteria and a score of 4 given if the language used in the text or material is acceptable and polite.

f. Relevance

In this criteria, every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from a relevance and newest sources available. Score 1 if less than 95% relevant material support and a score of 4 is given if more than 95% of the supporting tables, illustrations or images are relevant to the material.

g. Development of Life Skills

The development of life skills related to the use of materials and texts helps develop students' skills in social life. In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good personalities that concern about social, academic and vocational

life. A score of 1 if only 1 skill is developed and a score of 4 is awarded if personal, social, academic and vocational life skills are developed.

h. Development of Diversity Insight

Appreciation of cultural diversity and understanding of cultural wealth, both global and local, becomes a benchmark in assessing diversity insight development. Score 1 if yes less than 95% of the material is relevant to diversity insight and a score of 4 is given if 95% of the material or text where provided in this chapter are relevant to diversity insights.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. The Analysis of the Suitability of Reading Materials In English Textbook Entitled “Smart English Book” for the Eleventh Grade

In this section, the researcher describes the research findings based on the data collected. The researcher presented and interpreted the data as research findings whose entire chapters were 5 chapters from the textbook which were analyzed and evaluated. In other word, the researcher will present the findings that are presented on the cover for semester 1 of the textbook being taught. Researcher used the scoring range provided by the BSNP. In addition, researcher will use percentages as a summary representation of the content suitability.

- a. Chapter 1 “It Would Be Nice If”

This Chapter discusses the applied aspects of learning namely asking and providing some information about suggestion and offer in accordance with the context using the language of elements: should, can. Below is an explanation of the results of reading material analysis supported by interview results and documentation in the form of pictures of reading material in chapter 1.

- 1.)The analysis of reading text and exercise 1

Let's Read

Activity 13

Read the following information from 'safekids.com' and the 'Internet Watch Foundation' carefully.

Whatever your age, internet is a great place to hang out. It's not only for fun, it also lets you keep in touch with friends and family and provides an enormous amount of information. There are lots of great educational sites as well as places to keep in touch with your favourite sports, hobbies, music, and much more if you're a teenager, you probably know about the benefits of using the internet. Many teenagers know more than their parents or teachers about the wonders of cyberspace.

Cyberspace is like a big city. There are libraries, universities, museums, places to have fun, and plenty of opportunities to meet wonderful people from all walks of life. But, like in any community, there are also some people and areas that you ought to avoid and others that you should approach only with caution. Using the internet can sometimes be dangerous. Learn these SMART rules and make sure that you always surf safely.

S	SECRET!	Always keep your name, address, phone numbers and passwords secret. Giving them to people is like giving them the keys to your home!
M	MEETING!	Meeting someone you have met on the internet can be dangerous. The best thing is not to do it. If you do meet someone, choose a safe place.
A	ACCEPTING!	Accepting emails from people you don't know or trust can get you into trouble. They may contain viruses or nasty messages.
R	REMEMBER!	Someone you meet on the internet may be lying and not who they say they are. Stay in public areas in chat rooms and be careful!
T	TELL!	Tell someone if you find someone or something on the internet that makes you feel uncomfortable or worried.

REAL ENGLISH_ESIS_Penerbit Erlangga

Now, work with a partner and discuss the following questions.

- The text is mostly concerned with
- What is the purpose of the text?
- What is the main idea of paragraph 2?
- How do you compare paragraph 1 to paragraph 2?
- Using the internet can sometimes be dangerous., you should learn the SMART rules to make sure that you always surf safely.
What is the suitable conjunction to complete the sentence?
- You should never give away your personal information on the internet.
What does the sentence imply?
- Accepting emails from people you don't know can cause problems.
We can also say that problems can
- What do 'safekids.com' and 'Internet Watch Foundation' recommend you to make always surf safely?
- What do the underlined words below mean?
 - ... you probably know about the benefits of using the internet.'
 - 'They may contain viruses or nasty messages.'
 - '... and provides an enormous amount of information.'
 - 'Meeting someone you have met on the internet can be dangerous.'
- What do the underlined words refer to?
 - '... , it also lets you keep in touch with friends, ... '
 - 'The best thing is not to do it.'
 - 'They may contain viruses or nasty messages.'
- What can you learn from expressing suggestions and offers in your daily life?

Figure 4.1 Reading text and exercise 1

a) The suitability of reading materials with core competence and

basic competence

(1) Completeness

The reading text on page 12 is a transactional text and short functional text which is in accordance with students'

daily lives, namely about the dangers of using the internet. It relates to the opportunity to generating expressions of suggestion and offer. Therefore, the researcher gave a score of 4 on the aspect of completeness of the reading material. It is suitable with the statement from the result of interview:

“Ada (teks fungsional, interpersonal maupun transaksional), misalnya pada materi asking dan giving opinion. Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are (functional, interpersonal, and transactional texts), for example asking and giving opinion. Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) In-depth

This chapter has succeeded in developing all the criteria in depth. This can be seen from the completeness criteria in chapter 1 that this book has developed practice questions that expose students to know the making of suggestion and offer by reading activity. This chapter also uses other sources to obtain more information to develop their understanding of the topics covered. Therefore, the researcher gave a score of 4 or very good for in-depth. It is suitable with the result of interview:

“Menurut saya sudah sesuai dengan kebutuhan dan level siswa karena rangkuman materi yang ada dalam buku itu seperti exercise atau latihan2 soal yang menguji skill” dalam bahasa inggris seperti speaking, listening, reading

dan writing” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, it is in accordance with the needs and level of students because the summary of the material in the book is like exercises that test skills in English such as speaking, listening, reading and writing” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

b) Material accuracy

(1) Social function

The social function of the reading material in this chapter has been carried out well. On page 12 someone gives his experience about the dangers of using the internet and that person advises that everyone who uses the internet should be careful. Therefore, the researcher gave a score of 4 or very good for social function. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks misalnya bab 1 tentang sosial media yang berhubungan dengan bullying itu sesuai sekali dengan otentik reading teks yang biasanya bisa terjadi di instagram, twitter, facebook chat, tiktok dsb. menurut saya pun hal itu sudah sesuai dengan level siswa” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts, for example chapter 1 on social media related to bullying,

which is very different from authentic reading of texts, which can usually occur on Instagram, Twitter, Facebook chat, Tiktok, etc. I think it is already in accordance with the level of students” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Generic Structure

The element of chronological and systematic structure in every text in the textbook are explained very well. On page 12, the author gives an example of expressing suggestions and offers properly through transactional as well as functional texts in the form of article from website. Therefore, the researcher gave a score of 4 or very good for generic structure. It is suitable with the result of interview:

“Didalam buku itu sudah cukup bagus dalam meningkatkan cara berfikir sistematis tadi. Jadi menurut saya sudah sesuai dengan yang kita harapkan” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“The book is good enough to improve systematic thinking earlier. So I think it's in accordance with what we expect” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Linguistic feature

The language used within each text is accurate, appropriate and relevant to the on-going communicative context and to the text type. Therefore, the researcher gave a score of 4 for linguistic feature. It is suitable with the result of interview:

“Sudah sesuai, diksi dan pemilihan katanya sesuai, bahasanya santun dan sesuai dengan tema tiap jenis teks dari masing-masing chapter” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“It's appropriate, the diction and choice of words are appropriate, the language is polite and in accordance with the theme of each type of text from each chapter” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

c) Supporting material

(1) Relevance

The up-to-date reading material in this chapter is good. The reading text, color composition, and tables listed in this chapter are presented neatly and in accordance with recent real events. Therefore, the researcher gave a score of 4 for relevance. It is suitable with the result of interview:

“Saya rasa bisa, karena tadi sesuai dengan materi itu konten yang sesuai dengan kehidupan sehari-hari siswa atau kehidupan nyata tentang perundungan masih saja terjadi disekolah, pergaulan mereka maupun dirumah tempat tinggal mereka dan dengan materi membaca tersebut siswa ingin tahu mengenai apa sih cyber bullying itu dan bagaimana cara mengantisipasi atau mencegahnya dst.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“I think it can, because earlier it was in accordance with the authentic content material that is in accordance with the daily lives of students or real life about bullying that still occurs at school, their relationships and at home where they live and with this reading material students want to know what cyber bullying is and how to anticipate and prevent it” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Development of life skill

The texts motivate learners to develop their personal and social skill like being cooperative, appreciating gender, equality tolerant, promoting peace, and being antiviolenace in communicating and interacting with others. The texts motivate learners to develop their academic skill like exploring, making use of information, and solving the problem. The texts can motivate learners to develop their vocational skill like having ability, attitude, and skills needed to do a certain job or occupation. Therefore, the researcher gave a score of 4 or very good for development of life skill. It is suitable with the result of interview:

“Jadi dengan menggunakan materi reading pada buku teks tsb sudah mampu mengembangkan skill tersebut. Kita juga menambah wawasan dan ilmu pengetahuan karna yang semula siswa belum tahu sekarang menjadi lebih tahu yang bisa kita dapati dari kehidupan secara langsung maupun dari media sosial atau internet, aplikasi” seperti tiktok, youtube facebook, isntagram dsb. Sehingga kedepannya atau outputnya setelah mereka mempelajari materi reading dalam buku tersebut siswa siap untuk menghadapi kehidupan masa depan yang lebih cerah” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“So by using the reading material in the textbook they are able to develop these skills. We also add insight and knowledge because those who previously did not know now they know more about what we can get from life directly or from social media and internet applications. Such as TikTok, YouTube, Facebook, Instagram, etc. So that in the future or the output after they study the reading material in the book, students are ready for a brighter future life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Development of diversity insight

The texts promote an appreciation of the diversity of cultures and complex societies which includes a wide range of cultural values of global and local content. Therefore, the researcher gave a score of 4 or very good for development of diversity insight. It is suitable with the result of interview:

“Iya ada beberapa teks yang menyajikan daerah kita, keragaman budaya indonesia, maupun kebudayaan2 luar negeri atau barat. Supaya nanti ketika murid sudah kuliah atau di dunia kerja tidak mengalami culture shock atau kejutan budaya dan seterusnya” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“Yes, there are several texts that present our region, the diversity of Indonesian culture, and culture foreign or western powers. So that later when students are in college or in the world of work, they will not experience culture shock and so on” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

Table 4.1

The Content Suitability of Reading Text and Exercise 1

Sub-Component	Items	Score			
		1	2	3	4
The suitability of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth				√
Material Accuracy	Social Functions				√
	Generic structure				√
	Linguistic Feature				√
Supporting Materials	Relevance				√
	Development of Life skills				√

	Development of Diversity Insight				√
Total					8

2.)The analysis of reading text and exercise 2

Activity 14
Read the text below and answer the questions.

To,
 Mr. Benson Hendrix,
 Managing Director,
 Global Ventures Limited,
 Modern Building,
 13th Lane Genuine High Road,
 New Hampshire, UK.

Subject: Employee's position recommendation in your organization

Dear Sir,
 I, Henry Patrick, working as the Managing Director in a Henry and James clothes manufacturing company wish to recommend Johnson Payne for a managerial position in your organization.

Johnson has been working in our organization for the last two years as an assistant manager. During this time, there has not been a case of absenteeism or even leave for Johnson. Johnson is punctual because he always report to his work station on time. He is efficient, a good team player and a leader. Johnson is also good at motivating his co-workers.

