

**AN ANALYSIS OF QUALITY OF READING TASKS IN ENGLISH
TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE XII BY
KEMENDIKBUD REFERS TO CEFR (COMMON EUROPEAN
FRAMEWORK OF REFERENCE FOR LANGUAGES) CRITERIA**

THESIS

Submitted as A Partial Requirements
for The Undergraduate Degree



By

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FACULTY OF CULTURES AND LANGUAGES
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2023

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DEDICATION

This thesis is dedicated to:

1. My Parents, Ibu Sulistyowati and Bapak Tri Cahyono
2. My Grandmother, Alm. Sumiyem
3. My Aunt and Uncle, Tante Rossita Endrastutik and Om Dimas Aditya
Pamungkas
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MOTTO

*“Life is a journey with many crossroads. Choose the path you want to go through,
and finish what you have started with full responsibility to Allah SWT”*

(Rind)

*“Orang akan tetap pandai selama dia terus belajar, bila dia berhenti belajar
karena merasa pandai, pada saat itulah dia mulai menjadi bodoh.”*

(K.H Musthofa Bisri)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis of Quality of Reading Tasks In English Textbook for Senior High School Grade XII By Kemendikbud Refers To CEFR (Common European Framework of Reference for Languages) Criteria” 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, 13 March 2023

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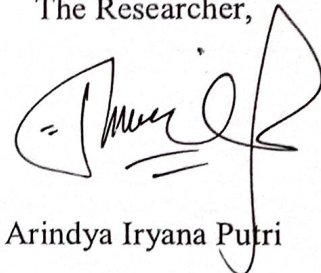
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 13 March 2023

The Researcher,

A handwritten signature in black ink, appearing to read 'Arindya Iryana Putri', with a stylized flourish at the end.

Arindya Iryana Putri

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ABSTRACT

Arindya Iryana Putri. 2023. *An Analysis of Quality of Reading Tasks In English Textbook for Senior High School Grade XII By Kemendikbud Refers To CEFR (Common European Framework of Reference for Languages) Criteria*, UIN Raden Mas Said, Academic Year 2022/2023. Thesis. English Language Education Study Program, Cultures, and Languages Faculty.

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The objectives of the research are; (1) To identify how are the quality of reading materials in the English Textbook revised edition 2018 for Senior High School grade XII by Kemendikbud based on Alan Cunningsworth's theory, (2) To identify and determine the level of the reading tasks in the English Textbook Revised Edition 2018 for Senior High School grade XII by Kemendikbud refers to CEFR's criteria.

This study applies a qualitative approach that uses a Content Analysis Design. The method of collecting data that was analyzed is by selecting the reading texts and reading tasks in English Textbook through observation and documentation. Through the table as the instrument, the researcher analyzed 13 reading texts and 32 tasks in 8 chapters that consist of reading sub-chapters. Checking the trustworthiness of the data is done by doing four steps namely credibility, transferability, dependability, and confirmability.

The result of this research indicated that among five aspects that need attention in choosing reading texts based on Alan Cunningsworth's theory, four aspects are well fulfilled and only 1 aspects that require improvement or more attention, namely the use of specialized background knowledge to understand the reading text. The reading tasks which are arranged based on reading texts that are classified as "good" occupy the CEFR level in the A1 – C1 range both for CEFR reading categories criteria and for CEFR overall reading criteria. The Reading Category that occupies level C1 is only Reading Instruction, while for Overall Reading there are only 9 out of 32 tasks that occupy level C1. The majority level that occupy is the Independent User (B1 – B2) namely 14 tasks for Reading Category and 13 tasks in Overall Reading.of CEFR Criteria.

Keywords: *Reading Tasks, English Textbook by Kemendikbud, Level in CEFR*

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the essential language skills that must be mastered in learning a language. Neil Anderson (2003) in his study stated that Reading is a fluent process to build meaning, the readers should combine information they got from the text with their background of knowledge to build meaning. In English Language learning, reading is an important skill to master because it is a basic skill that can connect with other skills such as listening and writing.

Reading is one of the three main competencies in academic literacy. In the practice of English for Academic Purposes (EAP), academic literacy is grouped into reading competencies for academic purposes (Reading for Academic Purposes, RAP). For this reason, EAP teaching materials emphasize critical reading mastery. Critical reading is divided into three sub-competencies, namely: literal comprehension, inferential comprehension, and critical comprehension (Solikhah, 2015). To be able to know these three comprehensions, students need to do a lot of exercises and assessments, one of which is through measuring daily learning outcomes namely formative tests.

The implementation of reading learning is very simple because it only requires access to language texts and references to the material being studied, but it also makes reading dependent on the availability of coursebooks or

textbooks (Cunningsworth, 1995). With this relationship, it is necessary to pay attention to the quality of the material and tasks used by students in the coursebook, because this will greatly affect the progress of their reading abilities.

The material presented in the textbook is arranged based on the syllabus design. According to Alan Cunningsworth (1995), to analyze teaching materials, we need to know the basis for selecting textbook content and how the content of the book has been assessed. A syllabus is defined as a specification of the work to be carried out covering a specific period with a starting point and an end goal. The syllabus is designed for one particular subject which includes competency standards, basic competencies, learning materials, assessment indicators, time allocation, and learning resources (Pusat Pendidikan dan Pelatihan Pegawai Kemendikbud, 2016). Thus, in order to facilitate the improvement of students' reading skills, the materials, learning activities, and learning outputs can be arranged through the English learning syllabus.

In its preparation, the syllabus cannot be separated from the curriculum and must be following the applicable curriculum because the curriculum is a reference for the direction of national-scale education. The syllabus is a translation of the curriculum into the subject matter, learning activities, and assessment development, so the syllabus must be carried out with the principle of harmony between ideas, design, and implementation of the curriculum (Widiati, 2019). Based on this hierarchy, the curriculum which is

the heart of the education system needs to be ensured that it is relevant to the development and learners' needs according to the current era so that the quality of learning in the classroom can be guaranteed.

According to Jack C. Richard (2001), the term of Curriculum studies refers to a very broad field of inquiry that deals with what happens in schools and other education institutions, the planing of instruction, and the study of how curriculum plans are implemented. It can conclude that the curriculum is a comprehensive effort plan prepared by the school in guiding students to obtain the results and lessons specified. Therefore, the development of a curriculum is one solution that makes the orientation of educational outcomes can adapt to conditions that occur nationally based on the demands of changing era. Examples of curriculum development have occurred in Indonesia. It has been recorded in history that Indonesia has made 10 times curriculum changes since Indonesia's independence until 2013 (Alhamuddin, 2014). Although it has undergone significant changes, in practice, the 2013 curriculum is still undergoing various adjustments through programs issued by the government, especially the Ministry of Cultural Education, Research and Technology (Kemendikbudristek) in 2019.

One of the curriculum development was launched by the Minister of Education and Culture in 2019, namely "Merdeka Belajar" which was followed by various programs. That is the step taken by the Ministry of Education and Culture to accelerate the achievement of national education goals, namely improving the quality of Indonesian human resources which

have advantages and competitiveness compared to the other countries (Kemendikbudristek, 2019). Changes made to the curriculum are also a response to the times that have entered the 4.0 era which will also turn to 5.0. Especially during the pandemic, many things have been adjusted to be able to minimize learning loss. Until 2022, there are three curricula that schools can choose to implement in their learning, namely the 2013 curriculum, the “Merdeka Belajar” curriculum, and the Emergency Curriculum. However, in the future, targeted at 2022/2023, the "Merdeka Belajar" curriculum can be implemented in all schools, not only those who take the “Sekolah Penggerak” program.

Three ways offered by the Ministry of Education and Culture, statements shared at *litbang.kemendikbud.go.id* as follows :

The first is to apply several parts and principles of the "Merdeka Belajar" curriculum without changing the curriculum that is currently being implemented, secondly by applying the "Merdeka Belajar" Curriculum using the teaching tools used, and the third applying the "Merdeka Belajar" curriculum by developing the various teaching tools needed (Kemendikbudristek, 2022).

Through the explanation from the Minister of Education, Nadiem Makarim, it is known that the school is free to formulate the form of implementing the “Merdeka Belajar” curriculum and through this explanation, the teaching materials that have been produced by the ministry before the "Merdeka Belajar" policy can still be applied and utilized.

On the other hand in curriculum development, in the practice of learning and teaching, the teaching materials also need to be adjusted. Teaching materials are one of the curriculum instruments that contain all materials in

form of information, tools, and texts that are arranged systematically which displays the full form of competencies that will be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning, for example, textbook/lessons book, modules, handouts, worksheets, models, audio teaching materials and interactive teaching materials (Prastowo, 2018). Related to reading learning which requires reading material, the existence of textbooks cannot be removed from facilitating the learning and teaching process in class. One of the teaching materials used after “Merdeka Belajar” is the textbook revised edition of 2018 made by the Ministry of Education and Culture. In practice, textbooks are intended to be one of the reference materials and help teachers to carry out the learning process and daily evaluation according to the level in the education unit.

To find out the existence of the use of the English Textbook Revised Edition 2018 by Kemendikbud in the schools, the researcher conducted pre-research by distributing questionnaires to several schools. The object of this research is a book that is a ministry product that should be distributed in schools entire Indonesia. Thus, the researcher targeted both public and private schools with diverse backgrounds. Through some information obtained from alumni, teachers, and friends who had Practicum Programs (PLP) at several schools, researchers got access to contact the English teacher who taught grade 12. Then, researcher got 4 teachers who were willing to fill out the questionnaire for this research, the schools included MAN 1 Ngawi, MAN 2

Ngawi, SMA Al-Azhar Syifa Budi Solo dan MA Al – Mutaqien Pancasila. The background of these schools includes public schools which are classified as a favorite in the urban area, public schools in rural areas, private schools from Islamic foundation in urban environments and private schools from Islamic foundation in rural areas also as Islamic boarding school.

Based on that survey conducted in four schools, showed that there are 3 schools that use English Textbook from Kemendikbud and only SMA Al-Azhar Syifa Budi Solo did not use the English Textbook Revised Edition 2018 by the Ministry of Education and Culture. The learning practice at MA Al-Mutaqqien Pancasila Sakti which takes the "Sekolah Penggerak" program uses the English Textbook Revised Edition 2018 by the Ministry of Education and Culture as a learning medium in learning reading, writing, listening, and grammar, at MAN 4 Ngawi English Textbook used as a reference for teachers and training materials for students in class, and at MAN 1 Ngawi English Textbook Revised Edition 2018 by the Ministry of Education and Culture it is used as teaching material for teachers and student learning in class.

That result shows that three schools use the English Textbook Revised Edition of 2018 by Kemendikbud for grade XII in “program wajib” with learning times ranging from 30 (hours during a pandemic) to 60 minutes in one meeting. Two of the three schools provide students with access to English textbooks by borrowing them when learning is taking place, while another school lends books only during lessons. There is one school that lends

students textbooks and allows them to take them home, but during the pandemic, the teacher gave the English Textbooks to students only in the form of pdf files.

Besides the fact that show the English Textbook revised edition 2018 by kemendikbud is still used in the school, there are other data from Kemendikbud's policy that support the use of English Textbook revised edition 2018 by kemendikbud. From the official website of Kemendikbud namely sekolah.penggerak.kemendikbud.go.id, the ministry stated that books that had been published before the "Merdeka Belajar" policy were still can be used as teaching materials as long as they meet the basic competencies, namely numeracy and literacy (Kemendikbudristek, 2019). This policy is the supporting fact that the English Textbook Revised Edition of 2018 by Kemendikbud for XII grade is still used as a learning-teaching process facility.

One part of that English Textbook besides learning materials is evaluation. Learning outcomes need to be evaluated to find out whether learning and teaching in the classroom are in accordance with the goals that have been set or targeted at the beginning of learning planning (Purwanto, 2011). Evaluation can be an assessment in the form of tasks/questions answered by students. That method is intended to obtain, analyze, and interpret data about students' processes and student learning outcomes which are carried out systematically, periodically, continuously, and thoroughly (Febriana, 2019). Therefore, questions in the task which is an evaluation tool

need attention because it is the spearhead and parameter for student learning success.

One presentation of material in the textbook can be followed by tasks with different levels. In general, based on Puspendik (2015) there are three classifications of questions based on students' thinking skills, namely Low Order Thinking Skill (LOTS), Middle Order Thinking Skill (MOTS), and Highest Order Thinking Skill (HOTS). LOTS is a cognitive level whose questions aim to test students' ability to know the information in one learning material, MOTS is a cognitive level that tests students' ability to understand and apply information in learning materials, while HOTS is the highest cognitive level that encourages students to analyze, evaluate, and create information in learning materials.

The forms of assignments can be in the form of objective or subjective questions and a formative and summative learning assignment or evaluation system. Reading, which is a useful skill in language acquisition with a material presentation that dominates in the textbook, is of course also followed by the large number and variety of reading tasks. One of the targeted outcomes in learning reading skills is reading comprehension and to hone this ability, students need to do a lot of exercises and assignments. Therefore, special attention is needed in presenting reading tasks, especially in form of formative tests on English textbooks.

Suryani (2018) in “Kemampuan Bahasa Inggris Siswa Menengah Atas Berdasarkan CEFR di Kota Jambi”, stated that the English language questions

or tasks used in school were prepared only based on basic competencies and learning indicators were not tested for validity. To help determine the quality of the questions objectively and comprehensively, it is necessary to use international standards that have been validated and standardized as alternative methods that can be chosen. One of the standards that have been used in various countries is the Common European Framework of Reference for Languages (CEFR).

There are other country-made language frameworks similar to CEFR, namely the American Council on the Teaching of Foreign Languages (ACTFL) and Canadian Language Benchmarks (CLB). The ACTFL is a membership organization of world language professionals dedicated to promoting and fostering the study of language and culture as an integral component of education and society (American Council on the Teaching of Foreign Languages, 2020). Based on the researcher's findings in the ACTFL product guidebook entitled "Reading Proficiency Test: Familiarization Guide", this framework has not explained the requirements based on the type of reading text but rather only in general.

Meanwhile, CLB is a national standardized assessment designed for measuring an individual's English proficiency. Based on the findings of researchers in the official e-book from the Center of Canadian Language Benchmarks entitled "Canadian Language Benchmarks: English as a Second Language for Adults", in final validation CLB is a national standard of English and French for living, working, and studying in Canada (Center for

Canadian Language Benchmarks, 2012). It can be said that this framework is only available for national interests.

CEFR in the book officially produced by the Council of Europe with the title "Common European Framework of Reference For Languages: Learning, Teaching, Assessment Companion Volume", has explained language levels and in detail describes the competencies that need to be mastered at each level based on the type of language. Reading text in CEFR must be multipurpose, there are several reading groups based on the function of the text, among others; Overall Reading Comprehension, Reading Correspondence, Reading for Orientation, Reading for Information and Arguments, Reading Instructions, and Reading as A Leisure Activity. It means that CEFR is usable for the full variety of purposes involved in the planning and provision of facilities for language learning. Besides that, CEFR should be flexible so it was adaptable for use in different circumstances. In addition, this framework has been widely used in various countries namely Arab, Turkey, Malaysia, Korea and also has been used in Indonesia.

CEFR was originally used in Europe which was later recognized internationally and is used in various countries. CEFR has 7 levels and each of which has standards, these levels include Pre-A1, A1, A2, B1, B2, C1, and C2 (Cambridge University, 2001). The grouping system with each standard makes it easy for assessors, teachers, and other academics to use these standards. Besides the Pre-A1 – C2 level, the common reference point is presented in different ways for different purposes, there are three

qualifications standards' tables from three orientations points that are different namely global scale, self-assessment grid, and qualitative aspect of spoken language use. So, the CEFR standard is feasible, transparent, and can be used for research that seeks to explore language learning phenomena such as the aspect of the questions/tasks presentation.

There are several similar studies that have been carried out involving CEFR in assessing the quality of language assessment. One of these studies is entitled "Designing and Scaling Level-Specific Writing Tasks in Alignment With the CEFR: A Test-Centered" written by Claudia Harsch and Andre Alexander Rupp that published in 2011. This study discusses the use of a Level-Specific approach to align the writing test with the CEFR proficiency level in language learning in Germany. In this study, the level-specific approach was judged to be inappropriate and the researcher suggested that the assessment of targeted tasks in the CEFR use an analysis of task demands and task characteristics.

The second study that involved CEFR is "The CEFR and Reading: A Document Analysis by Arda Arikan published in 2015. This study discusses the application of CEFR to foreign language learning in Turkey. The analysis in this study focuses on how reading skills are treated in the CEFR. The results show that because the framework has an action-oriented design, all activities, materials, and assignments can be used in the classroom regardless of the previous association with the previous method or approach as long as the content and serving complies with the framework principles. Another study

that is relevant is a research journal entitled “TOSA (Test of Standard Arabic) Question Analysis Refers to the CEFR (Common European Framework of Reference For Language)” by Muhammad Zaenuri, Muhammad Nur Kholis, and Anisatul Barokah that was published in 2020. This research focuses on the quality of the existing questions in the TOSA book which shows the results that the quality of the questions is at the level between A1 - C1 CEFR.

Based on the facts and previous studies that have been described in the previous paragraphs, the researcher is interested in examining the quality level of the task as an assessment of learning outcomes at senior high school using the CEFR standard. The use of the Qualitative Method with Content Analysis Design is considered appropriate to present research results because this study tries to explore a phenomenon that develops in natural conditions and to get a conclusion by finding characteristics of the text objectively and systematically. Based on this background, the researcher will conduct research entitled “AN ANALYSIS OF QUALITY OF READING TASKS IN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL GRADE XII BY KEMENDIKBUD REFERS TO CEFR (COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES) CRITERIA”.