I am confident that if you employ Johnson, he will prove that he is a great asset for an organization. Feel free to contact me any time for more information about Johnson.
 Thank you.

Henry Patrick,
 Managing Director
 managingdirector@henryandjames.co.uk
<https://www.globalcompose.com/homework-writing-guides/sample-recommendation-letter/>

1. What is the writer's intention to write the letter?
2. Who is Mr. Johnson Payne?
3. What does Mr. Henry Patrick recommend Mr. Benson Hendrix?
4. What can you describe about Mr. Johnson Payne?
5. What will Mr Benson Hendrix do then?
6. How do you compare paragraph 2 to paragraph 3?
7. What do you call the letter above?

Smart English For Senior High School Grade XI 13

Figure 4.2 Reading text and exercise 2

(a)The suitability of reading materials with core competence and basic competence

(1) Completeness

This chapter contains interpersonal texts and functional texts on page 13. It relates to the opportunity to understanding and generating expressions of suggestion and offer in fulfill interpersonal communicative functions both oral and written. Therefore, the researcher gave a score of 4 on the aspect of completeness of the reading material. It is suitable with the statement from the result of interview:

“Ada (teks fungsional, interpersonal maupun transaksional), misalnya pada materi asking dan giving opinion. Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are (functional, interpersonal, and transactional texts), for example asking and giving opinion. Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) In-depth

This chapter has succeeded in developing all the criteria in depth. This can be seen from the completeness criteria in chapter 1 that this book has developed practice questions that expose students to know the making of suggestion and offer by reading activity. This chapter also uses other sources to obtain more information to develop their understanding of the topics covered. Therefore, the researcher gave a score of 4 or very good for in-depth. It is suitable with the result of interview:

“Menurut saya sudah sesuai dengan kebutuhan dan level siswa karena rangkuman materi yang ada dalam buku itu seperti exercise atau latihan2 soal yang menguji skill” dalam bahasa inggris seperti speaking, listening, reading dan writing” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, it is in accordance with the needs and level of students because the summary of the material in the book is like exercises that test skills in English such as speaking, listening, reading and writing” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(b)Material accuracy

(1) Social function

The social function of the reading material in this chapter has been carried out well. The text displayed is in the form of an official letter with the aim of giving advice and an offer to someone. Then, he can be accepted in an organization. Therefore, the researcher gave a score of 4 or very good for social function. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks misalnya bab 1 tentang sosial media yang berhubungan dengan bullying itu sesuai sekali dengan otentik reading teks yang biasanya bisa terjadi di instagram, twitter, facebook chat, tiktok dsb. menurut saya pun hal itu sudah sesuai dengan level siswa” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts, for example chapter 1 on social media related to bullying, which is very different from authentic reading of texts, which can usually occur on Instagram, Twitter, Facebook chat, Tiktok, etc. I think it is already in accordance with the level of students” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Generic Structure

The element of chronological and systematic structure in every text in the textbook are explained very well. On

page 13, the author gives an example of expressing suggestions and offers properly through interpersonal text as well as functional texts in the form of official letters for certain organization. Therefore, the researcher gave a score of 4 or very good for generic structure. It is suitable with the result of interview:

“Didalam buku itu sudah cukup bagus dalam meningkatkan cara berfikir sistematis tadi. Jadi menurut saya sudah sesuai dengan yang kita harapkan” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“The book is good enough to improve systematic thinking earlier. So I think it's in accordance with what we expect” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Linguistic feature

The language used within each text is accurate, appropriate and relevant to the on-going communicative context and to the text type. Therefore, the researcher gave a score of 4 for linguistic feature. It is suitable with the result of interview:

“Sudah sesuai, diksi dan pemilihan katanya sesuai, bahasanya santun dan sesuai dengan tema tiap jenis teks dari masing-masing chapter” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“It's appropriate, the diction and choice of words are appropriate, the language is polite and in accordance with the theme of each type of text from each chapter” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(c) Supporting material

(1) Relevance

The up-to-date reading material in this chapter is good. The reading text, color composition, and tables listed in this chapter are presented neatly and in accordance with recent real events. Therefore, the researcher gave a score of 4 for relevance. It is suitable with the result of interview:

“Saya rasa bisa, karena tadi sesuai dengan materi itu konten yang sesuai dengan kehidupan sehari-hari siswa atau kehidupan nyata tentang perundungan masih saja terjadi disekolah, pergaulan mereka maupun dirumah tempat tinggal mereka dan dengan materi membaca tersebut siswa ingin tahu mengenai apa sih cyber bullying itu dan bagaimana cara mengantisipasi atau mencegahnya dst.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“I think it can, because earlier it was in accordance with the authentic content material that is in accordance with the daily lives of students or real life about bullying that still occurs at school, their relationships and at home where they live and with this reading material students want to know what cyber bullying is and how to anticipate and prevent it” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Development of life skill

The texts motivate learners to develop their personal and social skill like being cooperative, appreciating gender, equality tolerant, promoting peace, and being antiviolenace in communicating and interacting with others. The texts motivate learners to develop their academic skill like exploring, making use of information, and solving the problem. The texts can motivate learners to develop their

vocational skill like having ability, attitude, and skills needed to do a certain job or occupation. Therefore, the researcher gave a score of 4 or very good for development of life skill. It is suitable with the result of interview:

“Jadi dengan menggunakan materi reading pada buku teks tsb sudah mampu mengembangkan skill tersebut. Kita juga menambah wawasan dan ilmu pengetahuan karna yang semula siswa belum tahu sekarang menjadi lebih tahu yang bisa kita dapati dari kehidupan secara langsung maupun dari media sosial atau internet, aplikasi” seperti tiktok, youtube facebook, instagram dsb. Sehingga kedepannya atau outputnya setelah mereka mempelajari materi reading dalam buku tersebut siswa siap untuk menghadapi kehidupan masa depan yang lebih cerah” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“So by using the reading material in the textbook they are able to develop these skills. We also add insight and knowledge because those who previously did not know now they know more about what we can get from life directly or from social media and internet applications. Such as TikTok, YouTube, Facebook, Instagram, etc. So that in the future or the output after they study the reading material in the book, students are ready for a brighter future life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Development of diversity insight

The texts promote an appreciation of the diversity of cultures and complex societies which includes a wide range of cultural values of global and local content. The texts promote an appreciation of nationality insights to promote self-ownership of the homeland, nation, and state. Therefore, the researcher gave a score of 4 or very good for

development of diversity insight. It is suitable with the result of interview:

“Iya ada beberapa teks yang menyajikan daerah kita, keragaman budaya indonesia, maupun kebudayaan2 luar negeri atau barat. Supaya nanti ketika murid sudah kuliah atau di dunia kerja tidak mengalami culture shock atau kejutan budaya dan seterusnya” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“Yes, there are several texts that present our region, the diversity of Indonesian culture, and culture foreign or western powers. So that later when students are in college or in the world of work, they will not experience culture shock and so on” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

Table 4.2
The Content Suitability of Reading Text and Exercise 2

Sub-Component	Items	Score			
		1	2	3	4
The suitability of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth				√
Material Accuracy	Social Functions				√
	Generic structure				√
	Linguistic Feature				√
Supporting Materials	Relevance				√
	Development of Life skills				√
	Development of Diversity Insight				√
Total				8	

b. Chapter 2 “What’s Your View?”

This chapter discusses aspects of the implementation of learning about opinion by using social function, text structures and linguistic elements that are in accordance with the purpose and context of their use.

1) The analysis of reading text and exercise 3

Let's Read

Activity 9

Listen to a conversation between a man and a woman who are talking about pollution.

The woman : How many kinds of pollution are there?
 The man : There are many types of pollution: land, water, noise, air, light, thermal pollution.
 The woman : What type of pollution is popular in your country?
 The man : The most popular one is water pollution, I guess.
 The woman : Have you ever littered?
 The man : Yes, I have, but when I was taught the lesson of protecting Mother Nature, I quit littering.
 The woman : What can you do to help prevent pollution?
 The man : Reduce and reuse whatever I can to eliminate the amount of waste is what I can do to prevent pollution.
 The woman : What does the government do to encourage people to protect the environment?
 The man : They organize some campaigns to raise the awareness of people. Everything should start from education.
 The woman : Are people in your country aware of the environmental issues?
 The man : Yes, they are. They care about what happens to the environment around them.
 The Woman : Is there any law to force people to protect the environment?
 The man : Yes. The environment law states punishments to people doing harm to the environment.

From: <https://basicenglishspeaking.com/pollution/>

Read the text and state the statement either true or false

- (.....) Water pollution is less popular than other types of pollution.
- (.....) The man stopped littering after he got the lesson of protecting Mother Nature.
- (.....) The woman thinks that reduce and reuse are to prevent the pollution.
- (.....) People who comply with the environment law will be punished.
- (.....) Government plays important role to encourage to protect the environment.

Answer the questions based on the conversation.

- What is the topic of the dialogue?
- How many types of pollution are there?
- What makes the problem of water pollution?
- How does our government encourage people to protect the environment?
- What does government do to people who disobey the environment rule?
- Do you think that everybody must protect the environment? Explain your answer.
- Give your opinions about the people who don't care about the environment.
- Find the meanings of the underlined words.
 - 'I quit littering.'
 - 'Reduce and reuse whatever I can'
 - What does the government do to encourage people to protect the environment?
 - '... to eliminate the amount of waste is what I can do to prevent pollution.'
 - 'They organize some campaigns to raise the awareness of people.'

Figure 4.3 Reading text and exercise 3

- a) The suitability of reading materials with core competence and basic competence

(1) Completeness

This chapter contains interpersonal and functional texts relating to the daily lives of learners. It relates to the opportunity to understanding and generating expressions of opinion in fulfill interpersonal communicative functions both oral and written. It is useful for students to interact with their immediate environment such as family and friends. Therefore, the researcher gave a score of 4 on the aspect of completeness of the reading material. The result of interview gave the explanation about completeness in this chapter:

“Ada, (teks fungsional, interpersonal maupun transaksional) misalnya pada materi asking dan giving opinion. Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are, for example asking and giving opinion. Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) In-depth

This chapter has succeeded in developing all the criteria in depth. Each type of text learning contains text that is relevant to students, the text listed has the three elements of text formation, reading material also provides guidance for producing a sentence of opinion, and through this reading material students are able to develop their

understanding through the exercises that have been presented. Therefore, the researcher gave a score of 4 or very good for in-depth. It is suitable with the result of interview:

“Menurut saya sudah sesuai dengan kebutuhan dan level siswa karena rangkuman materi yang ada dalam buku itu seperti exercise atau latihan2 soal yang menguji skill” dalam bahasa inggris seperti speaking, listening, reading dan writing” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, it is in accordance with the needs and level of students because the summary of the material in the book is like exercises that test skills in English such as speaking, listening, reading and writing” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

b) Material accuracy

(1) Social function

The implementation of social functions in this chapter has met the requirements in the 2013 curriculum. Through the type of text listed in each of these reading materials, students can know someone's empathy about pollution. Therefore, the researcher gave a score of 4 or very good for social function. It is suitable with the result of interview:

“Ada, (teks fungsional, interpersonal maupun transaksional) misalnya pada materi asking dan giving opinion. Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are, for example asking and giving opinion. Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Generic structure

The development of students thinking systematically in this reading text is implemented well. This chapter related with the effective way of thinking and systematic procedure in creating or producing a real life about giving opinion expressions. Therefore, the researcher gave a score of 4 or very good for generic structure. It is suitable with the result of interview:

“Didalam buku itu sudah cukup bagus dalam meningkatkan cara berfikir sistematis tadi. Jadi menurut saya sudah sesuai dengan yang kita harapkan” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“The book is good enough to improve systematic thinking earlier. So, I think it's in accordance with what we expect” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Linguistic feature

The language used in this chapter 2 is accurate and acceptable. In order to make the students understand how to express opinion, text book provides the material, task, and exercise on page 23. Therefore, the researcher gave a score of 4 for linguistic feature. It is suitable with the result of interview:

“Sudah sesuai, diksi dan pemilihan katanya sesuai, bahasanya santun dan sesuai dengan tema tiap jenis teks dari masing-masing chapter” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“It's appropriate, the diction and choice of words are appropriate, the language is polite and in accordance with the theme of each type of text from each chapter” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

c) Supporting material

(1) Relevance

The up-to-date reading material in this chapter is good. The conversation illustrations used are also in accordance with the students' daily lives regarding the types of pollution that occur in real life. Therefore, the researcher gave a score of 4 for relevance. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts.” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Development of life skill

The texts and exercises of reading materials in chapter 2 can motivate learners to develop their personal and social skill like being cooperative, appreciating gender, equality tolerant, promoting peace, and being antiviolenace in communicating and interacting with others. The texts motivate learners to develop their academic skill like exploring, identify, making use of information, and solving problems. The texts can motivate learners to develop their vocational skill like having ability, attitude, and skills needed to do a certain job or occupation. Therefore, the researcher gave a score of 4 or very good for development of life skill. It is suitable with the result of interview:

“Jadi dengan menggunakan materi reading pada buku teks tsb sudah mampu mengembangkan skill tersebut. Kita juga menambah wawasan dan ilmu pengetahuan karna yang semula siswa belum tahu sekarang menjadi lebih tahu yang bisa kita dapati dari kehidupan secara langsung maupun dari media sosial atau internet, aplikasi” seperti tiktok, youtube facebook, isntagram dsb. Sehingga kedepannya atau outputnya setelah mereka mempelajari materi redaing dalam buku tersebut siswa siap untuk menghadapi kehidupan masa depan yang lebih cerah” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“So by using the reading material in the textbook they are able to develop these skills. We also add insight and knowledge because those who previously did not know now they know more about what we can get from life directly or from social media and internet applications. Such as TikTok, YouTube, Facebook, Instagram, etc. So that in the future or the output after they study the reding material in the book, students are ready for a brighter future life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Development of diversity insight

The insight into diversity in this chapter is good. Because, there is an understanding of the pollution that occurs both in domestically and several countries. Students know these events well. Therefore, the researcher gave a score of 4 or very good for development of diversity insight.

It is suitable with the result of interview:

“Iya ada beberapa teks yang menyajikan daerah kita, keragaman budaya indonesia, maupun kebudayaan2 luar negeri atau barat. Supaya nanti ketika murid sudah kuliah atau di dunia kerja tidak mengalami culture shock atau kejutan budaya dan seterusnya” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“Yes, there are several texts that present our region, the diversity of Indonesian culture, and culture foreign or western powers. So that later when students are in college or in the world of work, they will not experience culture shock and so on” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

Table 4.3
The Content Suitability of Reading Text and Exercise 3

Sub-Component	Items	Score			
		1	2	3	4
The compatibility of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth				√
Material Accuracy	Social Functions				√
	Generic structure				√
	Linguistic Feature				√
Supporting Materials	Relevance				√
	Development of Life				√

	skills				
	Development of Diversity Insight				√
Total					8

2) The analysis of reading text and exercise 4

Activity 11

Read the following text and answer these questions.

There is an argument that exploring space is a waste of money and that there are more urgent needs to be addressed on earth, such as reducing poverty and preventing environmental destruction. However, I completely disagree with this opinion for two reasons.

First of all, many of the technologies we take for granted today were originated thanks to space research. Take satellite technology, for example, which we depend on for broadcasting and weather forecasting. Without satellites, we would not be able to follow global events as they happen, nor give populations any warning of approaching storms. Space research has also led to the development of new lightweight materials that offer us heat protection and enable food preservation. Therefore, the challenge of sending human beings into space has often driven the development of new technologies that benefit our everyday lives.

Second, we cannot foresee the distant future, so we ought to develop the capability to escape from the earth. Gradually, we are learning how humans can survive for long periods in space and even travel to other planets in the future. If space exploration is halted, this valuable knowledge will never be acquired. It is true that environmental destruction is also a serious issue, but it is also true that we remain dependent on our environment if we never accept the challenge of exploring other worlds.

In conclusion, while we undoubtedly face serious problems on our own planet, it is imperative that we continue to explore space. This will promote further technological advances as well as provide a possible means of escape should earth become uninhabitable in future. Ideally, all nations should cooperate in the advancement of space research.

<http://ielts-academic.com/2012/06/24/ielts-writing-task-2-opinion-essay-with-sample-answer/>

1. What is the writer's intention to write the text?
2. What is the main idea of paragraph 1?
3. Does the writer agree or disagree with space exploration? Mention his/her arguments why he/she agrees or disagrees with space exploration?
4. Why do some people say that the space research is a waste of money?
5. What are the benefits of space research?
6. How do you compare paragraph 2 and paragraph 3?
7. What do the following underlined words refer to?
 - a. 'Without satellites, we would not be able to follow global events as they happen,' (Paragraph 2)
 - b. 'This will promote further technological advances' (The last paragraph)
8. What do the following underlined words mean?
 - a. '... , such as reducing poverty and preventing environmental destruction.' (Paragraph 1)
 - b. '... that offer us heat protection and enable food preservation.' (Paragraph 2)
 - c. 'If space exploration is halted,' (Paragraph 3)
 - d. '...as well as provide a possible means of escape should earth become uninhabitable in future.' (The last paragraph)

Figure 4.4 Reading text and exercise 4

a) The suitability of reading materials with core competence and basic competence

(1) Completeness

This chapter contains transactional and functional texts relating to the daily lives of learners. Therefore, the

researcher gave a score of 4 on the aspect of completeness of the reading material. The result of interview gave the explanation about completeness in this chapter:

“Ada, (teks fungsional, interpersonal maupun transaksional) misalnya pada materi asking dan giving opinion. Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are, for example asking and giving opinion. Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) In-depth

This chapter has succeeded in developing all the criteria in depth. Each type of text learning contains text that is relevant to students, the text listed has the three elements of text formation, reading material also provides guidance for producing a sentence of opinion, and through this reading material students are able to develop their understanding through the exercises that have been presented. Therefore, the researcher gave a score of 4 or very good for in-depth. It is suitable with the result of interview:

“Menurut saya sudah sesuai dengan kebutuhan dan level siswa karena rangkuman materi yang ada dalam buku itu seperti exercise atau latihan2 soal yang menguji skill” dalam bahasa inggris seperti speaking, listening, reading dan writing” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, it is in accordance with the needs and level of students because the summary of the material in the book is like exercises that test skills in English such as speaking, listening, reading and writing” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

b) Material accuracy

(1) Social function

The implementation of social functions in this chapter has met the requirements in the 2013 curriculum. Through the type of text listed in reading activity, students can know someone's empathy and disagreement with an event well. Therefore, the researcher gave a score of 4 or very good for social function. It is suitable with the result of interview:

“Ada, (teks fungsional, interpersonal maupun transaksional) misalnya pada materi asking dan giving opinion. Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are, for example asking and giving opinion. Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Generic structure

The development of students thinking systematically is implemented well. This chapter related with the effective way of thinking and systematic procedure in creating or producing a real life about giving opinion expressions. Therefore, the researcher gave a score of 4 or very good for generic structure. It is suitable with the result of interview:

“Didalam buku itu sudah cukup bagus dalam meningkatkan cara berfikir sistematis tadi. Jadi menurut saya sudah sesuai dengan yang kita harapkan” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“The book is good enough to improve systematic thinking earlier. So, I think it's in accordance with what we expect” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Linguistic feature

The language used is accurate and acceptable. In order to make the students understand how to express opinion, text book provides the material, task, and exercise on page 24. Therefore, the researcher gave a score of 4 for linguistic feature. It is suitable with the result of interview:

“Sudah sesuai, diksi dan pemilihan katanya sesuai, bahasanya santun dan sesuai dengan tema tiap jenis teks dari masing-masing chapter” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“It's appropriate, the diction and choice of words are appropriate, the language is polite and in accordance with the theme of each type of text from each chapter” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

c) Supporting material

(1) Relevance

The up-to-date reading material in this chapter is good. The conversation illustrations used are also in accordance with the students' daily lives regarding the space. Therefore, the researcher gave a score of 4 for relevance. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts.” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Development of life skill

The texts and exercises of reading materials in chapter 2 can motivate learners to develop their personal and social skill like being cooperative, appreciating gender, equality tolerant, promoting peace, and being antiviolenace in communicating and interacting with others. The texts motivate learners to develop their academic skill like exploring, identify, making use of information, and solving problems. The texts can motivate learners to develop their vocational skill like having ability, attitude, and skills needed to do a certain job or occupation. Therefore, the researcher gave a score of 4 or very good for development of life skill. It is suitable with the result of interview:

“Jadi dengan menggunakan materi reading pada buku teks tsb sudah mampu mengembangkan skill tersebut. Kita juga menambah wawasan dan ilmu pengetahuan karna yang semula siswa belum tahu sekarang menjadi lebih tahu yang

bisa kita dapati dari kehidupan secara langsung maupun dari media sosial atau internet, aplikasi” seperti tiktok, youtube facebook, isntagram dsb. Sehingga kedepannya atau outputnya setelah mereka mempelajari materi redaing dalam buku tersebut siswa siap untuk menghadapi kehidupan masa depan yang lebih cerah” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“So by using the reading material in the textbook they are able to develop these skills. We also add insight and knowledge because those who previously did not know now they know more about what we can get from life directly or from social media and internet applications. Such as TikTok, YouTube, Facebook, Instagram, etc. So that in the future or the output after they study the reding material in the book, students are ready for a brighter future life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Development of diversity insight

The insight into diversity in this chapter is good.

Because there is an understanding of the exploring space that occurs both domestically and in several countries.

Students know these events well. Therefore, the researcher gave a score of 4 or very good for development of diversity insight. It is suitable with the result of interview:

“Iya ada beberapa teks yang menyajikan daerah kita, keragaman budaya indonesia, maupun kebudayaan2 luar negeri atau barat. Supaya nanti ketika murid sudah kuliah atau di dunia kerja tidak mengalami culture shock atau kejutan budaya dan seterusnya” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“Yes, there are several texts that present our region, the diversity of Indonesian culture, and culture foreign or western powers. So that later when students are in college or in the world of work, they will not experience culture shock and so on” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

Table 4.4

The Content Suitability of Reading Text and Exercise 4

Sub-Component	Items	Score			
		1	2	3	4
The compatibility of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth				√
Material Accuracy	Social Functions				√
	Generic structure				√
	Linguistic Feature				√
Supporting Materials	Relevance				√
	Development of Life skills				√
	Development of Diversity Insight				√
Total				8	

c. Chapter 3 “You Are Cordially Invited”

This chapter discusses aspects of the implementation of learning, namely expressing verbally or in writing related to the formal invitation by paying attention to social functions, text structure, and linguistic elements that are correct according to the context.