B. Identification of the Problems

1. The reading ability needs to be honed a lot, one of which is through a formative test in the form of a task in the English Textbook Revised Edition 2018 by Kemendikbud
2. The quality of the curriculum represent in English Textbooks, especially in the assessment of learning outcomes, needs to adjust to international standards

C. Limitation of the Problems

To focus the scope, the researcher limits the research to the reading text and the level of reading tasks in the English Textbook Revised Edition 2018 for Senior High School grade XII by Kemendikbud refers to CEFR criteria. The researcher choose the 12th-grade book because this grade was the final stage of learning on school grounds, so at this level probably the students were passed most of the learning levels and various strategies in reading learning. The research limits the problem as follow:

1. This study is limited to 8 chapters that consist of subchapter reading or reading comprehension in English Textbook Revised Edition 2018 published by Kemendikbud namely, chapter 2, 3, 4, 5, 6, 7, 9, and 10 that have reading text in each chapter
2. This study focuses on reading material in form of text, the tasks instruction, and also the tasks questions in each reading subchapter

D. Formulation of the Problems

Based on the background, the researcher formulates the problem as below:

1. How are the quality of reading materials in the English Textbook revised edition 2018 for Senior High School grade XII by Kemendikbud based on Alan Cunningsworth's Theory?
2. What level of reading tasks in the English Textbook revised edition 2018 for Senior High School grade XII by Kemendikbud refers to CEFR (Common European Framework of Reference for Languages) criteria?

E. Objectives of Study

1. To identify how the quality of reading material in the English Textbook revised edition 2018 for Senior High School grade XII by Kemendikbud is based on Alan Cunningsworth's theory
2. To identify and determine the level of the reading tasks in the English Textbook Revised Edition 2018 for Senior High School grade XII by Kemendikbud refers to CEFR's criteria

F. Benefits of Study

1. Theoretically

The advantages of this research are expected to be able to contribute to English learning through English Textbook, especially in language

assessment and also the learning material. The result of this research will increase knowledge about good reading materials and good standards of the reading task to evaluate students learning outcomes and give an overview of the quality of Reading Tasks in the English Textbook Revised Edition 2018 for Senior High School grade XII by Kemendikbud.

2. Practically

a. For the Teacher and School

It can be a reference for developing curriculum, especially in language assessment, and as an overview for arranging reading materials and reading tasks as a formative task of students' learning outcomes.

b. For the Researcher

With writing this research can increase the knowledge of researchers and also as an overview of how to synchronize ministry policies, and students learning needs with appropriate results and material to achieve the desired learning outcomes.

c. For the Other Researcher

This research can be one of the references in their research. It is hoped that the results of this research can be developed by other researchers who conduct the same kinds of research.

G. Definition of Key Term

1. Reading

According to Dalman (2014), Reading is an activity or cognitive process in an effort to find various information contained in the text. Reading is a skill that involves making sense of and deriving meaning from the printed word. Reading is a basic skill in learning a language and connecting it to other skills such as writing and speaking.

2. Reading Task

According to Alan Cunningsworth (1995), the reading task is a question or a piece of work that has been done to encourage students to bring information that is contained or not contained in the text in order to be able to interpret its information and contents.

3. Reading Material

Based on Oxford Dictionary (2011), reading material is information or ideas for a book in form of a text. Reading material in textbooks allows students to reflect on the linguistic structure and use of language at a speed according to each student's ability without any pressure and strict rules such as when learning listening or practicing speaking.

4. Textbook

Regulation of the Minister of Education Number 11 of year 2005 stated that:

Textbook is a mandatory reference book to use in schools that consists learning materials for increasing faith and

piety, carracter and personality, ability to master science and technology, sesitivity and aesthetic abilities, physical and health potencial that compiled based on national education standards

Textbooks are the main learning source to achieve core competence. In textbooks, there are concepts, materials, examples, and practice activities.

5. Common European Framework of Reference for Languages (CEFR)

Based on the official guidebook of CEFR (2001) by Cambridge University, Common European Framework of Reference for Languages (CEFR) is a framework or guidance for teaching, learning, and language assessment that developed by the Council of Europe since 1971. This Framework contains a comprehensive description of the abilities that students need to learn to use language as a communication tool.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

In the previous chapter mentioned that this study focuses on analyzing materials and tasks in the English Textbook revised edition 2018 for Senior High School Grade XII by Kemendikbud. Thus, in this chapter, the researcher describes some related theories based on the title.

1. English Textbook

The textbook is one of the teaching materials used in the teaching-learning process in the school which contains learning material in one subject. The textbook is one of the facilities that support student learning and in this textbook in each chapter, there will be a task as material for students to hone and find out how far their understanding is. Therefore, the researcher will explain matters relating to the textbook.

a. Definition of Textbook

Definition of the textbook is a learning book in specific fields prepared by experts in their fields for instructional purposes and objectives equipped with teaching tools that are harmonious and easily understood by their users in schools so that they can support learning programs (Tarigan & Tarigan, 2009). In addition, based on Tomlinson in Solikhah (2019), textbooks are also everything that facilitates learning in the teaching-learning process. Textbooks provide concepts, examples, and practice activities. Based on the

various opinions from the expert, it can conclude that textbooks are learning facilitates for teachers and students that are arranged according to the applicable curriculum and contain strategies and materials for an evaluation in the form of questions in task.

Definition of Textbook based on Permendikbud No.8 the Year 2016 concerning “Books Used in Education Units” which reads that textbooks are the main learning source to achieve core competence and are declared eligible by the Ministry of Education and Culture to be used in academic units (Kementrian Pendidikan dan Kebudayaan Indonesia, 2016). From this explanation, the textbook compiled by the Ministry of Education and Culture becomes the textbook that is considered the most representative of the program that the ministry has determined. The policy on a national scale makes the textbook compiled by the Ministry of Education and Culture the main reference in carrying out classroom learning according to the level of education.

b. Function and Criteria of Good English Textbook

Textbook have a function as reference materials, evaluation tools for achievement or mastery of learning outcomes, educational aids in curriculum realization, and determining the method or techniques that will be used by the teacher (Sitepu, 2012). Therefore, textbooks can help students to know or study their mastery of the language through listening, speaking, reading, and

writing skills through the themes in the textbook. The textbook will help students to find the answer to problems when participating in learning. An aspect that is no less important is to help students know their mastery of language and also help the teacher to monitor the progress of their student's learning, namely questions on tasks.

To maximize the function, textbooks have criteria that must be met. According to Cunningsworth (1995), there are four aspects in the "quick-reference checklist for evaluating and selecting textbooks" that are relevant to knowing the material in the book and appropriate for use in the learning process. The four aspects include Design and Organization, Language Content, Skills, and Topics. Each of these dimensions has its own criteria, these criteria include:

1) Design and organization

- a) What components make up the total course package (eg students' books, teachers' books, workbooks, cassettes, etc) ?
- b) How is the content organized (eg. According to structures, functions, topics, skills, etc) ? is the organization right for learners and teachers ?
- c) How is the content sequenced (eg on the basis of complexity, learnability, usefulness, etc)

- d) Is the grading and progression suitable for learners ? Does it allow them to complete the work needed to meet any external syllabus requirements ?
- e) Is there adequate recycling and revision ?
- f) Are there reference sections for grammar, etc ? Are some of the materials suitable for individual study ?
- g) Is it easy to find your way around the textbook ? Is the layout clear ?

2) Language Content

- a) Does the textbook cover the main grammar items appropriate to each level, taking learners' needs into account ?
- b) Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, the emphasis placed on vocabulary development, and strategies for individual learning ?
- c) Does the textbook include material for pronunciation work ? If so what is covered : individual sounds, word stress, sentence stress, intonation ?
- d) Does the textbook deal with the structuring and conversations, how to structure a piece of extended writing, and how to identify the main points in a reading passage ?
(more relevant at intermediate and advanced levels)

- e) Are style and appropriacy dealt with ? If so, is language style matched to the social situation ?

3) Skills

- a) Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements ?
- b) Is there material for integrated skill work ?
- c) Are reading passages and associated activities suitable for your students' levels, interests, etc ? Is there sufficient reading material ?
- d) Is listening material well recorded, as authentic as possible, accompanied by background information, questions, and activities that help comprehension ?
- e) Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions ?
- f) Are writing activities suitable in terms of the amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing), and use of appropriate styles ?

4) Topic

- a) Is there sufficient material of genuine interest to learners ?
- b) Is there enough variety and range of topics ?
- c) Will the topics help expand students' awareness and enrich their experience ?

- d) Are the topics sophisticated enough in content, yet within the learners' language level ?
- e) Will your students be able to relate to the social and cultural contexts presented in the textbook ?
- f) Are women portrayed and represented equally with men ?
- g) Are other groups represented, with reference to ethnic origin, occupation, disability, etc. ?

Besides that, Howard and Major (2004) explain that there are 10 criteria for an English textbook, including, (1) Contextualized to the current, (2) stimulating interaction and being generative in terms of language, (3) encouraging learners to develop learning skills and strategies, (4) allowing for a focus on form as well as function, (5) offer opportunities for integrates language use, (6) authentic in term of text and task, (7) link to each other to develop a progression of skills, understanding, and language items, (8) attractive, (9) have appropriate instructions, (10) flexible. From that explanation, it can be concluded that to determine the quality or criteria of a good book, it can be seen in terms of the design or presentation of the layout and the quality of the book's contents in the form of materials, skills, source materials, assignments and the feasibility of the book. However, the second aspect becomes the most dominant and shows that the content presentation is no less important to be evaluated in order to maintain its quality.

c. Advantages and Disadvantages of English Textbook

Textbooks have some advantages that are beneficial for both teachers and students. For teachers, textbooks help teachers and schools to implement the curriculum, textbooks become a guide in determining learning methods and provide continuity of lessons in successive classes even though there is a change of teachers. While for the students, they can use a textbook as a facility to improve their understanding of the material that has been presented by the teacher and understand the material that will be delivered by the teacher at the next meeting. Textbooks are also efficiently used for independent study and knowledge consolidation (Tiarani, 2011).

Disadvantages of the textbook are in terms of the lack of teacher creativity due to their dependence on textbooks and the language learning process that does not prioritize the interaction element compared to the implementation of the material structure in textbooks. The other weakness of textbooks for teachers according to McGrath (2016) stated that:

Includes the teacher's creative power is reduced in developing material, the teacher is not critical of the shortcomings that exist in the textbook, and the teachers tend not to be ably compelled to prepare his materials so that teacher seem to only teach books rather than teaching.

d. Profile of English Textbook Revised Edition 2018 by Kemendikbud

The English Textbook Revised Edition 2018 is the object of this study was written by Prof. Utami Widiati, M.A, Ph.D., Prof. Zuliati Rohmah, M.Pd, and Dr. Fuaidah, M.A as an official product of the Ministry of Education and Culture published in 2018. This book is a learning material prepared by the government for facilitating the implementation of the 2013 curriculum. The textbooks designed to facilitate English language learning in class XII senior high schools are presented using a text-based learning approach, both spoken and written. This English textbook describes the minimum effort for students to achieve the expected competencies.

This English Textbook for Class XII SMA by the Ministry of Education and Culture has 11 chapters with various themes and topics. English textbooks have various activities, enrichment, summaries, and skill competencies involving grammar, vocabulary, speaking, writing, listening, and reading. In learning reading skills, the available assignments include tasks and texts.

Each chapter has several texts and tasks that are summarized in the following table:

Table 2.1

The Distribution of Reading Texts and Reading Tasks

Chapter	Reading Activity Pages	Kind of Reading Text	Reading Texts	Reading Tasks
I	-	-	-	-
II	17 – 23	Suggestions	1	3
III	32 – 39	Descriptive Text	1	6
IV	50 – 51	Applicant's Letter	1	3
V	64 – 69	Descriptive Text	3	5
		News text from website		
		News text from website		
VI	83 – 87	News text from website	1	3
VII	99 – 102	News Item	1	4
VIII	-	-	-	-
IX	120 -128	Recount Text	4	6
		Procedures Text		
		Procedures Text		
		Procedures Text		
X	140 – 143	Procedures Text	1	2
XI	-	-	-	-
Total			13	32

The data in the table shows that there are only 8 chapters that have sub-chapters that specifically hone students' reading skills. From the table, it is known that there are 13 texts and 32 tasks. The most used texts are 4 News Items and 4 Procedure Texts, while the most questions are in chapter 3 with the topic "Creating Captions" and chapter 9 with the topic "Do It Carefully!".

This study analyzes tasks based on the activities instructed, therefore the researcher seeks to sort out the activities in the "tasks instruction" which will determine what students must do to complete these tasks. Based on the observations made on the tasks in the reading learning, it was found that 23 task instructions only had 1 activity, 8 task instructions had 2 activities, and 1 task instruction had 3 activities. The reading task activity as media in the competence test consists of several types, including 10 reading the text, 3 making questions/comprehension questions, 11 answerings, 3 observing, 1 comparing, 3 completing sets, 6 discussions, and 1 making a script. Meanwhile, the text that is available in the English textbook consists of 1 suggestion, 1 applicant's letter, 2 descriptive texts, 1 Recount Text, 4 news items, and 3 procedures texts.

2. Reading

Reading is one of four skills that must be possessed and learned by students in English language mastery. This study tries to examine the quality of the facilities in the form of materials and questions in textbooks that are used to hone reading skills. Therefore, the researcher will explain things related to reading.

a. Definition of Reading

According to Dalman (2014), Reading is an activity or cognitive process in an effort to find various information contained in the text. It can be interpreted that reading is a thought process to understand the text that is read. Meanwhile, according to Harmer (2007), reading is an activity that requires active participation on the part of readers namely the eyes and minds to comprehend the text.

Linse (2006) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. In addition, Grabe and Stoller defined reading as the ability to draw meaning from printed pages and interpret the information from the text appropriately. Reading is a process that requires time, and reflections and stimulates imagination, analysis, and inquiry (ICAS, 2002). Based on these opinions, it can be concluded that reading skill is an activity that involves eye and mind activities to reflect or draw meaning from a text and then interpret the information appropriately based on students' background language.

b. Reading Comprehension

Comprehension is the goal of reading skills. It's supported by Anderson (2003) that defined reading as a fluent process of readers combining information from a text and their

background knowledge to build meaning. So, students must be active makers of meaning and learn the strategies all good readers employ: to think critically, argue, compare, own an idea, and remember (ICAS, 2002). Monitoring comprehension is essential to successful reading, part of that monitoring process includes verifying that the prediction being made are correct and checking that reader is making necessary adjustments when meaning is not obtained (Anderson, 2003). From that explanation, we can conclude that Reading comprehension is the ability of students to conclude a meaning or message in a reading text through a critical thinking process.

In understanding a reading text, there are three categories of learning models, including bottom-up models, up-down models, and interactive models. In the bottom-up approach, the reader begins with the smallest elements and builds up to a comprehension of what is being read. In this approach, the most appropriate classroom is focusing on intensive reading that involves a short reading passage followed by textbook activities to develop comprehension and particular reading skills. While in the Top-Down models, readers understand reading text with their background knowledge and then make predictions and make proofs, these models put forward meaning-generation activities so it can be said that Extensive reading following this

approach because it encourages students to enrich their background knowledge through reading more books.

Interactive models are a combination of individual letters and sounds which are the basis of bottom-up models with reader background knowledge which is the basis of top-down models (Anderson, 2003). From the explanation, it can be seen that the bottom-up model has a narrow range of material because it only relies on textbook facilities in the classroom. This will be effective if the textbook is indeed functioned to provide the basics of reading comprehension, it will even be a very useful provision if the reading material in the textbook is of good quality. Therefore, to help students achieve reading comprehension, textbook quality must be measurable and directed according to student needs, both in terms of reading text and reading tasks.

In order to learn comprehension, students must use both cognitive and metacognitive skills. The way to use both cognitive and metacognitive skills namely using the technique “Question the Author” developed by Beck, McKeown, Hamilton, and Kucan in 1997 emphasizes the activity of constructing meaning from the text is to be done during the reading process, not after reading. This approach requires students how to engage with the meaning and develop ideas

rather than retrieve information from the text. Examples of queries include “What is the author trying to say here ? What is the author’s message ? What is the author talking about ? What does the author mean here ? Does the author explain this clearly ?” (Nunan, 2003). The examples of this exercise are one way to find out how far the students' understanding and success in honing their reading skills are. Thus, the form of questions and tasks in the textbook also need to pay attention and prioritize the goal to hone and find out how much Reading Comprehension students have.

c. Reading Materials in Textbook

The material for reading skills is in the form of a text. Reading text can be used for different purposes. It is reflected in the textbook namely developing reading skills and strategies, presenting/recycling grammar items, extending vocabulary to provide models for writing, giving information of interest to students and stimulating oral work (Cunningsworth, 1995). The characteristic of Reading in the learning activity is making the students/reader in control of the pace. Reading material in a Textbook allows students to reflect on the linguistic structure and use of language at a speed according to each student's ability without any pressure and strict rules such as when learning listening or practicing speaking.

Reading materials in textbooks are very diverse. These differences are generally found in the choice of topics, but there are other dimensions that distinguish the presentation of reading material even with the same topic, namely in terms of presentation, authenticity, genre, exercise, and activities. In terms of the presentation shows that the simulated or real type-faces can make the reading passage stand out as something special with its own identity. Authenticity is needed to look for a progression toward the authentic as early as possible. Textbooks use a multitude of different types or genres, so we should look for a range of different text types within the ability of our students.

d. Quality of Reading Material

Before analyzing the level of reading tasks, this study also attempts to identify the quality of reading materials in the form of text in the textbook. This is based on the fact that each reading task cannot be separated from the content and reading conditions of the text which is the reference for its preparation. Definition of quality in general is an overview and overall characteristics of goods or services that show their ability to meet the expected needs (Departemen Pendidikan Nasional, 2002). Meanwhile, according to Edward Salis in Nurkholis' book (2003), quality means meeting the established

specifications, therefore quality is a measuring tool for the final product that has been prepared based on certain standards. So, it can be concluded that quality is a measure of compliance with predetermined standards in preparing the final product that has been adjusted to the needs and expectations.