1) The analysis of reading text and exercise 5

Activity 21
Read the following invitation letter then answer the questions.

SMA Bina Pertiwi
 Jl. Pemuda No 5 Magelang
 Magelang, 2nd September 2018

Dear Students,

We are honored to invite you to be participants in our annual English Contest 2018. The competition will be held in,
 Place : Students' hall of SMA Bina Pertiwi
 Date : Thursday - Saturday, 4 – 6 September 2018
 Competition Category :

1. Storytelling
2. English Debate
3. Speech

Each school can send the best representative of 2 students for storytelling and speech competition, 1 team consisting 3 students for english Debate. In the enclosed letter you will find the description and the rules of all competition. The winners will get special award from the Education Board of Magelang and some prizes from our sponsors.
 We look forward to your participation in the competition.
 Sincerely Yours,
 English Contest Committee

Questions:

1. The word "participant" can be replaced with
2. The competition is conducted in ... days.
3. The word "annual" means
4. Where can we find the description and rules of the competition?
5. If a school sends two students for each competition and one English Debate team, how many students are the total participants of each school?
6. Who sent the invitation?

Figure 4.5 Reading text and exercise 5

a) The suitability of reading materials with core competence and basic competence

(1) Completeness

The reading material includes transactional and functional text types that can make students explore more knowledge about formal invitation letters and is equipped with practice question to practice students' reading comprehension. With these considerations, score 4 for completeness is given. It is suitable with the statement from the result of interview:

“Ada (teks fungsional, interpersonal maupun transaksional). Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are (functional, interpersonal, and transactional texts). Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) In-depth

This chapter has succeeded in developing all the criteria in depth. Exposure: In learning every text, this chapter requires learners to explore all of the text which are relevant to learners' daily life. Retention: In learning every text, this chapter gives learners guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structure, and linguistic features. Actual production: In learning every text, this chapter motivates learners to produce written and oral texts to achieve the social function. Therefore, the researcher gave a score of 4 or very good for in-depth. It is suitable with the result of interview:

“Menurut saya sudah sesuai dengan kebutuhan dan level siswa karena rangkuman materi yang ada dalam buku itu seperti exercise atau latihan2 soal yang menguji skill” dalam bahasa inggris seperti speaking, listening, reading dan writing” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, it is in accordance with the needs and level of students because the summary of the material in the book is like exercises that test skills in English such as speaking, listening, reading and writing” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

b) Material accuracy

(1) Social function

The reading material in this chapter includes several texts containing to invite someone to an event. For example, on page 43, the invitation letter aims to invite students to annual English Contest and this is accordance with the real life experienced by each student. Therefore, the researcher gave a score of 4 or very good for social function. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts.” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Generic structure

As for the generic structure, a systematic way of thinking for students has been developed well in this chapter. It can obviously be seen on page 43 which provides the students with explanation and example of formal invitation expression which is quite familiar heard in daily

life. That is why this chapter will have 4 or very good fulfillment for the generic structure. It is suitable with the result of interview:

“Didalam buku itu sudah cukup bagus dalam meningkatkan cara berfikir sistematis tadi. Jadi menurut saya sudah sesuai dengan yang kita harapkan” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“The book is good enough to improve systematic thinking earlier. So, I think it's in accordance with what we expect” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Linguistic feature

This chapter's linguistic feature is written in a good and efficient way. It can be seen that this chapter developed in acceptable and polite language such as activity 21 on page 43 about formal invitation to join English contest. Therefore in term of linguistic feature, this chapter is given score 4. It is suitable with the result of interview:

“Sudah sesuai, diksi dan pemilihan katanya sesuai, bahasanya santun dan sesuai dengan tema tiap jenis teks dari masing-masing chapter” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“It's appropriate, the diction and choice of words are appropriate, the language is polite and in accordance with the theme of each type of text from each chapter” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

c) Supporting material

(1) Relevance

As for relevance criterion, the illustrations in this chapter are well developed. In introduce to students about a whole reading material in this chapter with good illustrations and pictures about formal invitation. Additionally, on page 43, this reading text makes formal invitation letter is close to student's daily life about annual English contest. Therefore in this criteria, score 4 is given for relevance. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts.” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Development of life skill

The texts and exercises of reading materials in chapter 3 can motivate learners to develop their personal and social skill like being cooperative, appreciating gender, equality tolerant, promoting peace, and being antiviolenace in communicating and interacting with others. The texts motivate learners to develop their academic skill like

exploring, identify, making use of information, and solving problems. The texts can motivate learners to develop their vocational skill like having ability, attitude, and skills needed to do a certain job or occupation. Therefore, the researcher gave a score of 4 or very good for development of life skill. It is suitable with the result of interview:

“Jadi dengan menggunakan materi reading pada buku teks tsb sudah mampu mengembangkan skill tersebut. Kita juga menambah wawasan dan ilmu pengetahuan karna yang semula siswa belum tahu sekarang menjadi lebih tahu yang bisa kita dapati dari kehidupan secara langsung maupun dari media sosial atau internet, aplikasi” seperti tiktok, youtube facebook, isntagram dsb. Sehingga kedepannya atau outputnya setelah mereka mempelajari materi redaing dalam buku tersebut siswa siap untuk menghadapi kehidupan masa depan yang lebih cerah” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“So by using the reading material in the textbook they are able to develop these skills. We also add insight and knowledge because those who previously did not know now they know more about what we can get from life directly or from social media and internet applications. Such as TikTok, YouTube, Facebook, Instagram, etc. So that in the future or the output after they study the reding material in the book, students are ready for a brighter future life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Development of diversity insight

The criteria in the development of diversity insight are implemented well. This reading material displays knowledge about how to express culture in English, both locally and abroad. Therefore, the researcher gives score 4

which mean very good for the development of diversity insight. It is suitable with the result of interview:

“Iya ada beberapa teks yang menyajikan daerah kita, keragaman budaya indonesia, maupun kebudayaan2 luar negeri atau barat. Supaya nanti ketika murid sudah kuliah atau di dunia kerja tidak mengalami culture shock atau kejutan budaya dan seterusnya” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“Yes, there are several texts that present our region, the diversity of Indonesian culture, and culture foreign or western powers. So that later when students are in college or in the world of work, they will not experience culture shock and so on” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

Table 4.5
The Content Suitability of Reading Text and Exercise 5

Sub-Component	Items	Score			
		1	2	3	4
The suitability of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth				√
Material Accuracy	Social Functions				√
	Generic structure				√
	Linguistic Feature				√
Supporting Materials	Relevance				√
	Development of Life skills				√
	Development of Diversity Insight				√
Total				8	

2) The analysis of reading text and exercise 6

Activity 13
Read the following invitation card then answer the questions

Come and join us at
 a Surprise twelfth Birthday party for Intan!
 Let's eat, drink and be merry!
 Celebrations will be held at
 Jl. Karmawibangga 28, Magelang
 on Thursday, May 17th 2018
 at 7.30 in the evening
 Dress Code: Fancy dress
 Look forward to seeing you
 R.S.V.P. Tel: Laras 223.768.2603
 Email: laras@swiftmail.com

Questions:

1. What is the text about?
2. What is the communicative purpose of the text?
3. When will the event be held?
4. Where is the event?
5. When was Intan born?
6. What does the RSVP mean?
7. Who send the card?
8. What must they wear in party?
9. Look forward to seeing you. The underlined word refers to....
10. Mention one example of Fancy dress

Figure 4.6 Reading text and exercise 6

a) The suitability of reading materials with core competence and basic competence

(1) Completeness

The reading material in this chapter includes interpersonal and functional texts that can make students explore more knowledge about formal invitation letters and is equipped with practice question to practice students' reading comprehension. With these considerations, score 4 for completeness is given. It is suitable with the statement from the result of interview:

“Ada (teks fungsional, interpersonal maupun transaksional). Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are (functional, interpersonal, and transactional texts). Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) In-depth

This chapter has succeeded in developing all the criteria in depth. Exposure: In learning every text, this chapter requires learners to explore all of the text which are relevant to learners' daily life. Retention: In learning every text, this chapter gives learners guidance to acquire explicit comprehension about three elements of text production, namely social functions, generic structure, and linguistic features. Actual production: In learning every text, this chapter motivates learners to produce written and oral texts to achieve the social function. Therefore, the researcher gave a score of 4 or very good for in-depth. It is suitable with the result of interview:

“Menurut saya sudah sesuai dengan kebutuhan dan level siswa karena rangkuman materi yang ada dalam buku itu seperti exercise atau latihan2 soal yang menguji skill” dalam bahasa inggris seperti speaking, listening, reading dan writing” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, it is in accordance with the needs and level of students because the summary of the material in the book is like exercises that test skills in English such as speaking, listening, reading and writing” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

b) Material accuracy

(1) Social function

The reading material in this chapter includes several texts containing to invite someone to an event. For example,

on page 45, the invitation letter aims to invite someone to someone's birthday party and this is accordance with the real life experienced by each student. Therefore, the researcher gave a score of 4 or very good for social function. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts.” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Generic structure

As for the generic structure, a systematic way of thinking for students has been developed well in this chapter. It can obviously be seen on page 45 which provides the students with example of the invitation expression about birthday party which is quite familiar heard in daily life. That is why this chapter will have 4 or very good fulfillment for the generic structure. It is suitable with the result of interview:

“Didalam buku itu sudah cukup bagus dalam meningkatkan cara berfikir sistematis tadi. Jadi menurut saya sudah sesuai

dengan yang kita harapkan” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“The book is good enough to improve systematic thinking earlier. So, I think it's in accordance with what we expect” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Linguistic feature

This chapter’s linguistic feature is written in a good and efficient way. It can be seen that this chapter developed in acceptable and polite language on page 45 about invitation letter of birthday party. Therefore in term of linguistic feature, this chapter is given score 4. It is suitable with the result of interview:

“Sudah sesuai, diksi dan pemilihan katanya sesuai, bahasanya santun dan sesuai dengan tema tiap jenis teks dari masing-masing chapter” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“It's appropriate, the diction and choice of words are appropriate, the language is polite and in accordance with the theme of each type of text from each chapter” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

c) Supporting material

(1) Relevance

As for relevance criterion, the illustrations in this chapter are well developed. In introduce to students about a whole reading material in this chapter with good illustrations and pictures about formal invitation. Additionally, on page 45 this chapter makes formal

invitation letter is close to student's daily life about birthday party. Therefore in this criteria, score 4 is given for relevance. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts.” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Development of life skill

The texts and exercises of reading materials in chapter 3 can motivate learners to develop their personal and social skill like being cooperative, appreciating gender, equality tolerant, promoting peace, and being antiviolenace in communicating and interacting with others. The texts motivate learners to develop their academic skill like exploring, identify, making use of information, and solving problems. The texts can motivate learners to develop their vocational skill like having ability, attitude, and skills needed to do a certain job or occupation. Therefore, the

researcher gave a score of 4 or very good for development of life skill. It is suitable with the result of interview:

“Jadi dengan menggunakan materi reading pada buku teks tsb sudah mampu mengembangkan skill tersebut. Kita juga menambah wawasan dan ilmu pengetahuan karna yang semula siswa belum tahu sekarang menjadi lebih tahu yang bisa kita dapati dari kehidupan secara langsung maupun dari media sosial atau internet, aplikasi” seperti tiktok, youtube facebook, isntagram dsb. Sehingga kedepannya atau outputnya setelah mereka mempelajari materi redaing dalam buku tersebut siswa siap untuk menghadapi kehidupan masa depan yang lebih cerah” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“So by using the reading material in the textbook they are able to develop these skills. We also add insight and knowledge because those who previously did not know now they know more about what we can get from life directly or from social media and internet applications. Such as TikTok, YouTube, Facebook, Instagram, etc. So that in the future or the output after they study the reding material in the book, students are ready for a brighter future life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Development of diversity insight

The criteria in the development of diversity insight are implemented well. This reading material displays knowledge about how to invite someone to a birthday party which is a culture from both local and abroad. Therefore, the researcher gives score 4 which mean very good for the development of diversity insight. It is suitable with the result of interview:

“Iya ada beberapa teks yang menyajikan daerah kita, keragaman budaya indonesia, maupun kebudayaan2 luar negeri atau barat. Supaya nanti ketika murid sudah kuliah

atau di dunia kerja tidak mengalami culture shock atau kejutan budaya dan seterusnya” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“Yes, there are several texts that present our region, the diversity of Indonesian culture, and culture foreign or western powers. So that later when students are in college or in the world of work, they will not experience culture shock and so on” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

Table 4.6
The Content Suitability of Reading Text and Exercise 6

Sub-Component	Items	Score			
		1	2	3	4
The suitability of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth				√
Material Accuracy	Social Functions				√
	Generic structure				√
	Linguistic Feature				√
Supporting Materials	Relevance				√
	Development of Life skills				√
	Development of Diversity Insight				√
Total				8	

d. Chapter 4 “Are You Nervous To Be Tested?”

This chapter discusses analytical exposition texts to find actual issues according to the context of its use while paying attention to social functions, general structure, and language features.

1) The analysis of reading text and exercise 7

Activity 9

Read the text carefully then answer the questions

Five days a week

Thesis	The spectacle of children carrying heavy backpacks, or dragging fully loaded wheel bags, as they march to school in the morning is ubiquitous in Jakarta. Their peers in the rest of this nation will soon bear the same daily burden if the Culture and Education Ministry insists on enforcing the five-day school policy in the new academic year beginning in July. As a consequence of the policy, students of primary and secondary education nationwide will spend eight hours a day in school, an hour longer than they do under the current sixday school system. Culture and Education Minister Muhadjir Effendy said the extra hour would enable schools to instill values such as nationalism and tolerance that would shape a truly Indonesian character among all pupils.
Arguments 1	Many have expressed their objection to the minister's plan, saying that information about it has not been disseminated adequately. Many others say the one-size-fits-all policy is Jakarta-centric and that the scheme is inappropriate for parts of country where infrastructure is lacking or in poor condition.
Arguments 2	Among the plan's staunch opponents is Nahdlatul Ulama (NU), the country's largest Muslim organization, which administers hundreds of madrasah or informal, after-school tutorials focusing on Islam. With students leaving schools late in the afternoon, they may no longer have time to study Islam at a madrasah, depriving tutors of their jobs.
Argument 3	The five-day school policy is in fact a national issue that the minister and his aides cannot decide on alone, given the wide-ranging impacts it would have on the country As a result, the minister is now required to renegotiate his plan, which means gathering opinions from a wider range of the public, particularly those who will bear the brunt of the policy. As some of his critics have said, he has not done enough to explain the thinking that led him to propose to the five-day school scheme. Given the fact that Jakarta has implemented the policy for three years, although not all schools comply with it, the minister should take a serious look at the capital city to avoid a repeat of the same mistakes.
Reiteration	Secretary-general of the Federation of Indonesian Teacher Unions (FSGI) RetnoListyarti said a study conducted by the group had found many cases of digestive problems among students who went to schools five days a week with longer hours in class. Many students reportedly skipped breakfast and delayed their lunch to adapt to the policy. More importantly, the government should ask the children whether they are happy with the extended school hours in exchange for a longer weekend.

www.thejakartapost.com/academia/2017/06/16/editorial-five-days-a-week.html

Questions:

- How do we compare paragraph 2 and 4?
- In which part does the writer introduce the topic?
- What does the writer write on the last paragraph?
- What is the purpose of writing the text?
- What arguments does the writer give to support his opinion?

Figure 4.8 Reading text and exercise 7

a) The suitability of reading materials with core competence and basic competence

(1) Completeness

The completeness criteria in this chapter are good of development. The reading material presented transactional texts as well as functional texts. See on page 70, there is a functional text about five days a week in Indonesia. With

these considerations, score 4 for completeness is given. It is suitable with the statement from the result of interview:

“Ada (teks fungsional, interpersonal maupun transaksional). Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are (functional, interpersonal, and transactional texts). Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) In-depth

In depth materials in this chapter has been developed well. The successful developing can be seen on page 71. Where, the text and exercise on that page asks students to explore written analytical exposition text which are relevant to learners' daily life. Students can also develop their own understanding about an analytical exposition text and how to analyze or identify an analytical exposition text with good retention. Therefore, the researcher gave a score of 4 or very good for in-depth. It is suitable with the statement from the result of interview:

“Untuk menentukan konsep siswa sudah bisa” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“To determine the concept of students are already know” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

b) Material accuracy

(1) Social function

The implementation of social functions in this chapter has met the requirements in the 2013 curriculum. Once the text on page 71 starts to read, the accuracy of materials in the social function is clearly seen in the words selection and the theme that is useful because takes daily life activity. All of them use a common language in daily life of education. Therefore, the researcher gave a score of 4 or very good for social function. It is suitable with the statement from the result of interview:

“Saya rasa bisa, karena tadi sesuai dengan materi itu konten yang sesuai dengan kehidupan sehari-hari siswa atau kehidupan nyata” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“I think it can, because earlier it was in accordance with the authentic content material that is in accordance with the daily lives of students or real life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Generic structure

As for the generic structure, a systematic way of thinking for students has been developed well in this chapter. It can obviously be seen on page 71 which provides the students with explanation and example of the analytical exposition text where the guidelines that used in creating a good text is the matter in this lesson. It started from thesis, arguments and reiteration. This chapter in reading section

will have 4 or very good fulfillment for the generic structure. It is suitable with the result of interview:

“Didalam buku itu sudah cukup bagus dalam meningkatkan cara berfikir sistematis tadi. Jadi menurut saya sudah sesuai dengan yang kita harapkan” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“The book is good enough to improve systematic thinking earlier. So, I think it's in accordance with what we expect” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Linguistic feature

The linguistic feature in this chapter is presented in a good explanation and assignment text. Besides this chapter uses polite and acceptable language, this chapter also leads the student to understand more about the use of language selected. Therefore this chapter is given score 4 which means good in term of linguistic feature.

c) Supporting material

(1) Relevance

As for relevance criterion, the illustrations in this chapter are well developed. In introduce to students about a whole reading material in this chapter with good illustrations about analytical exposition text. Therefore in this criteria, score 4 is given for relevance. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts.” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Development of life skill

A clear explanation and guidance for developing of life skills in this chapter is already successfully developed. Students are able to develop their personal, social, academic, and vocational skill. This is evidenced through their reading activities in class after which students are asked to form groups and explain again about the important points they have read. Therefore the researcher gives score 4 for the development of life skills. It is suitable with the result of interview:

“Jadi dengan menggunakan materi reading pada buku teks tsb sudah mampu mengembangkan skill tersebut. Kita juga menambah wawasan dan ilmu pengetahuan karna yang semula siswa belum tahu sekarang menjadi lebih tahu yang bisa kita dapati dari kehidupan secara langsung maupun dari media sosial atau internet, aplikasi” seperti tiktok, youtube facebook, isntagram dsb. Sehingga kedepannya atau outputnya setelah mereka mempelajari materi redaing dalam buku tersebut siswa siap untuk menghadapi kehidupan masa

depan yang lebih cerah” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“So by using the reading material in the textbook they are able to develop these skills. We also add insight and knowledge because those who previously did not know now they know more about what we can get from life directly or from social media and internet applications. Such as TikTok, YouTube, Facebook, Instagram, etc. So that in the future or the output after they study the reading material in the book, students are ready for a brighter future life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Development of diversity insight

In the assessment of development in diversity insight, this reading material is well packed with cross cultural understanding about activity in five days a week in Indonesia and talking about Islam. For this consideration, 2 is scored for development of diversity insight which means very good. It is suitable with the result of interview:

“Iya ada beberapa teks yang menyajikan daerah kita, keragaman budaya indonesia, maupun kebudayaan2 luar negeri atau barat. Supaya nanti ketika murid sudah kuliah atau di dunia kerja tidak mengalami culture shock atau kejutan budaya dan seterusnya” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“Yes, there are several texts that present our region, the diversity of Indonesian culture, and culture foreign or western powers. So that later when students are in college or in the world of work, they will not experience culture shock and so on” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

Table 4.7

The Content Suitability of Reading Text and Exercise 7

Sub-Component	Items	Score			
		1	2	3	4

The suitability of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth				√
Material Accuracy	Social Functions				√
	Generic structure				√
	Linguistic Feature				√
Supporting Materials	Relevance				√
	Development of Life skills				√
	Development of Diversity Insight		√		
Total			1		7

2) The analysis reading text and exercise 8

Activity 10

Read the following text then answer the questions.

Should students take foreign language courses?

At the end of the day, isn't this why most people learn a second language? When you can speak to people in their own language you deepen connections and understanding. Learn a foreign language as a child and you have a lifetime to benefit from cross-cultural friendships, broader career opportunities, exciting travel adventures and deeper insights into how others see the world.

Learn Mandarin and you can speak with more than a billion people worldwide. Learn Hindi and you can speak to another 650 million people. Spanish gets you approximately another 420 million. If you already speak English, you would almost be able to speak to half the world's population!

While English has become the lingua franca of the world, learning a foreign language (or two) increases opportunities for connection and opens the door to the many benefits of bilingualism.

Questions:

1. What is the text talking about?
2. What is your opinion about the above important topic?
3. What languages are spoken by most of people in the world?
4. What are the advantages of learning foreign languages?
5. Do you think that Indonesian will be spoken as a second language? Why?

Let's Discuss

What is Analytical exposition?
Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

What is its social function / communicative purpose?
It is to persuade the reader that the idea is important matter, and to analyse the topic that the thesis/opinion is correct by developing an argument to support it

What is its generic structure?

1. **Thesis**
Introducing the topic and indicating the writer's point of view.
2. **Argument**
Explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
3. **Reiteration**
Restating the writer's point of view / to strengthen the thesis.

We can use the following phrase to make conclusion in reiteration

- a. From the fact above ...
- b. I personally believe ...
- c. Therefore, my conclusion is ...
- d. In conclusion ...