According to Suryosubroto (2004), Quality is divided into two, namely Tangible and Intangible. Tangible quality can be observed and seen through form, content, activities or behavior, while intangible quality cannot be seen directly or at a glance, but can be felt and experienced, for example comfort, intimacy, discipline and so on. Quality analysis at this stage is an analysis of tangible quality with the aim of knowing the quality of reading material through the final product, namely reading text with reference to the standards set by Alan Cunningsworth.

Based on Cunningsworths' theory, for analyzing the reading text we need to know:

1) How long the text

: The length of a text is based on the type of text used. The type of texts that are used must be adjusted with the topic that was specified in the English textbook. Determining topics in English textbooks is not easy, because it is necessary to consider the acceptability aspect (Cunningsworth, 1995). Each text has a different structure,

and the length of the text is also influenced by the number of structural components in a text. In addition, the length of the text can be adjusted according to the objectives of reading learning in each chapter in the English Textbook.

2) How authentic the text

: In terms of learning materials, authenticity is not only sourced and developed from language learning materials but also obtained from original sources or examples taken directly from the source such as magazines, radio, brochures, announcements, TV broadcasts, or real talk (Solikhah, 2019). From the explanation, it can be seen that authentic material is learning material that is not made for learning purposes. In addition to authentic material, there is also contextual material which is material created for learning materials that are aligned with topics in the real world.

3) How complex the grammatical

: Grammar is a main component in learning any language. Learning grammar in learning English aims to make students able to make their speech and use language for the purposes they want (Cunningsworth, 1995). Therefore, teaching grammar is given according to the level of the learner and the preference of the English textbook writer.

Based on this understanding, one way to find out the complexity of the grammar used is through what grammar is used as a character in the text in the English textbook and knowing the most important grammar studied in that chapter.

4) What is the range of vocabulary

: Understanding vocabulary will help the reader to integrate the meaning of sentences and texts into a logical representation of the situation described in the overall reading text. The choice of vocabulary in the text can affect the level of difficulty of the text in general. The more difficult the vocabulary, make the reading text more difficult to understand (Shofiah, 2017). Based on Cunningsworth's book (1995), it is not easy to determine the vocabulary to be taught. In general terms, it is assumed that there are at least 1000 new vocabulary learned within 120–150 hours of lessons. Based on this statement, it can be concluded that in one semester of learning at Senior High School grade 12th which, if it is assumed to last 5 months with 40 hours of lessons (1 week 2 hours/meeting), students can learn at least 160-320 new vocabulary words. In practice, one chapter can be used as a learning reference for more than one hour/meeting, so the range of vocabulary that

students need to master in learning can be assumed to be 80-160 new words. Regarding the 2018 revised edition of the English textbook, this textbook provides a special section to increase insight into English vocabulary related to the English text to be used. This section can be used as a source of vocabulary data that the author wants to teach in one chapter.

- 5) Whether any specialized background knowledge is needed in order to understand the text

: In choosing a reading text, the teacher needs to consider the student's background knowledge to understand the reading text that contains topics about a particular field. Background knowledge is important because it contains students' knowledge of topics, vocabulary, and text structures that are useful for understanding a reading text. Besides that, background knowledge can also affect how students can relate the information they get from the reading text to what they have understood outside the reading text (Shofiah, 2017).

3. The Task in Textbook

The task is one of the important points in this research because it is the main research object to be studied. Therefore, the researcher will give some explanations related to the task in general to its characteristics based on theory.

a. Definition of Task

According to Piet Van Avermaet and Sar Gysen (2006), tasks are kinds of classroom activities that will enable the language learner to acquire particular elements of the target language. Bachman and Palmer (2013) also argued that a task is an activity that involves individuals in using language for purpose of achieving a particular goal or objective in a particular situation. According to Braden (2006), as the goal of language learning, a task is an activity in which a person will be involved in an effort to achieve a goal and requires the use of language.

Based on the explanation, it can be concluded that the task is an activity carried out in a setting that requires the use of language and is arranged according to the learner's needs with the specific goals and achievements stated in the curriculum/syllabus. Based on the activities that learners do to complete the task, the teacher can use the task as a monitor for the development of student's abilities in mastering a language skill. If in completing tasks the learners so the result that is not following the predetermined

outcome, the teacher can provide follow-up in the form of treatment or arrange remedial for that learner.

In practice, a task has variation and involves linguistic activities for a broad or narrow scope and a task may be quite simple or extremely complex depending on the needs of the students in the class. Communication becomes an integral part of a task to connect students with activities in the form of interaction, production, reception, and mediation. Such a task becomes one of the central parts of many syllabuses, textbooks, learning experiences in class, and tests that get a modification based on the purposes of the learning process (Cambridge University, 2001).

Other kinds of tasks namely tasks have a pedagogical nature and tasks with a social nature. In this task, the mother tongue is used more because it prioritizes the means in learning language so that students will get more understanding and mastery new vocabulary in the target language. There is also a communicative pedagogic task that aims to make students more actively involved in meaningful communication, relevant, challenging, and identifiable communication.

b. Component of Task

For knowing the quality of a task, it is necessary to understand what the components are in tasks. Nunan (1988) defined that the component of a task comes from 2 aspects namely

explicit and implicit which consist of 6 factors namely: goals, input, activities, teacher role, students role, and setting.

1) Goals

Goals become an implied intention in a learning task. They become media that connects the point in the task with the curriculum as a wider scope. The goal can be categorized into general achievements such as communicative, affective, and cognitive or categorized based on the way the teacher explain which is adapted to the teacher's experience and student's learning process.

2) Input

Input refers to a source or task materials to determine how the form of the task is to be carried out. Examples of input used in language learning can be newspapers, picture stories, letters, etc.

3) Activities

Activities refers to what actions must be taken by the learners to do the task, either implicitly or explicitly instructed.

4) Teacher Role

Task have command instruction that will be useful for teachers to know or determine how to monitor learning activities.

5) Learner Role

Learning role is used as a guide for students to determine the method or actions that must be taken to complete the learning task.

6) Setting

Setting has a function to regulate how the task must be completed, for example, completed as an individual task or done in groups, done in a short time or a long time, etc.

Based on these parts, the task becomes one of the learning elements that can be used as development tools learning.

c. The difficulty of Task

Difficulty level of classroom tasks is modified by task performance which can be decided in servant contexts. There are three servant contexts namely learner's competence, conditions and constraints specific to a particular task, and strategic interplay of learner competencies and task parameters in carrying out a task (Cambridge University, 2001). The differences in the context of task performance experienced by each individual make the ease and difficulty of tasks cannot be predicted with certainty. These factors make language learning material needs to consider in terms of flexibility and differentiation in compiling and implementing tasks. The flexibility and differentiation are influenced by several

aspects, namely learner competence, learner characteristic, task conditions, and constraints.

The aspect of Learner competence and learner characteristics consists of: cognitive factors that are influenced by task familiarity, skills, and ability to cope with processing demands; Affective Factors that are influenced by self-esteem, involvement and motivation, state, attitude, and linguistic factors. Meanwhile, the task conditions and constraints aspect consists of interaction and production factors that are influenced by support, time, goal, predictability, physical conditions, participants, and reception factor that is influenced by task support, text characteristic, and type of response required.

In relation to the level of difficulty, in general, Puspendik (2015) classifies questions into three classifications based on students' thinking skills, namely Low Order Thinking Skill (LOTS), Middle Order Thinking Skill (MOTS) and Highest Order Thinking Skill (HOTS). LOTS is a cognitive level whose questions aim to test student's ability to know the information in learning material, MOTS is a cognitive level that tests students' ability to understand and apply information in learning materials, while HOTS is the highest cognitive level that encourages students to analyze, evaluate, and create information in learning materials.

Based on the explanation above, it is known that several factors need to be known to determine the level of difficulty of a question. These factors are sourced from external and internal factors. To analyze the level of difficulty with the context in class XII of high school, English learning is classified at the advanced level with the types of questions classified as middle to above compared to learning at the junior high school and elementary school levels.

d. Reading Task

After understanding the reading material in the textbook in the form of reading text, we would also expect the exercise and activities accompanying the reading text to help students read with understanding and enjoyment. The activities that might expect to find in course material include a pre-reading question or focusing activities, post-reading comprehension question, exercises for extracting specific information from texts and pre-teaching of unfamiliar key vocabulary items (Cunningsworth, 1995).

The purpose of the reading task is to determine the student's ability to obtain information and how the student's reading comprehension relates to the reading text they have read. Therefore, there are questions that are intended not only to determine students' literal or factual understanding of the surface but there are also questions that require text processing at a deeper

level by identifying and combining information contained in different parts of a text to get a complete answer. There are also questions that encourage students to bring information that is not contained in the text in order to be able to interpret its contents (Cunningsworth, 1995). These types of questions are questions to hone student's reading comprehension which is then grouped into several levels.

Apart from the various forms of practice, there are also levels of reading comprehension. According to Cheryl (2000), there are three levels of reading comprehension questions:

- 1) Literal Comprehension

Questions in literal comprehension are intended to find out explicit information that is remembered and recognized in the reading text.

- 2) Interpretive Comprehension

Questions in interpretive comprehension encourage the reader to make a paraphrase, explanation, conclusion, or summary of the reader's version according to the information obtained in the reading text.

- 3) Applied Comprehension

Questions in applied comprehension combine the information contained in the reading text with the reader's background knowledge, this question directs the reader to

evaluate, describe, predict, or solve problems based on implicit information.

In addition, Clymer (2008) also argues that there are three levels of reading comprehension questions, including:

1) Literal Comprehension

The literal comprehension only requires the reader to retell the information that is remembered after reading the reading text, therefore the information needed only comes from the reading text itself. Questions at this level are easy to evaluate by matching the information in the readers' answers with the information in the reading text.

2) Inferential Comprehension

Questions in inferential comprehension encourage the reader to draw conclusions from the information obtained in the reading text, this is influenced by the reader's ability to capture implicit information in the reading text. To be able to provide conclusions and reasoning, it is necessary to combine the reader's background knowledge.

3) Critical or Evaluative Comprehension

The critical or evaluative comprehension level is the highest level in the preparation of reading comprehension questions because questions at this level encourage readers to make critical assessments of the information

presented in the reading text. In-depth analysis and critical thinking are needed to be able to provide an evaluation of the text that is read. This type of question at this level requires a high level of interaction between the information obtained in the reading text and the reader himself or even other texts that the reader has also read. Therefore, answering inferential and critical questions depends on the background knowledge, interests, and disposition of the reader (Brassell & Rasinski, 2008).

Based on this explanation, it can be understood that the formulation of questions related to reading comprehension has different levels depending on how much information the reader has, whether it is obtained through the text read or the insight that the reader has. In addition, the questions compiled also attempt to make the reader practice their ability to provide feedback in the form of re-delivery, assessment, making conclusions, and criticism or evaluation in which way it can be seen how far the reader has mastered certain topics in reading learning.

4. Common European Framework of Reference for Languages (CEFR)

CEFR is the main variable that becomes an instrument to determine the quality of the tasks in the English Textbook revised edition 2018 for Senior High School Grade XII by Kemendikbud. Therefore, the researcher will provide an explanation related to the CEFR and the standards used in this study.

a. Definition of CEFR

The common European framework of reference for language is a framework/guidance for teaching, learning, and language assessment developed by the Council of Europe since 1971 with involving the collaboration of many parties from various teaching professions throughout Europe (Cambridge University, 2001). Common European Framework of Reference for Language (CEFR) provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. This Framework contains a comprehensive description of the abilities that students need to learn to use language as a communication tool and what knowledge or skills they need to develop to be able to practice communicating effectively.

After launched CEFR in 2001, the Council of European frequently received requests to continue to develop aspect of the CEFR that asked to complement the illustrative scale published in

2001 with descriptors for mediation, reaction to literature and online interaction, to produce versions for young learners and for signing competences, and to develop more detail coverage in descriptors for A1 and C levels. To answer that several asking, the CEFR companion volume with new descriptors was published in 2018. The new descriptor is expanded and contains a user-friendly explanation of the aim and principles of the CEFR.

b. The function of CEFR

CEFR has many functions in the development of learning, language teaching, and assessment. Fundamentally, CEFR is being used as a reference tool to assist the planning of curricula, courses and examinations by working backward from what the learners need to be able to do in the language (Council of Europe, 2020). Moreover, this framework can be used in various countries. Some of these uses include the planning of self-directed learning including raising the learner's awareness of his or her present state knowledge, self-setting of feasibility and worthwhile objectives, and self-assessment (Cambridge University, 2001).

In terms of assessment, the use of CEFR needs to be adapted to the needs and context of the learner, the national situation embraces new areas. In the context of education in Indonesia, those points have been summarized in the curriculum that has been arranged by the Ministry of education, culture, research, and

technology (Kemendikbudristek), and ideas are distributed in textbooks as a guide for the implementation and learning facilities.

c. Characteristics of CEFR

CEFR is structured as a framework with a comprehensive, transparent, and coherent but that does not make it sacred in a single system. Instead, the framework must be open and flexible so that it can be applied in various situations and adaptive to the existing educational situation. Ideally, CEFR should be multi-purpose, it's mean that CEFR is usable for the full variety of purposes involved in the planning and provision of facilities for language learning. Besides that, CEFR should be flexible so it was adaptable for use in different circumstances. Cambridge University (2001) found the following:

This framework (CEFR) should be open so it is capable of further extension and refinement, dynamic or in continuous evolution in response to experience in its use, user-friendly that presented in a form readily understandable and usable by those to whom it is addressed, and the last is non-dogmatic it's mean that CEFR not irrevocably and exclusively attached to any one of the numbers of competing for linguistic or educational theories or practices.

The main principle of the CEFR is the promotion of the positive formulation of educational aims and outcomes at all levels. This principle is in line with the CEFR perspective which considers language as a medium to lead a person to opportunity and success in social, educational and professional domains. Besides that,

CEFR which is flexible and adaptable opens the opportunity to be widely applied in the context of language learning in any domain. In terms of assessment, CEFR can be applied in the context of an educational assessment that contains school students in a particular class. In developing the assessment, CEFR users need to describe the CEFR content and then relate it not only to the context but also to the purpose of the assessment. In the educational for school context, the use of CEFR has the aim as a mid-course classroom assessment to diagnose areas of language ability that need further work before the national school-leaving exam (University of Cambridge Esol Examinations, 2011).

d. Level in CEFR

There are six levels in CEFR which are summarized in 3 categories are: Basic User consisting of Breakthrough level (A1) and Waystage (A2), Independent user categories consisting of Threshold (B1) and Vantage (B2), and the last are Proficient User categories consisting of Effective Operational Proficiency level (C1) and Mastery (C2). In the update of CEFR through Companion Volume that published in 2020, the newest level has been added, namely Pre-A1. Pre-A1 is the descriptors for this group of proficiency that is halfway to A1 (Council of Europe, 2020). Meanwhile, the explanation of proficiency description in each level use “can do”.

“Can do” definition of proficiency aspects provides a clear, shared roadmap for learning and a far more nuanced instrument to gauge progress than an exclusive focus on score in tests and examinations (Council of Europe, 2020). This "Can Do" approach comes from the professional field for nurses which is then adapted into the world of education in three ways, namely: 1.) needs-based language training for the world of work, 2.) interest in teacher-assessment-based on established communicative criteria, 3.) experiment with self-assessment using the "Can do" descriptor to increase students' reflection and motivation.

In relation to the function of language as a communication tool, in the CEFR, language acquisition is grouped into several domains, one of which is teaching and learning. The CEFR classifies them according to years of research on language use tasks that a learner may need to deal with in certain situations. On the need for reading as a reception activity, CEFR has categorized reading into reading purpose (Reading for Orientation, Reading for Information and Argument and Reading for Leisure Activity) and reading particular genres with specific function (Reading for Instruction and Reading Correspondence).

So, based on the Companion Volume of CEFR published in 2020, there are six categories to assess reading comprehension namely Overall Reading Comprehension, Reading

Correspondence, Reading for Orientation, Reading for Information and Argument, Reading Instruction, and Reading for Leisure Activity. In each category, there are signed text and key concepts operationalized in the scale. These two things become the basis for researchers to determine a text into the category of reading comprehension.

Reading correspondence encompasses reading both personal and informal correspondence with the key concepts including: length and complexity/simplicity of message; the concreteness of information (whether it follows routine format); the extent to which language is standard, colloquial, idiomatic; the extent to which the subject is an everyday one, or if it is related to interests, or specialized. Reading for Orientation, involved skimming (reading at speed in order to judge relevance) and scanning (searching for specific information), with signed texts both functions are achieved by putting video into “fast forward” and the key concepts include: the type of text (from notices, leaflets, etc to articles and books); picking out concrete information like times and prices from texts that are visual artifacts, rather than prose text, with the helpful layout; identifying important information; scanning prose text for relevance, speed mention in B2. Information and Argument is detailed reading that involves careful study of a written or signed text that one has judged to be relevant

for a purpose at hand, it is often associated with the study and professional life, key concepts include: the type of text (from simple, short illustrated information material to the news item, complex reports and articles); subjects of text from familiar everyday subjects of personal interest to topics outside their area of interest; depth of understanding from getting an idea of content to understanding the finer points and implications.

Reading Instructions is a specialised form of reading for information, and again concerns written or signed text, key concepts include: topic of instruction from routine prohibitions on simple notices and simple directions to detailed conditions and complex instructions on something unfamiliar, possibly outside their area of expertise; degree of contextualisation and familiarity; length from a few words/signs to detailed and lengthy, complex instructions in continuous text. The last, in Reading as A Leisure Activity involves both fiction and non-fiction written and signed texts, these may include creative texts, different forms of literature, magazine, and newspaper articles, blogs or biographies, among other types of text—depending on one's interest, key concepts include: length, variety of texts and whether there are illustrations; type of text from simple descriptions of people and places, through different types of narrative text to contemporary and classical writings in different genres; topics from everyday basic (for hobbies, sports,

leisure activities, animals) and concrete situations to a full range of abstract and literary topics; type of languages is from simple to stylistically complex; ease of reading from guessing with help of images, through reading with large degree of independence to appreciating the variety of texts; depth of understanding in outline/the main points to understanding implicit as well as explicit meaning.