Language features of analytical exposition

Using relational process

1. Intensive : Dimas is tall , he is the tallest in the class
2. Possessive : Sekar has a black bag ,The black bag is Sekar's
3. Circumstantial : Dillan is at home

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Figure 4.8 Reading text and exercise 8

- a) The suitability of reading materials with core competence and basic its competence

(1) Completeness

The completeness criteria in this chapter are good of development. The reading material presented transactional texts, interpersonal text, and functional texts. See on page 72, there is a functional text about quality of education in Indonesia. With these considerations, score 4 for completeness is given. It is suitable with the statement from the result of interview:

“Ada (teks fungsional, interpersonal maupun transaksional). Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are (functional, interpersonal, and transactional texts). Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) In-depth

In depth materials in this chapter has been developed well. The successful developing can be seen on page 72. Where, the text and exercise on that page asks students to explore written analytical exposition text which are relevant to learners' daily life about education. Students can also develop their own understanding about an analytical exposition text and how to analyze or identify an analytical exposition text with good retention. Therefore, the researcher gave a score of 4 or very good for in-depth. It is suitable with the statement from the result of interview:

“Untuk menentukan konsep siswa sudah bisa” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“To determine the concept of students are already know” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

b) Material accuracy

(1) Social function

The implementation of social functions in this chapter has met the requirements in the 2013 curriculum. Once the text on page 72 starts to read, the accuracy of materials in the social function is clearly seen in the words selection and the theme that is useful because takes daily life conversation. All of them use a common language in daily life of education. Therefore, the researcher gave a score of 4 or very good for social function. It is suitable with the statement from the result of interview:

“Saya rasa bisa, karena tadi sesuai dengan materi itu konten yang sesuai dengan kehidupan sehari-hari siswa atau kehidupan nyata” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“I think it can, because earlier it was in accordance with the authentic content material that is in accordance with the daily lives of students or real life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Generic structure

As for the generic structure, a systematic way of thinking for students has been developed well in this

chapter. It can obviously be seen on page 72 which provides the students with explanation and example of the analytical exposition text. This chapter in reading section will have 4 or very good fulfillment for the generic structure. It is suitable with the result of interview:

“Didalam buku itu sudah cukup bagus dalam meningkatkan cara berfikir sistematis tadi. Jadi menurut saya sudah sesuai dengan yang kita harapkan” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“The book is good enough to improve systematic thinking earlier. So, I think it's in accordance with what we expect” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Linguistic feature

The linguistic feature in this chapter is presented in a good explanation and assignment text. Besides this chapter uses polite and acceptable language, this chapter also leads the student to understand more about the use of language selected. Therefore this chapter is given score 4 which means good in term of linguistic feature.

c) Supporting material

(1) Relevance

As for relevance criterion, the illustrations in this chapter are well developed. In introduce to students about a whole reading material in this chapter with good

illustrations about analytical exposition text. Therefore in this criteria, score 4 is given for relevance. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts.” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Development of life skill

A clear explanation and guidance for developing of life skills in this chapter is already successfully developed. Students are able to develop their personal, social, academic, and vocational skill. This is evidenced through their reading activities in class after which students are asked to form groups and explain again about the important points they have read. Therefore the researcher gives score 4 for the development of life skills in this chapter 4. It is suitable with the result of interview:

“Jadi dengan menggunakan materi reading pada buku teks tsb sudah mampu mengembangkan skill tersebut. Kita juga menambah wawasan dan ilmu pengetahuan karna yang semula siswa belum tahu sekarang menjadi lebih tahu yang

bisa kita dapati dari kehidupan secara langsung maupun dari media sosial atau internet, aplikasi” seperti tiktok, youtube facebook, isntagram dsb. Sehingga kedepannya atau outputnya setelah mereka mempelajari materi redaing dalam buku tersebut siswa siap untuk menghadapi kehidupan masa depan yang lebih cerah” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“So by using the reading material in the textbook they are able to develop these skills. We also add insight and knowledge because those who previously did not know now they know more about what we can get from life directly or from social media and internet applications. Such as TikTok, YouTube, Facebook, Instagram, etc. So that in the future or the output after they study the reding material in the book, students are ready for a brighter future life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Development of diversity insight

In the assessment of development in diversity insight, this chapter is well packed with cross cultural understanding of the differences between talking education in Indonesia and second language in other countries on page 72. For this consideration, 4 is scored for development of diversity insight which means very good. It is suitable with the result of interview:

“Iya ada beberapa teks yang menyajikan daerah kita, keragaman budaya indonesia, maupun kebudayaan2 luar negeri atau barat. Supaya nanti ketika murid sudah kuliah atau di dunia kerja tidak mengalami culture shock atau kejutan budaya dan seterusnya” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“Yes, there are several texts that present our region, the diversity of Indonesian culture, and culture foreign or western powers. So that later when students are in college or in the world of work, they will not experience culture shock and so on” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

Table 4.8
The Content Suitability of Reading Text and Exercise 8

Sub-Component	Items	Score			
		1	2	3	4
The suitability of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth				√
Material Accuracy	Social Functions				√
	Generic structure				√
	Linguistic Feature				√
Supporting Materials	Relevance				√
	Development of Life skills				√
	Development of Diversity Insight				√
Total				8	

e. Chapter 5 “Has It Been Read?”

This chapter discusses the application of the learning aspect, namely give and ask for information related events without the need to mention the perpetrators in scientific texts by paying attention to social function, generic structure, and language features (passive voice).

1) The analysis of reading text and exercise 9

Activity 16
Read aloud the following text with the correct pronunciation.

The reading habit among Indonesian students is still low. It is considered lower than most other countries in this world. This is mainly caused by the high prices of the good books, scarcity of them, and other activities young people prefer to do.

Books, as we can see, are relatively expensive in Indonesia. Publishers claim that the prices of raw materials and the production costs of books are high and keep increasing. Therefore, books are sold expensively. Consequently, the price can't be afforded by most citizens, especially the students.

If we browse the bookshelves at bookstores, it is not easy to find real high qualified books. Some books with good topics may have plain and boring designs, while good looking ones have almost unworthy-reading contents.

Quite unfortunately, nowadays there are so many kinds of activities, and the students, as young people, like doing them better than reading. After studying at school, they can join one of extracurricular, do any sports, watch television, play music, sleep, go shopping, or just hang out with their friends.

From all the arguments above, it is clear that the reading habit among Indonesian students hasn't been good. It is still low. The student's preference with everybody's participation is needed to increase it.

Activity 17
Answer the following questions based on the text above.

1. What is the social purpose of the text?
2. How many arguments influence the reading habit among Indonesian students?
3. Find a word in the text which is closest meaning to the word 'lack'.
4. "...like doing them better than reading." What does the word "them" refer to?
5. Based on the text, why is the price of the books in Indonesia so high?
6. Publishers claim that the prices of raw materials and the production costs of books are high and keep increasing.
 The underlined word means
7. "From all the arguments above, it is clear that the reading habit among Indonesian students hasn't been good." (the last paragraph)
 What can we imply from the sentence above?

Activity 18
Figure it out whether the following sentence in the text active or passive. Number 1 is done for you.

1. The reading habit among Indonesian students is still low. (active)
2. It is considered lower than most other countries in this world. (.....)
3. It is mainly caused by the high prices of the good books, scarcity of them, and other activities young people prefer to do. (.....)
4. Publishers claim that the prices of raw materials and the production costs of books are high and keep increasing. (.....)
5. Therefore, books are sold expensively; and consequently, most students can't afford them. (.....)
6. If we browse the bookshelves at bookstores, it is not easy to find real high quality books. (.....)
7. Some books with good topics may have plain and boring designs, while good looking ones have almost unworthy-reading contents. (.....)
8. After studying at school, they can join one of extracurricular, do any sports, watch television, play music, sleep, go shopping, or just hang out with their friends. (.....)
9. From all the arguments above, it is clear that the reading habit among Indonesian students hasn't been good. (.....)
10. The student's preference with everybody's participation is needed to increase it. (.....)

Figure 4.9 Reading text and exercise 9

a) The suitability of reading materials with core competence and basic competence

(1) Completeness

In term of completeness has already fulfilled the text requirement in curriculum 2013. It can be explained generally through the stated goals of the lesson on the first page in this chapter. The completeness of transactional, and functional text is already equipped. It can be seen on page 87, there is an analytical exposition text as a functional text and on page 87 there is transactional text that's packaged in the student's reading quality in Indonesia. Therefore this

chapter will have score 4 or very good for its completeness.

It is suitable with the statement from the result of interview:

“Ada (teks fungsional, interpersonal maupun transaksional). Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are (functional, interpersonal, and transactional texts). Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) In-depth

In depth materials in this chapter has been developed well. Because, the exercise of reading passage on this chapter asks students to identify and explore more about passive voice. The researcher can understand that this chapter tries to teach students on how to create a good sentence about passive voice with good retention. Others criteria namely production and extension are developed well on page 88. Based on consideration above, the researcher gives score 4 in depth of material. It is suitable with the statement from the result of interview:

“Untuk menentukan konsep siswa sudah bisa” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“To determine the concept of students are already know” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

b) Material accuracy

(1) Social function

The criteria of social functions are successfully implemented in this chapter about reading materials. Students are able to know about the use of passive voice in every text type. It can be seen on page 87, passive voice implemented well in this text. For example, “the price cannot be afforded by most citizens”. Therefore with those fulfillments, 4 is the score for social function. It is suitable with the result of interview:

“Saya rasa bisa, karena tadi sesuai dengan materi itu konten yang sesuai dengan kehidupan sehari-hari siswa atau kehidupan nyata” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“I think it can, because earlier it was in accordance with the authentic content material that is in accordance with the daily lives of students or real life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Generic structure

As for the generic structure, a systematic way of thinking for students has been developed well in this chapter. It can be seen on page 87, the students are taught on how to find out the structure of passive voice by the answer the question, also present systematic idea, and enriched with learning grammar. This chapter in reading section will have 4 or very good fulfillment for the generic structure. It is suitable with the result of interview:

“Didalam buku itu sudah cukup bagus dalam meningkatkan cara berfikir sistematis tadi. Jadi menurut saya sudah sesuai dengan yang kita harapkan” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“The book is good enough to improve systematic thinking earlier. So, I think it's in accordance with what we expect” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Linguistic feature

The words selection in this chapter is polite and acceptable for student to use. The language use is also easily to find and use in the daily life. It can be seen on page 87, the theme is quite light to understand the main topic that discussed in the text. Then, the question also have good quality of the language and word selection are accurate and acceptable in terms of daily communicative. Therefore, the researcher gives 4 or very good for this linguistic feature. It is suitable with the result of interview:

“Sudah sesuai, diksi dan pemilihan katanya sesuai, bahasanya santun dan sesuai dengan tema tiap jenis teks dari masing-masing chapter” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“It's appropriate, the diction and choice of words are appropriate, the language is polite and in accordance with the theme of each type of text from each chapter” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

c) Supporting material

(1) Relevance

As for relevance criterion, the illustrations in this chapter are well developed. In introduce to students about a whole reading material in this chapter with good illustrations about passive voice. This chapter already equips the functional text with related material for a text as on page 87 and it is close to student's daily life. Therefore in this criteria, score 4 is given for relevance. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts.” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Development of life skill

A clear explanation and guidance for developing of life skills in this chapter is already successfully developed. From the analysis, the exercises on page 87 develop students' personal skills and social skills. Through find out the meaning of every word, the students are able to enrich their vocabulary. On the page 87, there is reflection part

which has purpose to guide students to know their own understanding about the lesson so far. For an academic skill, this chapter provides students with the exercise that potentially able to develop their reading skill. For the vocational skill is developed well by discussing the material with other students about how to change active into passive voice. Therefore the researcher gives score 4 for the development of life skills. It is suitable with the result of interview:

“Jadi dengan menggunakan materi reading pada buku teks tsb sudah mampu mengembangkan skill tersebut. Kita juga menambah wawasan dan ilmu pengetahuan karna yang semula siswa belum tahu sekarang menjadi lebih tahu yang bisa kita dapati dari kehidupan secara langsung maupun dari media sosial atau internet, aplikasi” seperti tiktok, youtube facebook, isntagram dsb. Sehingga kedepannya atau outputnya setelah mereka mempelajari materi redaing dalam buku tersebut siswa siap untuk menghadapi kehidupan masa depan yang lebih cerah” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“So by using the reading material in the textbook they are able to develop these skills. We also add insight and knowledge because those who previously did not know now they know more about what we can get from life directly or from social media and internet applications. Such as TikTok, YouTube, Facebook, Instagram, etc. So that in the future or the output after they study the reding material in the book, students are ready for a brighter future life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Development of diversity insight

The development of diversity insight in reading materials is not presented well. The reading material just


provided the diversity insight about reading habit in Indonesia. Therefore, the researcher give score 2 for development of diversity insight.

Table 4.9
The Content Suitability of Reading Text and Exercise 9

Sub-Component	Items	Score			
		1	2	3	4
The suitability of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth				√
Material Accuracy	Social Functions				√
	Generic structure				√
	Linguistic Feature				√
Supporting Materials	Relevance				√
	Development of Life skills				√
	Development of Diversity Insight		√		
Total			1		7

2) The analysis of reading text and exercise 10

Activity 20
Study the following card!



Discuss with your friend whether the passive construction is used in the invitation card. Figure it out!

Activity 21
Write down your unknown words on the invitation, and then look for their meaning!

Activity 22
Answer the following questions based on the invitation above!

1. What is the invitation about?
2. How often is the dinner party held by the corporation?
3. How long will the dinner be served after the cocktails?
4. How is to reserve the guest attendance to the dinner?
5. What should the guest wear as the dresscode to the dinner?

Figure 4.10 Reading text and exercise 10

a) The suitability of reading materials with core competence and basic competence

(1) Completeness

In term of completeness has already fulfilled the text requirement in curriculum 2013. It can be explained generally through the stated goals of the lesson on the first page in this chapter. The completeness of interpersonal and functional text is already equipped. It can be seen on page 89, there is interpersonal text how to know the passive sentence by discussed it with other student. Therefore this reading material will have score 4 or very good for its

completeness. It is suitable with the statement from the result of interview:

“Ada (teks fungsional, interpersonal maupun transaksional). Akan tetapi contohnya perlu ditambah dan dilengkapi” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“There are (functional, interpersonal, and transactional texts). Examples need to be added and completed” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) In-depth

In depth materials in this chapter has been developed well. Because, the exercise of reading passage on this chapter asks students to identify and explore more about passive voice. The researcher can understand that this chapter tries to teach students on how to create a good sentence about passive voice with good retention. Others criteria namely production and extension are developed well on page 89. Based on consideration above, the researcher gives score 4 in depth of material. It is suitable with the statement from the result of interview:

“Untuk menentukan konsep siswa sudah bisa” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“To determine the concept of students are already know” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

b) Material accuracy

(1) Social function

The criteria of social functions are successfully implemented in this chapter about reading materials. Students are able to know about the use of passive voice in every text type. It can be seen on page 89, passive voice implemented well in this text. Therefore with those fulfillments, 4 is the score for social function. It is suitable with the result of interview:

“Saya rasa bisa, karena tadi sesuai dengan materi itu konten yang sesuai dengan kehidupan sehari-hari siswa atau kehidupan nyata” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“I think it can, because earlier it was in accordance with the authentic content material that is in accordance with the daily lives of students or real life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Generic structure

As for the generic structure, a systematic way of thinking for students has been developed well in this chapter. It can be seen on page 89, the students are taught on how to find out the structure of passive voice by discuss with other student, also present systematic idea, and enriched with learning grammar. This chapter in reading section will have 4 or very good fulfillment for the generic structure. It is suitable with the result of interview:

“Didalam buku itu sudah cukup bagus dalam meningkatkan cara berfikir sistematis tadi. Jadi menurut saya sudah sesuai

dengan yang kita harapkan” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“The book is good enough to improve systematic thinking earlier. So, I think it's in accordance with what we expect” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Linguistic feature

The words selection in this chapter is polite and acceptable for student to use. The language use is also easily to find and use in the daily life. It can be seen on page 89, the theme is quite light to understand the main topic that discussed in the text. The text and exercise also have good quality of the language and word selection are accurate and acceptable in terms of daily communicative. Therefore, the researcher gives 4 or very good for this linguistic feature. It is suitable with the result of interview:

“Sudah sesuai, diksi dan pemilihan katanya sesuai, bahasanya santun dan sesuai dengan tema tiap jenis teks dari masing-masing chapter” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“It's appropriate, the diction and choice of words are appropriate, the language is polite and in accordance with the theme of each type of text from each chapter” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

c) Supporting material

(1) Relevance

As for relevance criterion, the illustrations in this chapter are well developed. In introduce to students about a

reading material in this chapter with good illustrations about passive voice. This chapter already equips the functional text with related material for a text as on page 89 and it is close to student's daily life. Therefore in this criteria, score 4 is given for relevance. It is suitable with the result of interview:

“Menurut saya authentic reading material itu bahan bacaan yang otentik atau sesuai dengan fakta atau kenyataan atau diselaraskan dengan kondisi-kondisi yang terupdate atau yang terkini yang bisa kita lihat, amati, atau rasakan dalam kehidupan sehari-hari. Ada beberapa materi yang memuat otentik reading teks.” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022)

“In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts.” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(2) Development of life skill

A clear explanation and guidance for developing of life skills in this chapter is already successfully developed. From the analysis, the exercises on page 89 develop students' personal skills and social skills. Through find out the meaning of every word, the students are able to enrich their vocabulary. On the next page 89, there is reflection part which has purpose to guide students to know their own understanding about the lesson so far. For an academic skill,

this chapter provides students with the exercise that potentially able to develop their reading skill. For the vocational skill is developed well by discussing the material with other students about how to find out the construction of passive voice in short functional text. Therefore the researcher gives score 4 for the development of life skills. It is suitable with the result of interview:

“Jadi dengan menggunakan materi reading pada buku teks tsb sudah mampu mengembangkan skill tersebut. Kita juga menambah wawasan dan ilmu pengetahuan karna yang semula siswa belum tahu sekarang menjadi lebih tahu yang bisa kita dapati dari kehidupan secara langsung maupun dari media sosial atau internet, aplikasi” seperti tiktok, youtube facebook, isntagram dsb. Sehingga kedepannya atau outputnya setelah mereka mempelajari materi redaing dalam buku tersebut siswa siap untuk menghadapi kehidupan masa depan yang lebih cerah” (E. A. Sulistyanto, Wawancara Pribadi, 18 Oktober 2022).

“So by using the reading material in the textbook they are able to develop these skills. We also add insight and knowledge because those who previously did not know now they know more about what we can get from life directly or from social media and internet applications. Such as TikTok, YouTube, Facebook, Instagram, etc. So that in the future or the output after they study the reding material in the book, students are ready for a brighter future life” (E. A. Sulistyanto, Personal Interview, October 18, 2022)

(3) Development of diversity insight

The development of diversity insight in reading materials is not presented well. The reading material just provided the diversity insight about formal invitation that

used in United State. Therefore, the researcher give score 2 for development of diversity insight.

Table 4.10
The Content Suitability of Reading Text and Exercise 10

Sub-Component	Items	Score			
		1	2	3	4
The suitability of reading materials with Core Competence and Basic Competence	Completeness				√
	In Depth				√
Material Accuracy	Social Functions				√
	Generic structure				√
	Linguistic Feature				√
Supporting Materials	Relevance				√
	Development of Life skills				√
	Development of Diversity Insight		√		
Total			1		7

f. Total frequency of 10 reading materials and exercises in chapters 1-5

Table 4.11
Total Frequency

Sub-Component	Items	Score			
		1	2	3	4
The suitability of reading materials with Core Competence and Basic Competence	Completeness				10
	In Depth				10

Material Accuracy	Social Functions				10
	Generic structure				10
	Linguistic Feature				10
Supporting Materials	Relevance				10
	Development of Life skills				10
	Development of Diversity Insight		3		7
Total			3		77

Based on the table of content suitability above, the researchers analyzed and evaluated 10 reading materials include reading text and exercise in each chapter of the "Smart English Book". All of them make up a total of 80 categories which were analyzed and evaluated. From the table, it can be seen that 77 categories of the sample have good quality scores in terms of content suitability and 3 categories have poor quality in content suitability.

Percentage : P

F : 77

N : 80

$$P = \frac{77}{80} \times 100\%$$

$$= 96,25\%$$

Thus it can be concluded that 96,25% or good of the reading materials assignment and text developed in the English textbook meet the content suitability assessment rubric of the BSNP.

B. Discussions

From this analysis, it can be concluded that the author of the textbook has tried to compile this book as perfectly as possible, but as a human being, shortcomings still appear in this English textbook in terms of reading materials. The author has also tried to provide context-related activities, but it is not always acceptable to meet the needs of students. Therefore, the researcher tried to analyze the textbook "Smart English Book" by using the checklist instrument from BSNP to determine the suitability of the contents of the textbook. The analysis above shows that reading material in English textbook has met the criteria for evaluating textbooks on the suitability of the material with core and basic competencies, accuracy of the material, and supporting material.

The reading text and exercise 1 in chapter 1 shows the good implementation of all these criteria. This can be seen in the completeness, depth of criteria, social function, generic structure, development of life skills, and development of diversity insight, getting a score of 4. Linguistic feature and relevance criteria it also gets a score of 4. Then, the reading text and exercise 2 in chapter 1 also shows the good implementation of all these criteria. This can be seen in the completeness, depth of criteria, social

function, generic structure, development of life skills, and development of diversity insight, getting a score of 4. Linguistic feature and relevance criteria it also gets a score of 4.

The reading text and exercise 3 in chapter 2 shows the criteria for good implementation. This can be seen completeness, in depth, social function, meaning of elements and structures, linguistic characteristics and the development of life skills, obtaining a score of 4. Then the criteria for relevance and the development of insight into diversity also received a score of 4. The reading text and exercise 4 in chapter 2 shows the criteria for good implementation. This can be seen completeness, in depth, social function, meaning of elements and structures, linguistic characteristics and the development of life skills, obtaining a score of 4. Then the criteria for relevance and the development of insight into diversity also received a score of 4.

The reading text and exercise 5 in chapter 3 shows the criteria for good implementation. This can be seen in the completeness of the criteria, depth, social function, meaning of elements and structures, linguistic features and the development of life skills, getting a score of 4. Then the relevance and development criteria were developed and got a score of 4. In addition, the development of insight into diversity also got a score of 4. Then, the reading text and exercise 6 in chapter 3 also shows the criteria for good implementation. This can be seen in the completeness of the criteria, depth, social function, meaning of elements and structures, linguistic features and

the development of life skills, getting a score of 4. Then the relevance and development criteria were developed and got a score of 4. In addition, the development of insight into diversity also got a score of 4.