Based on official book of CEFR, Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume (2020), the descriptions of the reading skill are included in the tables below:

Table 2.2
Overall Reading Comprehension

Basic User	Pre-A1	- Can recognize familiar word/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary
	A1	- Can understand very short, simple text a single phrase at a time, picking up familiar names, words and basic phrase and rereading as required

	A2	<ul style="list-style-type: none"> - Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday job-related language - Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items
Independent User	B1	<ul style="list-style-type: none"> - Can read straightforward factual texts on subjects related to their field of interest with satisfactory level of comprehension
	B2	<ul style="list-style-type: none"> - Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.

Proficient User	C1	<ul style="list-style-type: none"> - Can understand in detail lengthy, complex texts, whether or not these relate to their own area of specialty, provided they can reread difficult sections. - Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.
	C2	<ul style="list-style-type: none"> - Can understand virtually all types of texts including abstract, structurally complex, or highly colloquial literary and non-literary writings. - Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as implicit meaning

Table 2.3
Reading Correspondence

Basic User	Pre-A1	<ul style="list-style-type: none"> - Can understand form letter, card or e-mail the event to which they are being invited and the information given about day, time and location. - Can recognize times and places in very simple notes and text messages from friends or colleagues (e.g. “Back at 4 o’clock” or “In the meeting room).
	A1	<ul style="list-style-type: none"> - Can understand short, simple messages on postcards. - Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet).

	A2	<ul style="list-style-type: none">- Can understand simple personal letters, e-mail or posting in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects.- Can understand basic types of standard routine letters and faxes (inquiries, orders, letters of confirmation, etc.) on familiar topics.- Can understand short, simple letters.- Can understand very simple formal e-mails and letters (e.g confirmation of a booking or online purchase)
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Independent User	B1	<ul style="list-style-type: none"> - Can understand the description of events. Feelings and wishes in personal letters well enough to correspond regularly with a pen-friend. - Can understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events experiences. - Can understand standard formal correspondence and online postings in their area of professional interest.
	B2	<ul style="list-style-type: none"> - Can read correspondence relating to their field of interest and readily grasp the essential meaning. - Can understand what is said in a personal e-mail or posting even where some colloquial language is used. - Can understand formal correspondence and online postings in their area of professional interest.

Proficient User	C1	<ul style="list-style-type: none"> - Can understand any correspondence given the occasional use of a dictionary. - Can understand implicit as well as explicit attitudes. Emotions and opinions are expressed in e-mails, discussion forums, vlog blogs, etc., provided there are opportunities for rereading and they have access to reference tools. - Can understand slang, idiomatic expression and jokes in private correspondence
	C2	<ul style="list-style-type: none"> - Can understand specialized, formal correspondence on a complex topic

Table 2.4
Reading for Orientation

Basic User	Pre-A1	<ul style="list-style-type: none"> - Can understand simple everyday signs such as “Parking”, “Station”, “Dining room”, “No Smoking”, etc. - Can find information about places, times and prices on posters, flyers and notices.
	A1	<ul style="list-style-type: none"> - Can recognize familiar names, words/signs and very basic phrases on simple notices in the most common everyday situations. Can understand store guides (information on which floors departments are on) and directions (e.g. where to find lifts). - Can understand basic hotel information (e.g. times when meals are served). - Can find and understand simple, important information in advertisements, programs for special events, leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times).

	A2	<ul style="list-style-type: none"> - Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are produced in simple language. - Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital advice, cameras).
		<ul style="list-style-type: none"> - Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. - Can locate specific information in lists and isolate the information required (e.g. use the Yellow Page to find a service or tradesman). - Can understand everyday signs and notices, etc. In public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, and hazard warnings.

Independent User	B1	<ul style="list-style-type: none"> - Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task. - Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.
		<ul style="list-style-type: none"> - Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. - Can pick out important about preparation and usage on the labels of foodstuff and medicine. - Can access whether an article, report or review is on the required topic. - Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.

	B2	<ul style="list-style-type: none"> - Can scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both their own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand. - Can scan quickly through long and complex texts, locating relevant details. - Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether the closer study is worthwhile.
Proficient User	C1	No description available; see B2
	C2	No description available; see B2

Table 2.5
Reading for Information and Argument

Basic User	Pre-A1	- Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs.
	A1	<ul style="list-style-type: none"> - Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. - Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.

	A2	<ul style="list-style-type: none"> - Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events. - Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable. - Can pick out the main information in short news reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. - Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).
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		<ul style="list-style-type: none"> - Can understand texts describing people, places, everyday life, culture, etc. Provided they use simple language. - Can understand the information in illustrated brochures and maps (e.g. the principal attractions of a city). - Can understand the main points in short news items on subjects of personal interest (e.g. sports, celebrities). - Can understand a short factual description or report within their own field, provided simple language is used and that it does not contain unpredictable detail. - Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.
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Independent User	B1	<ul style="list-style-type: none"> - Can understand straightforward, factual texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). - Can identify the main conclusion in clearly signaled argumentative texts. - Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
		<ul style="list-style-type: none"> - Can recognize significant points in straightforward news articles on familiar subjects. - Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. - Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.

	B2	<ul style="list-style-type: none"> - Can obtain information, ideas and opinions from highly specialized sources within their field. - Can understand specialized articles outside their field, provided they can use a dictionary occasionally to confirm their interpretation of terminology.
		<ul style="list-style-type: none"> - Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted. - Can recognize when a text provides factual information and when it seeks to convince readers of something. - Can recognize different structures in discursive text: contrasting arguments, problem–solution presentation and cause-effect relationships.

Proficient User	C1	- Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or an academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
	C2	- Can understand the finer points and implications of a complex report or article even outside their area of specialization.

Table 2.6
Reading Instruction

Basic User	Pre-A1	- Can understand very short, simple, instructions used in familiar everyday contexts (e.g. “No Parking”, “No food or drink”), especially if there are illustrations.
	A1	- Can follow short, simple directions (e.g. to go from X to Y).

	A2	<ul style="list-style-type: none"> - Can understand regulations, for example safety, when expressed in simple language. - Can understand short instructions illustrated step by step (e.g. for installing new technology).
		<ul style="list-style-type: none"> - Can understand simple instructions on equipment encountered in everyday life such as a public telephone. - Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text. - Can understand instructions on medicine labels expressed as a simple command (e.g. "Take before meals" or "Do not take if driving"). - Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.

Independent User	B1	<ul style="list-style-type: none"> - Can understand instructions and procedures in the form of a continuous text, for instance in a manual, provided they are familiar with the type of process or product concerned.
		<ul style="list-style-type: none"> - Can understand clearly expressed, straightforward instructions for a piece of equipment. - Can follow simple instructions given on packaging (e.g. cooking instructions). - Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).
	B2	<ul style="list-style-type: none"> - Can understand lengthy, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections.

Proficient User	C1	- Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to their own area of specialty, provided they can reread difficult sections.
	C2	No descriptor available; see C1

Table 2.7**Reading for Leisure Activity**

Basic User	Pre-A1	<i>No descriptors available</i>
	A1	<ul style="list-style-type: none"> - Can understand short, illustrated narratives about everyday activities described in simple words. - Can understand in outline short texts in illustrated stories, provided the images help them to guess at a lot of the content.
	A2	- Can understand short narratives and descriptions of someone's life composed in simple language.

		<ul style="list-style-type: none"> - Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. - Can understand much of the information provided in a short description of a person (e.g. a celebrity). - Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is composed clearly in simple language. - Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations described in high-frequency everyday language. - Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals)
Independent User	B1	<ul style="list-style-type: none"> - Can read newspaper/magazine accounts of films, books, concerts, etc. produced

		<p>for a wider audience and understand the main points.</p> <ul style="list-style-type: none"> - Can understand simple poems and song lyrics provided these employ straightforward language and style. - Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high-frequency everyday language. - Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries of the writer. - Can follow the plot of stories, simple novels and comics with a clear linear storyline and high-frequency everyday language, given regular use of a dictionary.
	B2	<ul style="list-style-type: none"> - Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels,

		<p>history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.</p> <ul style="list-style-type: none"> - Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.
Proficient User	C1	<ul style="list-style-type: none"> - Can read and appreciate a variety of literary texts, provided they can reread certain sections and they can access reference tools if they wish. - Can read contemporary literary texts and non-fiction produced in the standard form of the language or a familiar variety with little difficulty and with an appreciation of implicit meanings and ideas.
	C2	<ul style="list-style-type: none"> - Can read virtually all forms of texts including classical or colloquial literary and non-literary texts in different genres, appreciating subtle distinctions of style and implicit as well as explicit meaning.

B. Previous Related Studies

There are several studies involving CEFR to determine the quality of foreign language learning. One of the research that has a similar aspect to this newest research is research entitled “Designing and Scaling Level-Specific Writing Tasks in Alignment With the CEFR: A Test-Centered Approach” written by Claudia Harsch and Andre Alexander Rupp Published in 2011. This study discusses the use of a Level-Specific approach to align the writing test with the CEFR proficiency level in language learning in Germany. This study seeks to propose an alternative way to maximize the use of the CEFR's framework as a foreign language learning standard. The proposed approach, namely the Level-Specific Approach, is an approach that targets one task at a certain level of proficiency in a standard. The result shows that the level-specific approach yields plausible inferences about task difficulty, rater harshness, rating criteria difficulty, and student distribution. In this study, the level-specific approach was judged to be inappropriate and the researcher suggested that the assessment of targeted tasks in the CEFR use an analysis of task demands and task characteristics. Moreover, Rasch's analyses show a high consistency between a priori task classification in terms of CEFR levels and empirical task difficulty estimates.

Based on that previous study, shows that the use of CEFR requires an appropriate analytical approach in order to be able to reflect the criteria for the level of proficiency in a task. The difference in the newest study is that researchers will analyze an existing task and then draw it into a framework

with the same approach, namely by analyzing based on task demands and task characteristics through task instructions in each sub-chapter of Reading Comprehension.

The second previous study is a journal article entitled “The CEFR and Reading: A Document Analysis” by Arda Arikan published in 2015. This study discusses the application of CEFR to foreign language learning in Turkey. The analysis in this study focuses on how reading skills are treated in the CEFR. In this study, all reading dimensions, as they appear in the CEFR Framework, were examined for understanding the theoretical problems as well as some related to the framework. Therefore, this study aims to articulate the nature of activities, materials, and tasks that align with the given framework in a way that makes practitioners feel comfortable using them in their foreign language teaching classes. The results show that because the framework has an action-oriented design, all activities, materials, and assignments can be used in the classroom regardless of the previous association with the previous method or approach as long as the content and serving comply with the framework principles.

The previous study still focused on presenting reading skills in the CEFR, while in the newest study, researchers will examine objects that are the output of a standard and are widely used in one country. In contrast to previous studies that examined all parts of learning reading skills, for examples: materials, activities, practices, etc. The newest research will focus on tasks that play a role in assessing students' ability to master reading skills and to

deepen the results of the research, researchers will also examine the presentation of reading materials through in-deep analysis.

The next previous study is a journal article entitled “*Analisis Soal TOSA (Test Of Standard Arabic) Mengacu pada CEFR (Common European Framework of Reference for Languages)*” written by Muhammad Zaenuri, Muhammad Nur Kholis, and Anisatul Barokah from IAIN Surakarta. The article that published in 2020. This article which was published in 2020 took the object to questions in the TOSA (Test of Standard Arabic) book which is used by the IAIN Surakarta Language Development Center to train Arabic competence for students in the first year. This study which aims to describe and analyze TOSA questions as an instrument to measure the Arabic language competence of IAIN Surakarta students shows the result that the question in the *fahmu al-masmu'* (understanding spoken language) section is equivalent to the CEFR level A1 – C1, *fahmu at-tarakib al-lughawiyah* (written formal Arabic identifications) is equivalent to CEFR level A1 – B2, while *fahmu al-maqru'* (understanding, analyzing, concluding Arabic text) equivalent to level B1 – C1 CEFR.

Based on the third previous study, researchers conducted research that used the CEFR as a standard reference for questions in teaching materials. The difference between the study is in the education level chosen, in the newest study the object is lower than the previous study namely in senior high school. This was done because the researcher thought that if the application of CEFR in assessment was applied into the realm of the high school, the

habitation would help students take language proficiency tests such as TOSE at Raden Mas Said State Islamic University or meet the required language proficiency qualifications that wanted in an agency.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study applied a qualitative research approach that used a Content Analysis Design. The qualitative research method is a research method used to examine objects in natural conditions where the researcher is the key instrument and the research result emphasizes meaning rather than generalization (Sugiyono, 2015). This research that analyzed a document is suitable to use Content Analysis.

According to Stemler (2001), content analysis is a systematic and replicable technique for condensing text words into fewer categories by trying to find the characteristics of the message and arranged according to explicit coding rules. Based on Moelong (2007) stated that,

The basic principles of this research design are: 1) Prioritizing processes that follow rules in which the rules are derived from specified criteria and explicitly defined processes, 2) content studies are a systematic process, 3) content studies are generalization processes so that in the future it encourages the development of views related to context, 4) content analysis processes data that is manifested in the document under study, and 5) content studies can be used quantitatively and qualitatively.

Tasks in the textbook are the daily evaluations or a formative test to find out the progress of the student's process of understanding the particular discussion chapter and the learning material of the English textbook in a skill that is being studied. To find out how much linguistic insight students have in learning through English textbooks, we need to know the reading material.

Therefore, the reading material will also be examined based on the theory compiled by Alan Cunningsworth regarding the five aspects that are needed in reading text.

To determine the quality of learning and students' understanding of the learning process, measurements are also needed in addition to assessment (Sholikhah, 2017). Measurement is a process of determining the size of a symptom by using certain standards. An example of measurement includes determining the quality and the characteristic of a thing (Sholikhah, 2017). In this research, the researcher used the CEFR standards criteria as a measure to determine the quality of the reading tasks in the English textbook.

From the explanation in the previous paragraph, it is known that content analysis is suitable for use in this research because this research takes the subject of a task in an English textbook whose data is many and varied. By using content analysis design, researchers find it easier to manage, group, and organize the analyzed data because it is driven by systematic rules or procedures. This minimizes mistakes and errors when researchers analyze data so that data interpretations were more accurate.

B. Research Setting

Setting for this research is Senior High School focused on the teaching-learning process in grade XII. The learning carried out in grade XII is the final stage of educational goals at school where at this level students soon experience a transition to a higher realm, both at the level of education in

higher education and the world of work which of course will meet various people who have various levels and types of competence.

The researcher conduct the research in 2022, and the research schedule carried out by the researcher was as follows:

Table 3.1

Time Schedule of Research

Activity	2022						2023
	Jan	Feb	Mar - May	Jun	Jul-Aug	Sept – Nov	Mar
Title Submission							
Preliminary Research							
Chapter 1 – 3							
Seminar Proposal							
Primary Research							
Chapter 4 – 5							
Munaqosyah							

C. Research Subject

The subject of this research is an English textbook by Kemendikbud. The textbook was arranged based on the 2013 curriculum that underwent several recent updates in 2018. This textbook was chosen to answer problems related to reading materials and the standard of tasks in textbooks at the senior high school based on CEFR in 12th grade.

D. Data and Source of the Data

The data that is needed in this study is the reading material and reading task. To get the data it will process through the data analysis technique using a relevant instrument. To obtain these data, there are two types of data

sources, namely primary sources and secondary sources, the sources belonging to each of these types, are:

1. Primary Sources

The primary data source in this research was taken from a document in the form of a Senior high School English textbook revised edition 2018 for 12th grade by Kemendikbud. The document is widely used as a data source in qualitative research because it is natural, in accordance with the context, and appears based on a certain context. Documents used in this research are official documents that are external in the form of textbooks. The official documents that are external are documents produced by a social institution such as books, magazines, and news that are shared with a wide audience (Moelong, 2007).

2. Secondary Sources

Data retrieval from secondary sources is intended as supporting data for the data that has been obtained through primary sources. The secondary source used in this research are books, articles, and research journals that discuss language teaching-learning and CEFR, and other documents that can support this research.

E. Research Instrument

Research instrument is an important aspect of determining research quality. In qualitative research, humans are the main instrument of research, because the problem, research focus, research procedure, hypothesis used in

the research, and even the expected result in the research do not yet have a definite and clear form. So, the researcher itself is capable and the only tool to achieve these things (Sugiyono, 2015).

To assist researchers in analyzing the data, an additional instrument is needed, namely a table of data. The table of data is composed of categories and indicator lists at each level of CEFR for reading skills and is used by placing the analyzed data on the table to determine whether or not the indicators are in the categorized data.

The table form used as an instrument in this study is as follows:

Tabel 3.2

Example of Data Collection Table for Reading Task for Reading

Category

Reading Task in English Textbook Revised Edition 2018				CEFR	
Chapter	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
II					

Table 3.3

Example of Data Collection Table for Task for Overall Reading

Comprehension

CEFR : Overall Reading Comprehension		Reading Task in English Textbook	
Level	Description	Task Instruction	Explanation
Pre-A1			

F. Techniques of Collecting the Data

The main purpose of this research is to obtain data, therefore data collection technique is needed so that the data obtained can meet the desired standards (Sugiyono, 2015). Based on this urgency, the data collection techniques used in this study include:

1. Observation Technique

Observation is based on direct experience, in this technique researchers directly see and make observations by themselves, then recorded the findings obtained as they were in the research subject in actual (natural) conditions (Moelong, 2007). In this study, the researcher became an observer who was not fully a participant but perform the function of observation. Research data was obtained by making observations on the research subject in the form of an English textbook for Senior High School 12th grade. The following were the steps taken during observation:

- a. Prepare tables format to coding data
- b. Prepare the tables format as instrument to collecting data
- c. Reviewing the group of reading tasks and type of reading texts in the textbook
- d. Reviewing the learning activity of reading tasks in task instruction

- e. Reviewing aspects of reading skills that are targeted with language proficiency standards at each level in the CEFR for reading skills
- f. Accumulating and presenting the suitability of criteria

2. Documentation Technique

Documents are records of phenomena or works that inform a book, picture, or film where the document complements the use of the observation method in qualitative research and makes research results more credible (Sugiyono, 2015). The documentation technique used in this research is done by examining the reading materials and tasks in the English textbook for senior high school grade 12th.

G. Trustworthiness of the Data

In this research, the researcher tries to present data that validity could be accounted for. To make the data valid, there are several steps that must be done to test the validation. One of the steps to test the validity of data can be done using four criteria, namely credibility, transferability, dependability, and confirmability (Moelong, 2007).

1. Credibility

Credibility serves to show how the result of the findings is by proving and researching a collection of real objects that are being

studied. To get credibility, the researcher collects the data from the reading task in each chapter of the English textbook.

2. Transferability

This characteristic aims to state that the findings can be applied to all contexts of problems in an English textbook on the basis of the findings on a sample of tasks that represents the data in all questions in the textbook. The researcher classifies the data to find out the similarity point that exists in the tasks and then takes a sample.

3. Dependability

In terms of reliability, the thing that needs to be considered is the stability of data consistency. To find out the reliability, the researcher making effort to understand the context of the tasks to give the right interpretation through reading it comprehensively and studying the data

4. Confirmability

Confirmability is intended to determine the objectivity of the researcher by considering the whole data and asking about the validity to the expert. The categories of experts are known from his ability or experience in teaching language for foreign languages, have experience in reading learning and know what is CEFR. Data in this research was validated by Mrs. Maria Wulandari, M. Pd as Validator.

H. Techniques of Analyzing the Data

Data analysis is one of the most important stages to achieving research results because analyzing data will get the facts that can answer the formulation of the problem. The data analyzed were obtained from observation and documentation activities. This study uses a content analysis method to describe the suitability of the material in Alan Cunnigsworths' theory and the level of the tasks in the English textbook for senior high school grade 12th by Kemendibud that was published in 2018 based CEFR, in other hands through the result we can conclude what factors need to be emphasized or added to present standardized tasks and suitable to be used as a measuring tool for the students learning outcomes following the demands of the era in the international realm.

In the analysis of qualitative data process, researcher need to code the data. Seiddel (1998) stated that :

When researchers code the data so that it can be traced, collect data, sort data, classify data, synthesize data, make an overview, create data index then interpret data categories, search and find patterns to get the general findings that will be interpreted and share to other.

In accordance with the discussion in the previous paragraph and previous subsection, it has been stated that this research uses a Content Analysis Design which has the basic principle of being systematic. In order to realize this principle, it is necessary to use an appropriate coding method. Coding is an important step to help researchers process and organize data. According to Aurbach and Silverstein (2003), the coding method is a procedure for

organizing the transcripts text of data and discovering patterns within an organizational structure. Saldana (2009) states that coding is a labeling process on data carried out by researchers as an analysis process. The coding process is done by making words, phrases, or sentences that represent aspects or the essence of the data obtained by the researcher. The code for qualitative research can be data in the form of words or short phrases that symbolically describe the essence of data. The data can be in the form of interview transcripts, participant observation field notes, journals, documents, literature, one of which is in the form of books, and, etc (Saldana, 2009).

There are things that need to be considered in the coding process, these aspects include; similarity (things happen the same way), causation (one appears to cause another), differences (they happen in predictably different ways), Frequency (they happen often or seldom), and correspondence (they happen in relation to other activities or events) (Hatch, 2002). There are several stages in coding, the first is to create and code the analyzed data in the form of a quotation and then categorize the code by taking into account the five aspects described in the previous paragraph. After creating a category, if necessary, the researcher can create subcategories, then from those categories and subcategories, the relevant themes or concepts are formed. In the last stage, the themes and concepts are linked to the theory used or compiled (Saldana, 2009). This stage shows that the coding process is a bridge between the real things found in the research object and more abstract things such as

theory. An example of data coding in reading tasks and reading material from the English textbook is :

Table 3.4

Example of Texts Coding Table

Chapter	Kind of Text	Number of Text	Code
II	Suggestion	Text 1	C.II/Text.1/Suggestion

Table 3.5

Example of Tasks Coding Table

Chapter	Activity	Page	Tasks Instruction	Code
II	D	20 – 23	1	C.II/Act.D/P/20-23/Task.1

The data analysis process started with examining data in form of tasks and reading text. The data analysis process is carried out with the following stages:

- a. Analyzing Reading Materials
 - 1) Collect data through observation and documents study
 - 2) Reduce the data obtained. Selecting the appropriate data in form of reading texts and discarding data that does not match
 - 3) Data coding
 - 4) Analyze the suitability of the reading material with Alan Cunningsworths' Theory for Reading Text

- 5) Describe the result of the analysis in suitable reading material with Alan Cunningsworths' Theory for reading text
- 6) Changing the number of aspects fulfilled into the form of a percentage based on the formula that compiled from Castello (2011) refers to the way as a method of calculating, namely:

$$\text{Value (\%)} = \frac{\Sigma \text{ raw score}}{\Sigma \text{ maximum score}} \times 100$$

- 7) Interpret the percentage value into the categories criteria by Arikunto & Cepi (2018) according to the following table:

Table 3.6

Table of Score Category

Presentage (%)	Category
81 – 100	Very Good
61 – 80	Good
41 – 60	Fair
21 – 40	Poor
0 – 20	Very Poor

- 8) Draw conclusion from research result
- b. Analyzing Reading Tasks
- 1) Collect data through observation and documents study
 - 2) Reduce the data obtained. Selecting the appropriate data and discarding data that does not match
 - 3) Data coding
 - 4) Analyze reading tasks in the textbook with CEFR's description illustration level in each group and in overall reading category through the table of data

- 5) Describe or interpret the result of the analysis in reading tasks
from the textbook with CEFR standards in each level
- 6) Draw conclusion from research result

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

In this section, the researcher will display the findings from collecting data through observation and documentation. The presentation of the research findings in this study is separated into two parts. In the first part, the researcher will display data that answer the first question in the formulation problem namely the data findings on reading text with indicators based on Alan Cunningsworth's theory. In the second part, researcher will display data about the second question in the formulation problem that related to CEFR criteria, first categorizing each chapter into CEFR's Reading Categories and then about data finding related to reading task levels according to CEFR's criteria in Reading Categories and overall reading comprehension. Data is presented in narrative form and followed by data tables or tables followed by presented in narrative form. The following is a display of the data findings from the observation and documentation activities:

1. Data Findings of Reading Text Based on Alan Cunningsworth's Theory

In the previous discussion, it has been stated that there are 13 texts in 8 chapters that are the object of research. The thirteen texts consist of different texts with different criteria namely Suggestion text, Descriptive Text, Applicant's letter, News texts, Recounttext, and Procedure text. Different texts can be analyzed by paying attention to aspects of length of text, authenticity, grammar, range of vocabulary and background knowledge. The stage of collecting data start form observated the text in the sub-chapter of reading, make list of the kind of text, and then cecked 5 aspect from Alan Cunningsworth in the text.

To find out how reading text is used in the English textbook based on the formulated indicators, the researcher collects information that supports the discovery of data in the Reading sub-chapter through exposure to the social function in the map of chapters listed at the beginning of the page. Some indicators that require the role of the social function table include knowing Grammar and Background Knowledge. To find out the focus of learning new vocabulary, researchers need to reinforce information from existing data in the Vocabulary sub-chapter which is designed to focus on honing students' reading skills in that field. This is necessary because of the limitations of the researcher's understanding of student vocabulary learning at the previous level of

learning, the data obtained without looking at the factors in the vocabulary sub-chapter may be ambiguous because it does not adapt to the development of student learning from the previous level of education. The result of collecting data of reading texts was displayed in tables below:

Table 4.1

Reading Text in English Textbook Based Alan's Theory

Chapter	Kind of Text	Length of the Text	Authenticity	Specialized Background Knowledge	Complexity of Grammatical	Range of Vocabulary
II	Suggestion	451 words Complete structure	wsdot.wa.gov	X	Present tense, - Conjunction: if, unless - Imperative sentences: why dont you... you should, got...	Nouns and verbs related the topics 12 words
III	Descriptive Text	163 words Complete structure	en.m.wikipedia.org	X	Words, phrase, clause, and sentence	Based on students ability
IV	Applicant's letter	193 words Complete structure	Created in English Textbook Revised Edition 2018	V	Active - pasive voice.	Vocab that used in applicant

						letter
						9 words
V	Descriptive Text	102 words Incomplete structure	(Source: Children's First Cyclopedia, compiled by M. Dempsey)	X	Indirect and direct speech, Past Verbs	Topic related vocabulary 8 words
	News texts from Website	104 words Incomplete structure	(Source: The Jakarta Post, May 9, 2014)	X		
		210 words Complete structure	(Adapted from: The Jakarta Post, May 9, 2014)	X		
VI	News text from website. Event : school regristration	537 Words Complete structure	The Jakarta Post, Jakarta	X	Direct-indirect Sentences and Prepositions	Headlines and Quotes 11 words
VII	News Text. Event: Recycling Conference	282 words Complete structure	(Sources:www.voane ws.com)	X	Direct in direct Sentences and Prepositions	Headlines and Quotes 12 words

IX	Recount Text	111 Words Complete structure	Cereated in English Textbook Revised Edition 2018	V	Commands (imperatives) and Adverbial Phrase	Topic related vocabulary 17 words
	Procedures Texts	138 Words Complete structure	(Adapted from:www.nhs.uk) Questions:	V		
		618 Words Complete structure	(Adapted from: m.wikihow.com)	V		
		388 Words Complete structure	Adapted from: www.cesarsway.com	V		
X	Procedures texts	661 – 710 Complete structure	Adapted form: blog.udemy.com/how- to-use-photoshop/	V	-	Phrases and sentences to give instructions 15 words

2. Data Findings of Reading Tasks in CEFR's Criteria of Reading

a. Group of Reading Based on CEFR's Reading Categories

Reading skills in CEFR are included in the Reception Activity and are divided into several categories including; Overall Reading Comprehension, Reading correspondence, Reading for orientation, Reading for information and arguments, Reading instruction, and Reading for leisure activity. Based on these facts, before analyzing the data in the form of reading tasks, the researcher must first determine which category a task belongs to. In this categorization stage, the researcher uses the information in the social functions table in the Map of Chapter which is available at the beginning of the English Textbook page to find out what text to use, besides that the researcher also uses the activity contained in the task instructions for each chapter.

Data on Social Functions and task activity data are selected to determine the reading category of a chapter because they are considered to have relevance to the criteria in each category. Social functions contain the goals of the chapter and kind of text, while the criteria in each reading category contain different definitions/characteristics and operationalized concepts which generally include types of text, subject of the text, activity, topic, length, type of language, and depth of understanding. Based on this explanation, it can be seen that both of them have similarities and

intersect with each other, especially in terms of kind/type of text which can be strengthened by matching the data goals in social functions and task activities with the criteria/definitions of reading category in CEFR.

The data on the categorization of chapters in the English textbook based on the reading category is summarized in the following table:

Tabel 4.2

Group of Reading Based On CEFR's Reading Category

Chapter	Social Function Based on English Textbook	Tasks Activity	CEFR Group of Reading Category
II	Planning Future activities <ul style="list-style-type: none"> • Giving Suggestion • Giving Advices • Giving Instructions 	Reading, answering, completing,	Reading As a Leisure Activity
III	Giving information through pictures, photos, tables, graphics, charts	observing, discussing, answering, completing sentence,	Reading for Information and Argument
IV	Giving information related to applicant's competence	reading, answering and questioning	Reading Correspondence
V	Responding to creating news items (newspaper/radio/tv)	Reading, analyzing, observing, answering, questioning, and discussing	Reading for Information and Argument
VI	Giving information about an event (news item)	Reading, questioning, and answering	Reading for Information and Argument
VII	Giving information about an event (news item)	Reading, concluding, matching, answering, making text	Reading for Information and Argument

IX	Showing some tips on how to do something	reading, skimming, comparing, observing, discussing, answering,	Reading for Orientation and Reading Instruction
X	Giving information about certain procedures	Reading and answering	Reading Instruction

The table showed the reading category based on CEFR in each chapter. Through some data matching carried out by the researcher, the researcher found several theoretical reasons underlying this categorization. The interpretation of the data based on a theoretical basis includes:

1) Chapter II

The chapter that has a topic entitled "Why Don't You Visit Seattle?" is categorized as Reading for Leisure Activity. As explained in the previous discussion, Reading for Leisure Activity has several key concepts including types of text from simple descriptions of people and places, topics from everyday basics (for hobbies, sports, leisure activities, animals) and concrete situations to a full range of abstract and literary topics, ease of reading with the help of images, and depth of understanding in outline/the main points to understanding implicit as well as explicit meaning.

The main indication that the researcher underlined is the type of text in the form of a Suggestion Text, the text in this chapter contains offers for places to have fun, namely a trip to Seattle. In

addition, the text is also equipped with pictures that describe the beauty and activities that can be done. Supporting things that strengthen this chapter are categorized into the Reading for Leisure Activity category, namely the findings of researchers regarding text sources originating from state transportation sites on the Tourism page so that this text can be categorized as a guide text or tourism promotion. Based on this explanation, it can be concluded that this text is intended to provide references to tourist attractions with illustrations and narratives related to places as well as fun activities that can be done to entertain themselves, therefore the intended readers to read this text are people who are looking for tourist destinations for vacation or other fun purposes.

2) Chapter III

The chapter with the topic entitled "Creating Captions" is included in the Reading for Information and Argument category. This category has types of text ranging from the simplest in the form of brief illustrations to news and reports, subjects of text from familiar everyday subjects of personal interest to topics outside their area of interest; dept of understanding from getting an idea of content to understanding the finer points and implications.

Based on the researcher's analysis, the text in chapter III is categorized into Reading for Information and Arguments, because the social function in this chapter seeks to provide information

through pictures, photos, tables, graphs, or charts, so it can be concluded that the purpose of learning about captions is for students to be able to compile and interpret information from an image. In the interpretation process, it is necessary for students' ability to understand and explore information about an image based on their knowledge so that they are able to find and produce relevant ideas.

3) Chapter IV

The chapter entitled “Do You Know How to Apply for a Job?” This is included in the category of Reading Correspondence. This category encompasses reading both personal and informal correspondence, the extent to which the subject is related to interests, or specialized.

The researcher included it in the Reading Correspondence because the text in this chapter is a job application text that belongs to a formal letter and has a connection with students who will need it someday in the future. In addition, Reading Correspondence is the only category that specifically accommodates and discusses correspondence activities.

4) Chapter V

The chapter entitled "Who was Involved?", is included in the Reading for Information and Argument category. This category has a key concept namely the type of text from simple, short

illustrated information material to the news item, complex reports and articles and depth of understanding from getting an idea of content to understanding the finer points and implications.

The reason the researcher categorizes this chapter into Reading for Information and Argument is that the text used in this chapter is a News Item from the original source. In the social function table, this chapter seeks to teach students to respond to creating news items. Therefore, in order to be able to create news, students must have an in-depth understanding starting from the definition, function, to the structure of the text.

5) Chapter VI

The chapter with the topic entitled “Online School Registration” is included in the Reading for Information and Argument category. This category has key concepts including the type of text from simple, short illustrated information material to the news items, complex reports and articles and depth of understanding from getting an idea of content to understanding the finer points and implications.

The researcher included this chapter in the Reading for Information and Argument category because the social function in this chapter is Giving information about an event (news item), besides that through activities that must be carried out students are not only asked to read but also ask questions so that it encourages

students to pay close attention to the text in depth to better understand both the content and presentation.

6) Chapter VII

The chapter with the topic entitled "It's Garbage In, Art Works Out" is included in the Reading for Information and Argument category. This category has a key concept including the type of text from simple, short illustrated information material to news item, complex reports and articles and depth of understanding from getting an idea of content to understanding the finer points and implications.

This chapter is categorized into Reading for Information and Argument because the social function in this chapter to give information about an event (news item), besides that in the task's activity, students are asked to be able to conclude the contents of the news text that they read. This indicates the need for a deep understanding of the information contained in the news item.

7) Chapter IX

The chapter with the topic entitled "Do It Carefully!" is the only chapter that has two categories of reading comprehension in CEFR, namely Reading for Orientation and Reading Instructions. The Reading for Orientation category is a category that does not only emphasize the type of text and the subject/topic but also emphasizes techniques in reading texts, these techniques include

scanning and skimming, besides that the key concepts in this category include the type of text (from notices, leaflets, etc to articles and books); picking out concrete information, rather than prose text, with helpful layout; identifying important information; scanning prose text for relevance. This chapter is categorized into reading for orientation because, at the beginning of the tasks' activity, there is a skimming technique that students have to do to read the procedure text.

Reading Instruction has key concepts including the topic of instruction from routine prohibitions on simple notices and simple directions to detailed conditions and complex instructions on something unfamiliar, length from a few words/signs to detailed and lengthy, and complex instructions in continuous text. This chapter is categorized as reading instructions because its social function is to show some tips on how to do something, which means that there are several directions that readers must follow to do something.

8) Chapter X

The Chapter entitled “How to Use Photoshop?” is included in Reading Instruction. This category is a specialized form of reading for information, and again concerns written or signed text, key concepts including the topic of instruction from routine prohibitions on simple notices and simple directions to detailed

conditions and complex instructions on something unfamiliar, possibly outside their area of expertise; degree of contextualization and familiarity; length from a few word/signs to detailed and lengthy, complex instructions in continuous text.