The reading text and exercise 7 in chapter 4 shows the criteria for good implementation. This can be seen in the completeness of the criteria, depth, social function, meaning of elements and structures, linguistic features, relevance and the development of life skills that get a score of 4. In addition, the development of insight into diversity also gets a score of 2. The reading text and exercise 8 in chapter 4 shows the criteria for good implementation. This can be seen in the completeness of the criteria, depth, social function, meaning of elements and structures, linguistic features, relevance, the development of life skills and development of diversity insight get a score of 4.

The reading text and exercise 9 in chapter 5 shows the criteria for good implementation. This can be seen in the completeness of the criteria, depth, social function, meaning of elements and structures, and linguistic features that get a score of 4. Then the relevance criteria are developed and its development gets a score of 4 for relevance. In addition, the development of life skills also gets a score of 4. But the development of diversity insight gets a score of 2. The reading text and exercise 10 in chapter 5 shows the criteria for good implementation. This can be seen in the completeness of the criteria, depth, social function, meaning of elements and structures, and linguistic features that get a score of 4. Then the relevance criteria are developed and its

development gets a score of 4 for relevance. In addition, the development of life skills also gets a score of 4. But the development of diversity insight gets a score of 2.

The results of this study can be concluded as follows: from the suitability of the content, 96, 25% or good of the reading materials, assignments and texts developed in English textbook “Smart English Book” for senior high school at eleventh grade semester 1 meet the criteria of BSNP on how standard material in textbooks should be. Then, the results of the interviews show that the reading material in English textbook entitled “Smart English Book” is in accordance with 2013 curriculum and the need of student. So that the reading material in the English textbook is appropriate to be used as a source of learning for student and teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From this analysis, it can be concluded that the author of the textbook has tried to compile this book as perfectly as possible, but as a human being, shortcomings still appear in this English textbook in terms of reading materials. The author has also tried to provide context-related activities, but it is not always acceptable to meet the needs of students. Therefore, the researcher tried to analyze the textbook "Smart English Book" by using the checklist instrument from BSNP to determine the suitability of the contents of the textbook. The analysis above shows that reading material in English textbook has met the criteria for evaluating textbooks on the suitability of the material with core and basic competencies, accuracy of the material, and supporting material.

Based on the result from data analysis and data collected, it can be concluded that the reading material in English textbook "Smart English Book" for Senior high school at eleventh grade is suitable with the curriculum 2013. Ten reading texts and exercises in each chapter fulfilled the requirement of the core competence and basic competence of curriculum 2013. But, Reading text and exercise 7 in chapter 4 lack in aspect of diversity insight. Then, reading text and exercise 9 and 10 also lack in aspect of diversity insight

because the reading texts and exercises only shows the diversity insight in Indonesia.

The results of this study can be concluded as follows: from the suitability of the content, 96, 25% or good of the reading materials, assignments and texts developed in English textbook “Smart English Book” for senior high school at eleventh grade semester 1 meet the criteria of BSNP on how standard material in textbooks should be. Then, the results of the interviews show that the reading material in English textbook entitled “Smart English Book” is in accordance with 2013 curriculum and the need of student.

B. Suggestion

1. Teacher

Since the suitability percentage of the reading material in English textbook “Smart English Book” does not reach up to 100%, teacher should not just depends on this textbook as teaching materials. Other sources can be added up to complement the textbook especially in the element of reading. Teacher should be capable of finding the appropriate book for the students by not only focusing on fulfill the criteria of core competence and basic competence. Other elements should be taken count of so the students can achieve the expectation of curriculum 2013.

2. Writer

In writing a textbook specifically to be used in school, writer and should be very alert on the changing of curriculum and the need of student. All element included in the rubric assessment of BSNP should

be considered before writing textbook for school as they provide the guideline on the suitable reading material based on students needs.

3. Publisher

In publishing a textbook specifically to be used in school, publisher should be very alert on the changing of curriculum and the need of student. All element included in the rubric assessment of BSNP should be considered before publishing textbook for school as they provide the guideline on the suitable reading material based on students needs.

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APPENDICES

Appendix 1

A. Interview

1. Pre research of identification of the problems

Name : Eko Ari Sulistyanto, M. Pd.

Gender : Male

Occupation : English Teacher

Length of Service : 16 years

a) How is the implementation of the 2013 curriculum in eleventh grade English lessons?

I think that the syllabus and lesson plans that we have prepared as well as the available teaching materials are going well and smoothly with the learning focus being aimed at students and teachers as facilitators so that students become active in class

b) What obstacles do you face in implementing the 2013 curriculum into English learning activities for grade 11?

Obstacles are certainly there, but in terms of complexity or severity they are not there or we have not encountered them. Because in learning there are three domains, namely cognitive or knowledge, psychomotor or skills and affective, namely attitudes. Maybe in the aspect of attitude sometimes students show attitudes that we may need to educate again or develop again so that the attitudes they have reflect students who are in accordance with the goals of national education, namely realizing students who believe in the one and only God, then become intelligent, virtuous students with superior character, etc. . For example, in learning, students are required to be active in group presentations. One group contains 4 to 6 people. There are 1 or 2 students who are still passive, who rely on friends who they or they think are smarter than themselves. In fact, if we support or give motivation, he actually has the same potential as his friends earlier.

c) Regarding learning English, what obstacles did you face while learning English in grade 11, especially in the aspect of reading?

Need to add reading material because of the limitations of the reading text

d) What teaching materials do you use to help the process of learning/teaching English grade 11 in order to reduce these obstacles? Using the book "Smart English Book", LKS, make PPT according to the 2013 curriculum content standards

e) Have you ever analyzed the teaching materials regarding the contents of the material in them?

I haven't analyzed it in depth yet

f) Are the teaching materials in line with the 2013 curriculum that you expect?

Already

g) Has the teaching material been able to train students' independence in determining concepts?

Already

h) Has the teaching material been able to activate students' curiosity to read in the learning process?

It's pretty good, but we as facilitators must provide motivation by giving the final project independently or in groups so that they want to read both from books and from other sources

i) Is the reading material in the book appropriate to the level and needs of students?

It complies with class 11 content standards

j) What kind of teaching materials do you hope to be able to help implement the 2013 curriculum in the process of learning English in the reading aspect?

It is hoped that in the future the content will need to be added to the reading material. In addition, the questions are not only based on the text. we need to create some kind of table. Matching the synonym, find out the meaning etc. So that students' vocabulary can increase.

2. Research finding by interview

The implementation of this interview was conducted to determine the suitability of the reading material in the English textbook entitled "Smart English Book" for grade 11 senior high schools with the 2013 curriculum in the opinion of teachers who have used the book during the teaching and learning process in class. Topics discussed regarding the compatibility of reading material with K13, level, student needs, the authenticity of reading material, the teacher's experience while using the book, etc.

a. Interview schedule

Date: October 18, 2022

Time: 09.55-10.15

b. Informant identity

Name : Eko Ari Sulistyanto, M.Pd.

Gender : Male

Position : English Teacher

Last education : S2



c. Interview

- 1) As an English teacher, is the reading material in the “Smart English Book” English Textbook for grade 11 appropriate to the level and needs of students? If yes, why? If not, why?

In my opinion, it is in accordance with the needs and level of students because the summary of the material in the book is like exercises that test skills in English such as speaking, listening, reading and writing.

- 2) Do you know authentic reading materials? If yes, does the “Smart English Book” English Textbook for grade 11 use authentic reading material according to the level?

In my opinion, authentic reading material is reading material that is authentic or in accordance with facts or reality or harmonized with updated or current conditions that we can see, observe, or feel in everyday life. There are several materials that contain authentic reading of texts, for example chapter 1 on social media related to bullying, which is very different from authentic reading of texts, which can usually occur on Instagram, Twitter, Facebook chat, Tiktok, etc. I think it is already in accordance with the level of students

- 3) Has the teaching material been able to train students' independence in determining concepts?

To determine the concept of students already know. But we need guidance from us as subject teachers because there are students who find the concept that can do it quickly and there are also those who need a long process of finding the concept.

- 4) Has the teaching material been able to activate students' curiosity to read in the learning process?

I think it can, because earlier it was in accordance with the authentic content material that is in accordance with the daily lives of students or real life about bullying that still occurs at school, their relationships and at home where they live and with this reading material students want to know what cyber bullying is and how to anticipate and prevent it

- 5) Does the “Smart English Book” English Textbook for Grade 11 apply

reading material in a balanced way according to other skills (Listening, speaking, writing)? If so, why? If not, give reasons?

That's what needs to be perfected, the composition of the material in the textbook is more about reading and listening than writing and speaking.

- 6) Does all the reading material in the textbook contain functional, interpersonal and transactional texts that are appropriate to the topic of discussion and students' daily lives? give an example?

There are, for example asking and giving opinion. Examples need to be added and completed.

- 7) Can the questions in the reading material develop students' systematic thinking, namely reasoning, identifying, and solving problems? If so why? Otherwise why?

The book is good enough to improve systematic thinking earlier. So I think it's in accordance with what we expect

- 8) Using the "Smart English Book" English Textbook for Grade 11, does the reading material in it use language that is polite, easy to understand, and in accordance with the linguistic elements of each type of text?

It's appropriate, the diction and choice of words are appropriate, the language is polite and in accordance with the theme of each type of text from each chapter

- 9) Can all the reading material in the textbook develop students' life skills such as personal skills, social skills, academic skills, and vocational skills?

So by using the reading material in the textbook they are able to develop these skills. We also add insight and knowledge because those who previously did not know now they know more about what we can get from life directly or from social media and internet applications. Such as TikTok, YouTube, Facebook, Instagram, etc. So that in the future or the output after they study the reading material in the book, students are ready for a brighter future life.

- 10) Do all the reading materials that have been presented display distinctive cultural elements both at home and abroad?

Yes, there are several texts that present our region, the diversity of Indonesian culture, and culture foreign or western powers. So that later when students are in college or in the world of work, they will not experience culture shock and so on.

- 11) The 2013 curriculum applies what is called integrated skills or skills that are mutually sustainable. Then, does the practice activity on reading material include combining other skills in a context that makes sense? If so, why? if not, why?

Yes, in the material there are already integrated skills there, so when the material is presented in the form of text, if we ask students to read their reading skills, we assess them or we pay attention then after that for students' reading comprehension or reading comprehension,

practice questions are presented according to the reading text by reading. the student has gone through the reading session, then by writing down the answer the student has gone through the writing process, then we have mentioned the main idea or summarized the main idea of each paragraph or text orally, it means we have passed the speaking process and then if there are participants students who express their opinions or summaries orally, other students pay attention or listen. it already applies listening skills.

- 12) Are there other supporting materials that teachers can use to teach English reading materials for grade 11 other than using the “Smart English Book” English Text Book? if yes, explain! If not, explain! Many, there are several other books and modules that I made by myself from the summaries that I read into power point format.
- 13) As an English teacher, do you agree if the school uses the “Smart English Book” English Textbook for 11th grade? If so, why? If not, why?
Agree and strongly agree
- 14) Are these teaching materials in line with the 2013 curriculum that you expect?
Yes, I think it is as expected.
- 15) What teaching materials do you expect to be able to help implement the 2013 curriculum in the process of learning English in the reading aspect?
The teaching materials should in addition to containing material, at least a summary of the material, then supported by practice questions, then to evaluate or find out the extent to which the ability of students to understand the material that has been studied or we explain in class, we give practice questions, it is hoped that the practice questions provided in the book apply integrated skills include 4 skills, there are at least 2 skills presented.