The reason this chapter is included in the reading instructions is that in the social function, it is explained that this chapter aims to give information about certain procedures. Procedure text is a kind of text that seeks to explain how to do something, so this text is arranged systematically. Even though in the social function table this chapter aims to give information but this chapter is included in the reading instruction category because the information contained in the text is a series of processes with steps that need to be followed, whereas in reading for information and arguments it tends to refer to articles scientific studies that require in-depth understanding and interpretation have the potential to differ from one reader to another.

b. Reading Tasks Distribution in Five Reading Categories of CEFR

After the reading category based on the CEFR in each chapter have been identified, then the researcher will identify the level of a task in each category and overall. The data is analyzed by matching the components in the task with the aspects of the criteria at each level based on their categories. Therefore, the analysis process cannot be separated from the involvement of the text used in developing the questions. The part of the text that can help researchers analyze is the type of text used because each level has the qualifications of the text used even though it has the same category.

1) Reading Correspondence

Table 4.3

Reading Tasks in Reading Correspondence

Reading Task in English Textbook Revised Edition 2018 by Kemendikud				CEFR Reading for Correspondence	
Chptr	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
IV	Giving information related to applicant's competence	C.IV/Act.D/P.50-51/Task.1	Reading Activity and Answering questions - Why do people write such text? - Do you think someday you	Can understand standard formal correspondence and online postings in their area of professional interest	B1

			will write a text like that? - Do you know the name of the parts of the text ... ?		
		C.IV/Act.D/P.50-51/Task.2	5W+1H Questions and Yes/No Questions - Who wrote ...? - What is the purpose..? - How did ...? - Does Lilis indicate her willingness for an interview?	Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else	B1
		C.IV/Act.D/P.50-51/Task.3	Questioning Activity - Write down your question and discuss with friends - Compare the answer with partners	Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else	B1

2) Reading Orientation

Table 4.4

Reading Tasks in Reading for Orientation

Reading Task in English Textbook Revised Edition 2018 by Kemendikud				CEFR Reading for Orientation	
Chptr	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
IX	Showing some tips on how to do something	C.IX/Act.B/P.120-128/Task.4	Read the text with Skimming	Cand find specific information in practical, concrete, predictable texts (e.g. travel guidebook, recipes), provided they are produced in simple languages	A2

3) Reading for Information and Argument

Table 4.5

Reading Tasks in Reading for Information and Argument

Reading Task in English Textbook Revised Edition 2018 by Kemendikud				CEFR Reading for Information and Argument	
Chptr	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
III	Giving information through pictures, photos, tables, graphics, charts	C.III/Act.B/P.32-39/Task.1	Observing and Discussion <i>Ex:</i> • ...which ones are captions.	Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.	A1
		C.III/Act.B/P.32-39/Task.2	Answering 5W+1H and Yes/No Questions <i>Ex:</i> • Can you mention some attitude problems?	Can get an idea of the content of simpler informational material and short, simple descriptions,	A1

			<ul style="list-style-type: none"> • Make some quotes about nature (based on nature's photo) • What do you think about the picture? Is the man happy ? 	especially if there is visual support .	
		C.III/Act.B/P.32-39/Task.3	<p>Grup Discussion with 5W+1H Questions</p> <p><i>Ex:</i></p> <ul style="list-style-type: none"> • What are captions? • What is the importance of captions? • Why do people use captions? 	Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures .	A1
		C.III/Act.B/P.32-39/Task.4	<p>Discussion in Pair</p> <p><i>Ex:</i></p> <ul style="list-style-type: none"> • What messages are sent by the writers? • Where can you find this captions? 	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support .	A1
		C.III/Act.B/P.32-39/Task.5	<p>Fill in the Blank Dialogue</p> <p><i>Ex:</i></p>	Can get an idea of the content of	A1

			<ul style="list-style-type: none"> • A: Which caption do you like? B: ____ • Do you agree with the words written in caption 1? B: ____ 	simpler informational material and short, simple descriptions, especially if there is visual support .	
		C.III/Act.B/P.32-39/Task.6	Group Discussion <i>Ex:</i> <ul style="list-style-type: none"> • Whether they are good? • What message do they express? • What grammar is used? 	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support .	A1
	V Responding to creating news items (newspaper/radio/tv)	C.V/Act.D/P.64-69/Task.1	Reading Activity and Analyzing Social Function, Text Structure, and Linguistic Features of two different text	Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable	A2
		C.V/Act.D/P.64-69/Task.2	Observing Text and Answering 5W+1H and Yes/No Questions	Can follow the general outline of a news report on a	A2

			<i>Ex:</i> <ul style="list-style-type: none"> • Do you know reported speech? In which text did you find reported speech? • Do you think that reported speech is commonly found in texts like Text 2? Why do you think so? 	familiar type of event, provided the contents are familiar and predictable	
		C.V/Act.D/P.64-69/Task.3	Make comprehension questions	Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable.	A2
		C.V/Act.D/P.64-69/Task.4	Discussion using 5W+1H and Yes/No Questions <i>Ex:</i> <ul style="list-style-type: none"> • Do you find any apartment in your town or cities? • What do apartments generally look like? • Can you think of the advantage or disadvantages of living in 	Can recognise significant points in straightforward news articles on familiar subjects.	B1

			appartement ...?		
		C.V/Act.D/P.64-69/Task.5	<p>Reading Activity and Answering 5W+1H Questions</p> <p><i>Ex:</i></p> <ul style="list-style-type: none"> • What is the source of the text? • What is the text about? What social function of the text? • Which one the headline? Write it down. 	Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events	A2
VI	Giving information about an event (news item)	C.VI/Act.D/P.83-87Task.1	Reading Activity	Can recognise significant points in straightforward news articles on familiar subjects.	B1
		C.VI/Act.D/P.83-87Task.2	Make a Question about the news	Can recognise significant points in straightforward news articles on familiar subjects.	B1
		C.VI/Act.D/P.83-87Task.3	<p>Answering 5W+1H Questions</p> <p><i>Ex:</i></p> <ul style="list-style-type: none"> • What happened to 	Can identify specific information in simpler material they encounter such as letters, brochures and	A2

			<p>Nuraisyah Paransa's son?</p> <ul style="list-style-type: none"> Why do people prefer public school to private school? 	<p>short news articles describing events</p>	
VII	Giving information about an event (news item)	C.VII/Act.E/P.99-102/Task.1	<p>Reading Activity and 5W+1H Question</p> <p><i>Ex:</i></p> <ul style="list-style-type: none"> "What students learn from the text?" 	<p>Can recognise significant points in straightforward news articles on familiar subjects</p>	B1
		C.VII/Act.E/P.99-102/Task.2	<p>Matching the meaning of bold words in the text</p>	-	-
		C.VII/Act.E/P.99-102/Task.3	<p>5W+1H Questions</p> <p><i>Ex:</i></p> <ul style="list-style-type: none"> What was probably the main reason for holding the conference venue? How did the mayor educate students to live a zero waste life style? 	<p>Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events</p>	A2
		C.VII/Act.E/P.99-102/Task.4	<p>Make a script of News Broadcast</p>	<p>Can recognise significant points in straightforward news articles on familiar subjects.</p>	B1

4) Reading Instruction

Table 4.6**Reading Tasks in Reading Instruction**

Reading Task in English Textbook Revised Edition 2018 by Kemendikud				CEFR Reading for Instruction	
Chptr	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
IX	Showing some tips on how to do something	C.IX/Act.B/P.120-128/Task.1	Reading and Comparing 2 texts with Yes/No and 5W+1H Questions <i>Ex:</i> <ul style="list-style-type: none"> Do you think the two texts have the same purpose in society? Why do you think so? 	-	-
		C.IX/Act.B/P.120-128/Task.2	Observing Adverbial Phrases	Can understand short instructions illustrated step by step	A2
		C.IX/Act.B/P.120-128/Task.3	Group Discussion <i>Ex:</i> <ul style="list-style-type: none"> Have you ever seen leopard geckos ...? 	-	-

			<ul style="list-style-type: none"> • Have you ever read about...? • What information about leopard geckos did you get from reading? 		
		C.IX/Act.B/P.120-128/Task.5	<p>Answering 5W+1H Questions <i>Ex:</i></p> <ul style="list-style-type: none"> • What purpose of the text..? • How many steps..? • What should we do if we want to have ..? 	Can understand instructions and procedures in the form of a continuous text , for instance in a manual, provided they are familiar with the type of process or product concerned	B1
		C.IX/Act.B/P.120-128/Task.6	<p>Reading text and answering 5W+1H Questions <i>Ex:</i></p> <ul style="list-style-type: none"> • How many parts does the text have? • Do you think the steps have to be put in order? Why..? 	Can understand lengthy, complex instructions in their field, including details on conditions and warnings , provided they can reread difficult sections.	B2
X	Giving information about certain	C.X/Act.E/P.140-143/Task.1	Reading Activity	Can understand instructions and procedures in the	B1

	procedures			form of a continuous text , for instance in a manual, provided they are familiar with the type of process or product concerned	
		C.X/Act.E/P.140-143/Task.2	5W+1H and Yes/No Questions <i>Ex:</i> <ul style="list-style-type: none"> • How can you customize your own color..? • Do you think the text is originally finished or it is continued other information? • What further information do you need so that you can really operate Photoshop? 	Can understand in detail lengthy, complex instructions on a new machine or procedure , whether or not the instructions relate to their own area of speciality, provided they can reread difficult sections	C1

5) Reading for Leisure Activity

Tabel 4.7

Reading Task in Reading for Leisure Activity

Reading Task in English Textbook Revised Edition 2018 by Kemendikud				CEFR Reading for Information and Argument	
Chptr	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
II	Planning Future activities - Giving Suggestion - Giving Advices - Giving Instructions	C.II/Act.D/P.20-23/Task.1	Reading Activity and answering pre-reading questions •Do you know what Seattle is? •What do you expect...?	Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high-frequency everyday language	B1
		C.II/Act.D/P.20-23/Task.2	Fill in Blank Questions <i>Ex:</i> •We can tour ___ and ___ •Where ___ ?	Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that	B1

				employ high-frequency everyday language	
		C.II/Act.D/P.20-23/Task.3	Completing the Sentence <i>Ex:</i> •The second thing to do is____ •If I am in San Juan Island, I will be able to enjoy ____	Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high-frequency everyday language	B1

c. Tasks Distribution in Overall Reading Criteria of CEFR

The data analysis step when grouping tasks into each level in Overall Reading Comprehension is carried out by identifying the text used in compiling questions and activities that need to be carried out in task instructions. Based on these aspects, the researcher enters data in the form of tasks into the following levels:

Table 4.8

Reading Tasks in Overall Reading Comprehension

CEFR : Overall Reading Comprehension		Reading Task in English Textbook	
Level	Descriptions	Tasks Instruction	Explanation
Pre-A1	Can recognise familiar word/signs accompanied by picture, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary	-	-
A1	Can understand very short, simple text a single	C.III/Act.B/P.32-39/Task.2	Tasks that encourage

	phrase at a time, picking up familiar names, words and basic phrase and rereading as required	C.III/Act.B/P.32-39/Task.3 C.III/Act.B/P.32-39/Task.4 C.III/Act.B/P.32-39/Task.5 C.III/Act.B/P.32-39/Task.6	students to understand short sentences, for example, caption sentences in pictures and outside pictures are available in Chapter 3
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday job-related language	C.IV/Act.D/P.50-51/Task.1 C.IV/Act.D/P.50-51/Task.2	The task from Chapter IV that consists of material about Applicant's Letter
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items	C.V/Act.D/P.64-69/Task.2 C.VII/Act.E/P.99-102/Task.2 C.IX/Act.B/P.120-128/Task.2	The task that commands the students to read short texts and look for the meaning of

			words
B1	Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension	C.V/Act.D/P.64-69/Task.1 C.V/Act.D/P.64-69/Task.5 C.VI/Act.D/P.83-87Task.1 C.VII/Act.E/P.99-102/Task.1	Task that commands the student to read a factual text, ex: News Item
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	C.V/Act.D/P.64-69/Task.1 C.V/Act.D/P.64-69/Task.5 C.VI/Act.D/P.83-87Task.1 C.VII/Act.E/P.99-102/Task.1 C.IX/Act.B/P.120-128/Task.1 C.IX/Act.B/P.120-128/Task.4	All tasks that command students to read the text

		C.IX/Act.B/P.120-128/Task.6 C.X/Act.E/P.140-143/Task.1 C.II/Act.D/P.20-23/Task.1	
C1	Can understand in detail lengthly, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections.	C.II/Act.D/P.20-23/Task.2 C.II/Act.D/P.20-23/Task.3 C.VI/Act.D/P.83-87Task.3 C.VII/Act.E/P.99-102/Task.3 C.IX/Act.B/P.120-128/Task.5 C.X/Act.E/P.140-143/Task.2	The tasks that command students to look for detailed information in complex text
	Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or proffessional publications, provided there are opportunities for rereading and they have access	C.IV/Act.D/P.50-51/Task.3 C.V/Act.D/P.64-69/Task.3 C.VI/Act.D/P.83-87Task.2	Tasks that instruct students to create comprehension questions and discuss topics related to a text

	to reference tool.		
C2	Can understand virtually all types of texts including abstract, structurally complex, or highly colloquial literary and non-literary writings.	-	-
	Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as implicit meaning	-	-

B. Discussions

In the discussion section, the researcher will interpret the data obtained based on the literature review and the theoretical framework presented in chapter II. The following is a presentation of the data that has been written in the research finding:

1. Quality of Reading Texts

In the previous sub-chapter, it can be seen that the reading text will analyze from the point of view of Alan Cunningsworth's theory. In Alan's theory, we will know how the texts used in the English Textbook are. In this section the researcher will discuss findings about reading texts based on that points of view, as follows:

1) Length of Words

Based on the researcher's observations regarding the word length in the entire text ranges from 102 - 710 words. The text suggestion with code C.II/Text.1/Suggestion is 415 words long. In descriptive text with code C.III/Text.1/Descriptive and C.V/Text.1/Descriptive, it has a length of 163 and 102 words. The applicant's letter with code C.IV/Text.1/Applicant has a text length of 193 words and consists of a complete structure of text. On News Items with code C.V/Text.2/News it consists of 104 words, C.V/Text.3 /News consists of 210 words, C.VI/Text.1/News consists of 537 words, C.VII/Text.1/News consists of 756 words, the structure of text in 3 out of 4 news items is presented in full based on the structure of

the text of news items. Whereas in Procedure Text the code C.IX/Text.1/Procedures consists of 111 words, C.IX/Text.2/Procedures consists of 138 words, C.IX/Text.3/Procedures consists of 618 words, C.IX/Text.4/Procedures consists of 388 words, C.X/Text.1/Procedures consists of 710 words. From the data obtained, it can be seen that 6 out of 12 texts have a word length that is included in the long category with a total of more than 300 words. In addition, 11 out of 13 texts have a complete text structure.

2) Authenticity

Authenticity refers to the source of teaching materials in the form of text available in books. Material sources can be distinguished based on where the source is taken, the first type of source is from text that is intentionally made for learning purposes and another type consists of text taken directly from the source in other words not compiled for educational purposes. The level of authenticity will be higher if the source of the reading text comes from a direct source and is not compiled for educational purposes. One of the characteristics that can be used to identify whether the text is from the original source or not can be seen from the source information listed in the text.

Based on observations made by researchers, it was found that 10 of the 12 texts in 8 chapters took reading material from the

original source, the data included C.III/Text.1/Descriptive, C.V/Text.1/Descriptive, C.V/Text.2/News, C.V/Text.3/News, C.VI/Text.1/News, C.VII/Text.1/News, C.IX/Text.2/Procedure, C.IX/Text.3/Procedure, C.IX/Text.4/Procedure, and C.X/Text.1/Procedure. The reading material that does not take from the original source or does not include the source of the reading material consists of data from C.II/Text.1/Suggestion, C.IV/Text.1/Applicant, and C.IX/Text.1/Procedure.

3) Grammar

The use of grammar can be seen from the chapter map table in the Language features section which is on the first page of the English textbook and also the grammar used in each reading text. Based on observations, it is known that each type of text in the chapter has a different grammatical focus. In total there are 8 grammatical aspects specifically taught in 8 chapters used in this study, these 8 aspects include present tense in suggestion text (C.II/Text.1/Suggestion) and descriptive text (C.III/Text.1/Descriptive, C.V/Text.1/Descriptive), conjunction in suggestion text (C.II/Text.1/Suggestion), command/imperative sentence in suggestion text (C.II/Text.1/Suggestion) and procedure text (C.IX/Text.2/Procedure, C.IX/Text.3/Procedure, C.X/Text.1/Procedure), the active-passive voice in applicant's letter (C.IV/Text.1/Applicant), indirect-direct speech in news items (C.V/Text.2/News, C.V/Text.3/News, C.VI/Text.1/News,

and C.VII/Text.1/News), Past verbs in news items (C.V/Text.2/News, C.V/Text.3/News, C.VI/Text.1/News, and C.VII/Text.1/News, and C.IX/Text.1/Recount), prepositions in news items (C.VI/Text.1/News, and C.VII/Text.1/News), and adverbial phrases in procedure text (C.IX/Text.2/Procedure, C.IX/Text.3/Procedure, C.X/Text.1/Procedure).

4) Range of Vocabulary

The range of vocabulary can be seen from the topic text presented in the book. Of the several topics of discussion, the one that uses the new vocabulary is in chapter 9 which is dominated by procedure text with a total of 17 new words. While the topic that uses the least new vocabulary is chapter 5 which is dominated by news items with a total of 8 new words. Based on the data in the table **Table 4.1**, it can be seen that the total number of new vocabulary taught in the texts in the 8 sub-chapter readings is 84 new words. This number has met the target range of the number of new vocabulary that needs to be taught during class meetings in one semester or five months of the course.

5) Specialized Background Knowledge

The topics that are not familiar can be known from the source and whether or not there is involvement in certain fields to understand the text. Based on the observations made, the researcher found that 6 texts required background knowledge because the topics were

not everyday topics and were also not related to the activities of education that were around students. Texts that require background knowledge cannot be separated from the context of the readers in this English textbook, namely students in an educational institution who are still in their teens. Therefore, themes/topics related to the world of work and procedures for doing or making something are considered to require background knowledge to be able to understand the context and content of reading texts.

Based on this explanation, it can be seen that there are four aspects that are generally considered in the preparation of reading texts and one aspect remains that is not considered in selecting and compiling reading texts, namely Specialized Background Knowledge. The use of Specialized Background Knowledge is less than half the amount of text used in English textbooks. To find out the specifications of the quality of reading material in this textbook, the researcher converted the scores obtained into the scoring formula compiled by Castello (2011):

$$\text{Value (\%)} = \frac{4}{5} \times 100 = 80\%$$

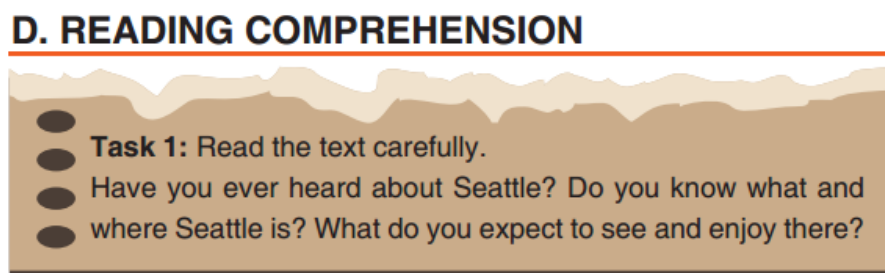
Based on the results of these calculations, it can be seen that overall the Reading Materials used in the English Textbook Revised Edition 2018 by Kemendikbud are included in the “Good” category with the percentage is 80%.

2. Level of Reading Task in Each and Overall Chapter

In this section, the researcher will present the findings sequentially based on the task starting from chapter 2 which is the first object in this study. In each discussion, the researcher will display pictures of research objects in the form of task instructions and task questions from the original source, namely the English textbook Revised Edition 2018 for senior high school grade 12 by the Ministry of Education and Culture. The picture will be followed by a tabulation of previously collected data with instruments that the validator has validated. In this way, it will facilitate the presentation of the data and make it easier for the reader to understand the interpretation of the finding data. The following is a discussion of the data obtained:

a. Chapter 2

1) C.II/Act.D/P.20-23/Task.1



Picture 4.1 Task Instruction in C.II/Act.D/P.20-23/Task.1

Table 4.9**Reading As a Leisure Activity in C.II/Act.D/P.20-23/Task.1**

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading Activity •Do you know what is Seattle? •What do you expect...?	Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high-frequency everyday language	B1

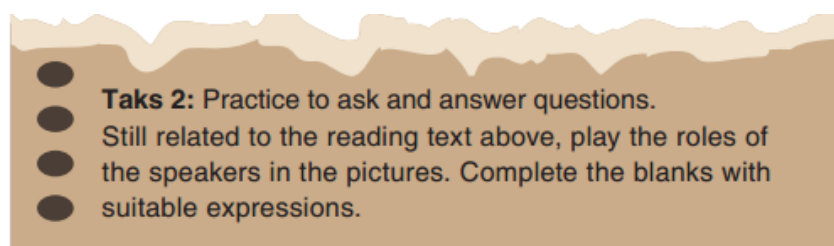
The text in this task is a suggestion text that discusses a tourist attraction, namely Seattle. Therefore the text can occupy the B1 level on the level description between the first and second.

In the task instructions, it can be seen that the activity carried out is reading a text through the command "Read the text carefully!" which is then followed by pre-reading questions or focusing activities in the form of Yes/No and 5W+1H questions. This question directs students to explore information about an overseas tourist object that hasn't visited or know about. The purpose of the question is to lead students to find the answer in the text. Broadly speaking, the pre-reading aims to determine the information that students need to pay attention to when reading the text.

In this category, there is a level that specifically includes activities related to tourist objects, namely at level B1. There are two descriptions at level B1 that discuss travel, namely “Can understand the description of places events, Explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high-frequency everyday language” and “Can understand travel diary mainly describing the events of a journey and the experiences and discoveries of the writer”.

The instructions for reading the text on the task show that the goals in these tasks are in the form of cognitive skills which emphasize aspects of student understanding. Based on this, it can be concluded that this task enters level B1 with the first description. Moreover, in the first description, it is accompanied by a statement that the text can be in the form of a Guide, the researcher has traced the source of the text listed in the English textbook and the text is taken from a state transportation page that discusses recommendation of tourist objects for the general public and is not a record someone's journey.

2) C.II/Act.D/P.20-23/Task.2



Dialog 1

A : What can we do at the Pike Place Market?
 B : We can tour _____ and _____
 A : _____
 B : Its entire district is full of shopping, attractions and sights.
 A : _____?
 B : The area's festival of sounds, tastes and smells.

Dialog 2

A : _____ Chihuly Garden and Glass?
 B : It is a premier destination for arts, entertainment and favorite sights.
 A : _____ at Chihuly Garden and Glass?
 B : The Space Needle and Pacific Science Center.

Dialog 3

A : _____ for a sweet treat?
 B : Tour the Theo Chocolate factory in Freemont.
 A : _____ ?
 B : The mission of the chocolate factory is to create change in the Democratic Republic of Congo (DRC).

Dialog 4

A : Where _____ ?
 B : At the Boeing factory in Mukilteo.
 A : _____ ?
 B : Explore the dynamics of flights and experience new aviation innovation.

Picture 4.2 Task in C.II/Act.D/P.20-23/Task.2**Table 4.10****Reading As a Leisure Activity in C.II/Act.D/P.20-23/Task.2**

Example of Task	Relevant Criteria on CEFR	CEFR Level
Fill in Blank Questions <i>Ex:</i>	Can understand descriptions of places, events, explicitly expressed feelings and perspectives in	B1

<ul style="list-style-type: none"> • We can tour ___ and ___ • Where ___ ? 	narratives, guides and magazine articles that employ high-frequency everyday language	
--	---	--

In the task instruction, students are asked to "Practice to ask and answer questions", while the activity that needs to be done by students is to complete the gap sentence in a dialogue about a text suggestion entitled Seattle. After completing the sentences, students were asked to "play the roles" of questioners and answerers.

The types of questions in this task encourage students to sort and provide information somewhere in the text that is relevant to the questions in the dialogue. In addition, this question model also encourages students to know what kind of sentences can be used to ask questions about a place and what topics of questions can be used when going or on vacation somewhere.

Based on this explanation, this task is included in level B1 with the description "Can understand the description of places, explicitly expressed feelings and perspectives in guides that employ high frequency everyday language".

3) C.II/Act.D/P.20-23/Task.3

● **Task 3:** Complete the sentences.
 ● Please complete the following sentences by referring to
 ● the previous reading text.

Example:

If you visit Seattle, arrive with _____

If you visit Seattle, arrive with *this list of six must-have experiences*.

1. If you visit Seattle, the first thing to do is _____

2. The second thing to do is _____

3. The 'Soul of Seattle' is the name for _____ because

4. _____ is the third
 instruction to follow if you visit Seattle.
5. If I am in the San Juan Islands, I will be able to enjoy _____

6. The fourth instruction to follow is _____

7. Chihuly Garden and Glass customer service may offer
 a help to a guest saying _____
8. If you were an aircraft factory staff, what would you say to
 offer help for your visitors. What if _____

9. Two instructions to follow at the Boeing factory are
 _____ and _____
10. Imagine you are visiting Lake Toba with your classmates.
 Your friends want to go canoeing but do not know how to
 do it. What would you say to help them _____

Picture 4.3 Task in C.II/Act.D/P.20-23/Task.3

Table 4.11**Reading As a Leisure Activity in C.II/Act.D/P.20-23/Task.3**

Example of Task	Relevant Criteria on CEFR	CEFR Level
Completing the Sentence <i>Ex:</i> <ul style="list-style-type: none"> •The second thing to do is ____ •If I am in San Juan Island, I will be able to enjoy ____ 	Can understand descriptions of places, events, explicitly expressed feelings and perspectives in guides and magazine articles that employ high frequency everyday language	B1

The text used in this task is still a suggestion text about a tourist destination, namely Seattle, and is sourced from a text guide.

In this task, students are asked to complete sentences with relevant information, both information available in the text and information that students find from other sources or information that students already have before reading the text. In the process of completing these sentences, students are required to be able to understand the information provided in the text.

Based on the text and the activities instructed, it can be concluded that this task occupies level B1 with the description level "Can understand descriptions of places that express feelings and perspectives in guides".

Table 4.12
Reading for Information and Argument in C.III/Act.B/P.32-
39/Task.1

Example of Task	Relevant Criteria on CEFR	CEFR Level
Observing and Discussion <i>Ex:</i> <ul style="list-style-type: none"> • ...which ones are captions. 	Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.	A1

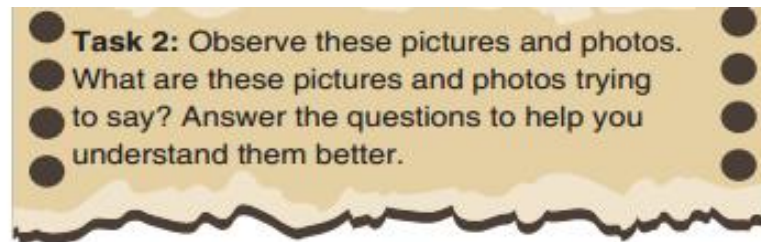
The text in this task is a description text about captions and captions which are explanatory sentences or sentences that accompany an image or chart, whether the sentence is inside the image or outside the image.

The activity instructed in this task is that students are asked to observe 9 pictures and determine which ones are included in the captions through discussion activities with classmates. This activity encourages students to know the characteristics of each image along with the information contained in it. Based on information obtained from the teacher's book from the 12th grade English textbook by the Ministry of Education and

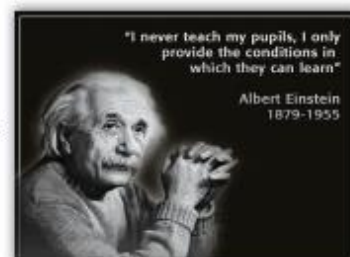
Culture and the same source, it is conveyed that all of the pictures are captions.

Based on the activity so it can conclude that this task occupies level A1 with the description, “Can understand short texts on subjects of personal interest, composed in very simple language and supported by illustrations and pictures”.

2) C.III/Act.B/P.32-39/Task.2



1. Can you mention some attitude problems?
2. What kind of personality is difficult to handle?
3. What kind of caption is it?
4. Make some quotes about nature.
5. Explain your quotes to your friends.
6. Compare your quotes and the quote in the caption.
7. What does friendship mean to you?
8. Write a sentence or phrase under the word 'friendship' in the caption.
9. What do you think about the quote in this caption?
10. What do you think about the picture? Is the man happy? What does this man symbolize?
11. Write your own caption inside this photo.



Picture 4.5 Task in C.III/Act.B/P.32-39/Task.2

Table 4.13

**Reading for Information and Argument in C.III/Act.B/P.32-
39/Task.2**

Example of Task	Relevant Criteria on CEFR	CEFR Level
5W+1H and Yes/No Questions <i>Ex:</i> <ul style="list-style-type: none"> • Can you mention some attitude problems? • Make some quotes about nature (based on nature's photo) • What do you think about the picture? Is the man happy ? 	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support .	A1

The text used in this task is still the same namely 9 captions as the first task.

The activity instructed in this task is to answer questions. In these questions, students are asked to describe the implied information contained in the sentence in the caption, find ideas and express opinions about the caption, to make captions in the form of quotes from the images that have been provided. Through these activities students are encouraged to find ideas and create captions based on existing pictures.

Based on this analysis, it can be seen that this task occupies level A1 with a description "Can get an idea of the content of

simpler informational material and short, simple descriptions, especially if there is visual support”.

3) C.III/Act.B/P.32-39/Task.3



Picture 4.6 Task in C.III/Act.B/P.32-39/Task.3

Table 4.14

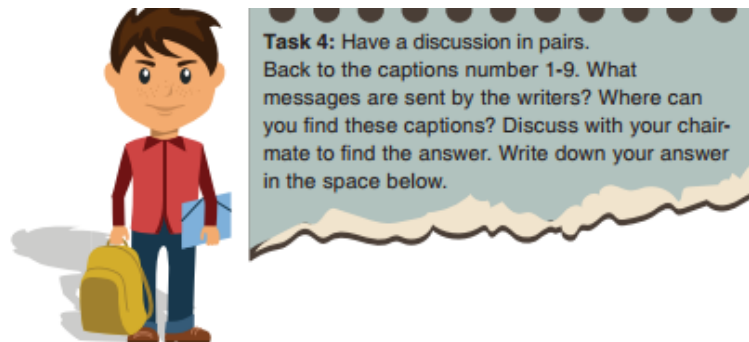
Reading for Information and Argument in C.III/Act.B/P.32-39/Task.3

Example of Task	Relevant Criteria on CEFR	CEFR Level
<p>Grup Discussion with 5W+1H Questions <i>Ex:</i></p> <ul style="list-style-type: none"> • What are captions? • What is the importance of captions? • Why do people use captions? 	<p>Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures.</p>	A1

This task does not specifically refer to one particular text because this task encourages students to accommodate their understanding through information obtained through previous

activities. The answers given can come from the description text and are also based on information that has been collected by students through previous discussions. This activity encourages students to know and understand fundamentally about captions. Based on this explanation, it can be concluded that this task occupies level A1 with the description "Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and pictures".

4) C.III/Act.B/P.32-39/Task.4



Caption	Message	Venue
Caption 1	Not all expectations can be achieved.	
Caption 2		
Caption 3		
Caption 4		
Caption 5		
Caption 6		
Caption 7		
Caption 8		

Picture 4.7 Task in C.III/Act.B/P.32-39/Task.4

Table 4.15

**Reading for Information and Argument in C.III/Act.B/P.32-
39/Task.4**


Example of Task	Relevant Criteria on CEFR	CEFR Level
Discussion in Pair <i>Ex:</i> <ul style="list-style-type: none"> •What messages are sent by the writers? •Where can you find this captions? 	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support .	A1

The text used in this text is the same captions as tasks 1 and 2.

In this task, students carry out discussion activities in pairs discussing two topics, the message and the place of each caption. This activity encourages students to find ideas based on the interpretations made by students in the previous task. After getting an idea to make a sentence, students are asked to find an idea about the message contained in the sentence. Besides that, students also analyze where and under what conditions the caption can be found.

Based on this explanation, it can be seen that this task occupies level A1 with the description, "Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support".

5) C.III/Act.B/P.32-39/Task.5



Task 5: Work in pairs.
Refer to the pictures in previous Task 1 and complete the blanks with suitable expressions. Then, play these roles in front of the class.

Dialog 1

A : Which caption(s) do you like?
B : _____
A : Why do you think so?
B : _____
What about you, which one(s) do you like?
A : I think _____
B : Can you tell me why you like it?
A : _____
B : Do you think the description in caption 1 reflects the content of the chart?
A : _____

Dialog 2

A : Which _____?
B : I like caption number 4. The font is so interesting and the combination of black and white colours provides a clear contrast. What about you, which one do you like the best?
A : I like number 5 best. The yellow colour with the greeny nature background _____
B : I like it, too. The words also _____
A : Do you agree with the words written in caption 1?
B : _____
A : Why?
B : _____

Picture 4.8 Task in C.III/Act.B/P.32-39/Task.5

Table 4.16

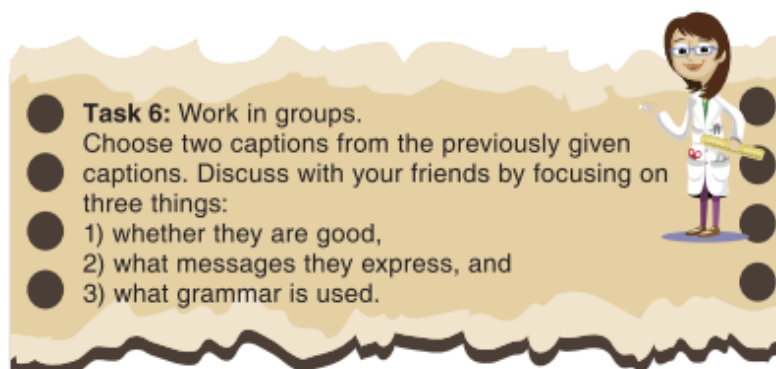
**Reading for Information and Argument in C.III/Act.B/P.32-
39/Task.5**

Example of Task	Relevant Criteria on CEFR	CEFR Level
Fill in the Blank Dialogue <i>Ex:</i> <ul style="list-style-type: none"> • A: Which caption do you like? B: _____ • Do you agree with the words written in caption 1? B: _____ 	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support .	A1

The text used is still the caption as the previous task. There are 2 activities in this task, namely completing sentences with the correct expression according to students and role-playing in front of the class. Based on the questions in the task, it is known that the purpose of questions is not to ask students to repeat the information obtained but to find ideas and reasons, and then interpret captions based on the students' own thoughts which are done in pairs.

From the presentation, it can be seen that this task occupies level A1 with the description "Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support".

6) C.III/Act.B/P.32-39/Task.6



Picture 4.9 Task in C.III/Act.B/P.32-39/Task.6

Table 4.17

Reading for Information and Argument in C.III/Act.B/P.32-39/Task.6

Example of Task	Relevant Criteria on CEFR	CEFR Level
Group Discussion <i>Ex:</i> <ul style="list-style-type: none"> • Whether they are good? • What message do they express? • What grammar is used? 	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support .	A1

Based on the teacher's book from the English textbook for grade 12 by the Ministry of Education and Culture, it is known that the caption referred to in the task instruction is the same caption used in task 1. The activity in the task instruction is discussing with focusing on three points, namely on good or bad captions, the message contained in the caption and what grammar is used.

This activity encourages students to re-find ideas that arise and are relevant to the caption being discussed. Students are asked to analyze from the explicit to the implicit.

Based on this explanation, it can be concluded that this task occupies level A1 with the description "Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support".

c. Chapter 4

1) C.IV/Act.D/P.50-51/Task.1

D. READING COMPREHENSION

Task 1: Read the text carefully.

- As you read, try to figure out the answers to the following questions. What is the type of the following text? Why do
- people write such text? Do you think that someday you will write a text like that? Do you know the names of the parts of
- the text marked by the numbers and the meaning of the words in italics in the text?

Picture 4.10 Task in C.IV/Act.D/P.50-51/Task.1

Table 4.18

Reading Correspondence in C.IV/Act.D/P.50-51/Task.1

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading Activity and answering 5W+1H and Yes/No Questions <i>Example:</i> - Why do people write	Can understand standard formal correspondence and online postings in their area of professional interest	B1

such text? - Do you think someday you will write a text like that? - Do you know the name of the parts of the text ... ?		
--	--	--

The text that is used to develop this task is a job applicant's letter. The activities instructed in this task are to read carefully a job application letter and answer questions regarding basic matters regarding the use and preparation of a job application letter according to the level of understanding of each student where the answers are not available in the text. Through these activities, students will know fundamentally about the terms and criteria for official letters, especially job application letters.

Based on this analysis, it can be seen that this task occupies level B1 in the reading skill category reading correspondence with the level description, namely "Can understand standard formal correspondence and online postings in their area of professional interest".

2) C.IV/Act.D/P.50-51/Task.2

Task 2: Answer the questions.
Answer the following questions based on the text.

1. To whom is the letter sent?
2. Who wrote the application letter?
3. What is the purpose of writing the letter?
4. What position is being advertised?
5. How did Lilis Handayani know the vacancy?
6. What is Lilis' current position?
7. What has her current position provided with?
8. What other responsibilities does she have at the moment?
9. Do you think that Lilis is confident about her competence? How do you know?
10. Does Lilis indicate her willingness for an interview? Find the evidence from the text.

Picture 4.11 Task in C.IV/Act.D/P.50-51/Task.2**Table 4.19****Reading Correspondence in C.IV/Act.D/P.50-51/Task.2**

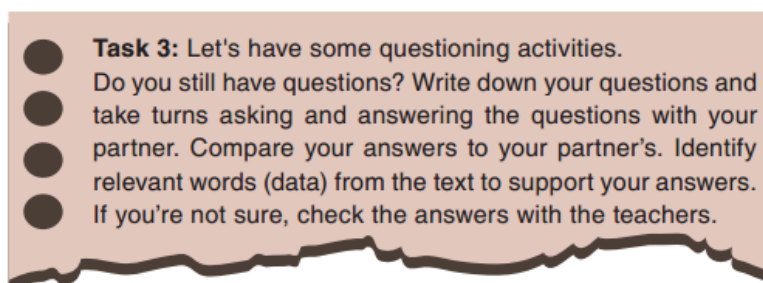
Example of Task	Relevant Criteria on CEFR	CEFR Level
5W+1H Questions and Yes/No Questions - Who wrote ...? - What is the purpose..? - How did ...? - Does Lilis indicate her willingness for an interview?	Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else	B1

The text used in the preparation of this task is a formal letter in the form of a job application letter.

The activity instructed in this task is to answer questions about the information provided in the job application letter. In this activity, students are encouraged to understand in detail the information in the parts in the job application letter. In addition, students are also asked to conclude a condition based on the information already available in the letter.

Through these findings, it can be seen that tasks at this level occupy level B1 with the description “Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else”.

3) C.IV/Act.D/P.50-51/Task.3



Picture 4.12 Task Instruction in C.IV/Act.D/P.50-51/Task.3

Table 4.20

Reading Correspondence in C.IV/Act.D/P.50-51/Task.3

Example of Task	Relevant Criteria on CEFR	CEFR Level
Questioning Activity - Write down your question	Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else	B1

and discuss with friends		
- Compare the answer with partners		

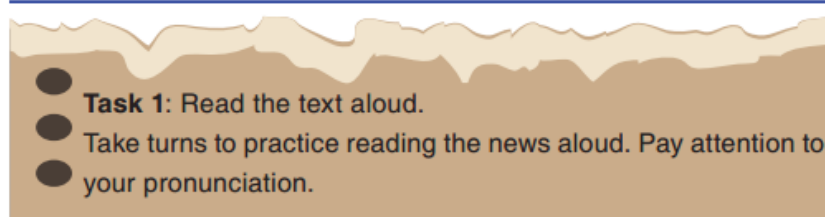
The text used in this asking task is still a job application letter which is also used in tasks 1 and 2. In this task, students are instructed to carry out activities in pairs by making questions related to things they do not understand about job application letters. In addition to reviewing the understanding that has been obtained by students, this activity encourages students to further deepen their understanding of formal letters both in general and specifically (job application letters).

Based on this explanation, it can be concluded that this task occupies level B1 with the description "Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else".

d. Chapter 5

1) C.V/Act.D/P.64-69/Task.1

D. READING



- **Task 1:** Read the text aloud.
- Take turns to practice reading the news aloud. Pay attention to
- your pronunciation.

Aspects	Text 1	Text 2
Social function: What is the purpose of the text?		
Text structure: How are the ideas in the text organized?		
Linguistic features		

Picture 4.13 Task in C.V/Act.D/P.64-69/Task.1

Table 4.21

Reading for Information and Argument in C.V/Act.D/P.64-69/Task.1

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading Activity and Analyzing Social Function, Text Structure, and Linguistic Features of two different texts	Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable	A2

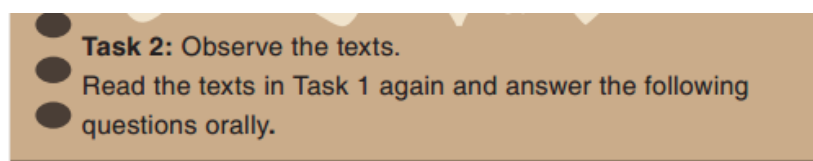
There are 2 texts used in the preparation of this task, namely descriptive text, and news items which both raise the topic of public road facilities. The descriptive text contains the Humber Bridge informations while the news item text contains the Antasari-Depok-Bogor toll road informations.

The activity instructed in this task is to read aloud the two texts then students are asked to examine several important points

which include the social function, text structure and Linguistic Features between the two texts. Through this activity, students can find out the general outline of a news item in the form of the basis of its arrangement to the elements contained therein.

Based on this explanation, it can be seen that this task occupies level A2 with the description "Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable".

2) C.V/Act.D/P.64-69/Task.2



1. Do you know reported speech? In which text did you find reported speech?
2. Do you think that reported speech is commonly found in texts like Text 2? Why do you think so?

Picture 4.14 Task in C.V/Act.D/P.64-69/Task.2

Table 4.22

Reading for Information and Argument in C.V/Act.D/P.64-69/Task.2

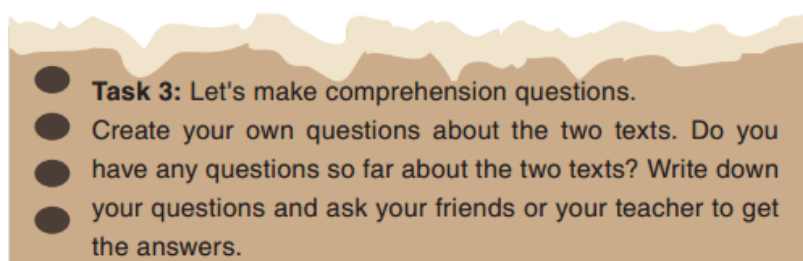
Example of Task	Relevant Criteria on CEFR	CEFR Level
Observing Text and Answering 5W+1H and Yes/No Questions <i>Ex:</i> <ul style="list-style-type: none"> • Do you know reported 	Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and	A2

speech? In which text did you find reported speech? • Do you think that reported speech is commonly found in texts like Text 2? Why do you think so?	predictable	
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The text used in this task is still the same as the previous task, namely description text and news item text. Meanwhile, the activity instructed in this task is to observe the 2 texts and then answer questions that direct students to distinguish which text is News. One way for students to know the difference is in each general outline of the text.

Based on this presentation it can be seen that these tasks occupy level A2 with the description "Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable".

3) C.V/Act.D/P.64-69/Task.3



Picture 4.15 Task in C.V/Act.D/P.64-69/Task.3

Table 4.23

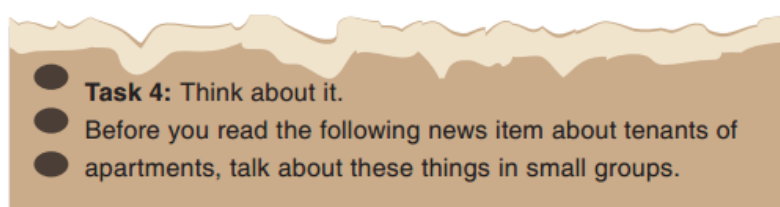
**Reading for Information and Argument in C.V/Act.D/P.64-
69/Task.3**

Example of Task	Relevant Criteria on CEFR	CEFR Level
Make comprehension questions	Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable	A2

The text used in this task is the same as task 1, namely description text and news text. The instructed activity in the task is that students are asked to make questions related to the two texts after understanding them in task 1 and task 2. The questions referred to in this task are still about general outline elements and the functions contained in both texts. This can be concluded from the form of the text, each of which is only 1-2 paragraphs with little information.

Based on this explanation, it can be seen that this task occupies level A2 with the description "Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable".

4) C.V/Act.D/P.64-69/Task.4





Picture 4.16 Task in C.V/Act.D/P.64-69/Task.4

Table 4.24

Reading for Information and Argument in C.V/Act.D/P.64-69/Task.4

Example of Task	Relevant Criteria on CEFR	CEFR Level
<p>Discussion using 5W+1H and Yes/No Questions <i>Ex:</i></p> <ul style="list-style-type: none"> • Do you find any appartement in your town or cities? • What do apartment generally look like? • Can you think of the advantage or disadvantages of living in apartment ...? 	<p>Can recognise significant points in straightforward news articles on familiar subjects.</p>	B1

The text used in compiling this task is not specifically stated in either the task instructions or the task questions, but the discussion still refers to the same text, namely the news item.

The activity instructed in this task is to discuss 5 pre-questions about the text that will be discussed in the next task. Based on these activities, it can be interpreted that this task seeks to find out how far students' knowledge of the topics will be conveyed in the text. The knowledge that will be known based on these 5 questions is about important information relating to the object to be reported.

Based on this explanation, it can be seen that this task occupies level B1 with the description "Can recognise significant points in straightforward news articles on familiar subjects".

5) C.V/Act.D/P.64-69/Task.5

- **Task 5: Read the text.**
- Read the following text carefully. Answer the comprehension
- questions briefly.

Answer the questions briefly.

1. What is the source of the text?
2. What is the text about? What is the social function of the text?
3. Which one is the headline? Write it down.
4. Why do you think living in an apartment is getting popular?
5. Can you identify some regulations of living in an apartment?
What are they
6. Who sets the regulations?
7. Did you find any information about **who** in the text?
8. Did you find any information about **where** in the text?
9. Did you find any information about **what** in the text?
10. Did you find any information about **why** in the text?

Picture 4.17 Task in C.V/Act.D/P.64-69/Task.5

Table 4.25

Reading for Information and Argument in C.V/Act.D/P.64-69/Task.5

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading Activity and Answering 5W+1H Questions <i>Ex:</i> <ul style="list-style-type: none"> • What is the source of the text? • What is the text about? What social function of the text? • Which one the headline? Write it down. 	Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing event	A2

The text used in compiling this task is a news item sourced from The Jakarta Post with the title "Tenant Advised to Obey Regulations on Apartment".

The activities instructed in this task are reading and answering comprehension questions about important or main information in the text. Questions were asked about the source of the text and parts of the text to identify the information contained in the text based on the 5W + 1H rules.

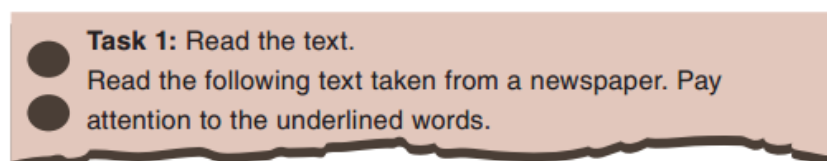
Based on this explanation, it can be seen that this task occupies level A2 with the description "Can identify specific information

in simpler material they encounter such as letters, brochures and short news articles describing events".

e. **Chapter 6**

1) C.VI/Act.D/P.83-87Task.1

D. READING COMPREHENSION



● **Task 1:** Read the text.
 ● Read the following text taken from a newspaper. Pay attention to the underlined words.

Picture 4.18 Task Instruction in C.VI/Act.D/P.83-87Task.1

Table 4.26

Reading for Information and Argument in C.VI/Act.D/P.83-87Task.1

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading Activity	Can recognise significant points in straightforward news articles on familiar subjects	B1

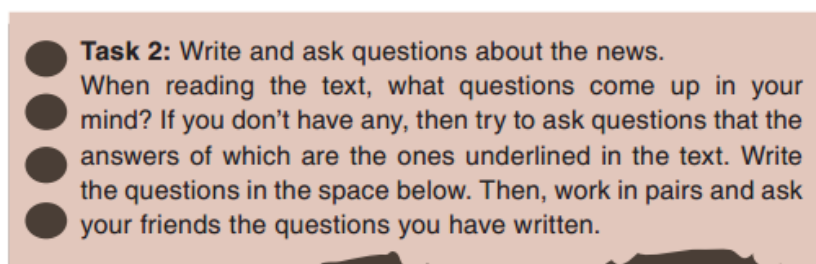
The text used in this task is news item text sourced from The Jakarta Post with the title "Parents upset, disappointed with online school registration".

In this task, students are instructed to read the text by paying attention to the underlined sentences. It is known that the

underlined sentences contain important points from each news paragraph. Therefore it can be seen that in this task apart from reading students are also directed to know and sort out the main information in the news text.

Based on this presentation, it can be seen that this task occupies level B1 with the description "Can recognize significant points in straightforward news articles on familiar subjects".

2) C.VI/Act.D/P.83-87Task.2



Picture 4.19 Task in C.VI/Act.D/P.83-87Task.2

Table 4.27

Reading for Information and Argument in C.VI/Act.D/P.83-87Task.2

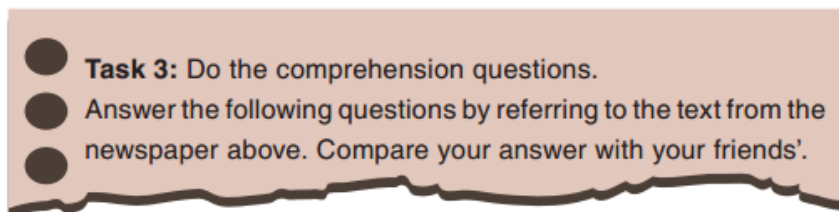
Example of Task	Relevant Criteria on CEFR	CEFR Level
Make a Question about the news	Can recognise significant points in straightforward news articles on familiar subjects.	B1

The text used in this task is a news text sourced from The Jakarta Post entitled "Parents Upset, Disappointed with Online School Registration".

In this task, students are instructed to read the text by paying attention to the underlined sentences. It is known that the underlined sentences contain important points from each news paragraph. Therefore it can be seen that in this task, apart from reading, students are also directed to find out and sort out the main information in news texts.

Based on this presentation, it can be seen that this task occupies level B1 with the description "Can recognize important points in straightforward news articles on familiar subjects".

3) C.VI/Act.D/P.83-87Task.3

A light brown rectangular box with a decorative, wavy bottom edge. It contains three bullet points, each represented by a dark grey circle. The text is in a bold, sans-serif font.

- **Task 3:** Do the comprehension questions.
- Answer the following questions by referring to the text from the newspaper above. Compare your answer with your friends'.
-

1. What is the main problem faced by the parents?
2. Why did the parents feel disappointed with the online system?
3. Who was rejected from school due to his/her height?
4. What happened to Nuraisyah Paransa's son?
5. Mention some technical problems in the registration using the online system.
6. What makes the online system problematic this year?
7. Why do people prefer public schools to private schools?
8. If you were one of the parents, what would you do to deal with the problems in the online system?
9. What do you think about the acting governor's response to the parents' protests?
10. If you were the acting governor, how would you respond to the parents' concerns?

Picture 4.20 Task in C.VI/Act.D/P.83-87Task.3

Table 4.28

Reading for Information and Argument in C.VI/Act.D/P.83-87Task.3

Example of Task	Relevant Criteria on CEFR	CEFR Level
5W+1H Questions <i>Ex:</i> <ul style="list-style-type: none"> • What happened to Nuraisyah Paransa's son? • Why do people prefer public school to privat school? 	Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events	A2

The text in this task still refers to the text in task 1, namely the news text sourced from The Jakarta Post entitled "Parents upset, disappointed with online school registration".

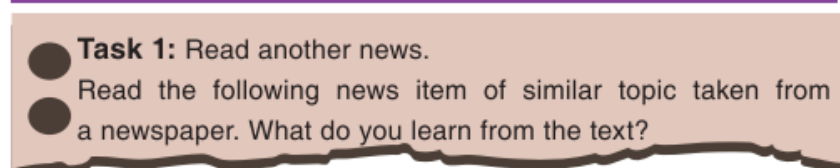
The activity in this task is still related to the activity in task 2, the students are asked to answer comprehension questions based on the information they get through discussion in pairs. Based on the items that need to be answered, this task seeks to find out how much specific information students have obtained from the news text. In addition, based on the situation they have captured, students are asked to determine their attitude if they face the same situation as the topic raised in the text.

Based on these activities it can be concluded that this task occupies level A2 with the description "Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events".

f. Chapter 7

1) C.VII/Act.E/P.99-102/Task.1

E. READING COMPREHENSION



● **Task 1:** Read another news.
 ● Read the following news item of similar topic taken from a newspaper. What do you learn from the text?

Picture 4.21 Task in C.VII/Act.E/P.99-102/Task.1

Table 4.29

Reading for Information and Argument in

C.VII/Act.E/P.99-102/Task.1

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading Activity and 5W+1H Question <i>Ex:</i> <ul style="list-style-type: none"> • “What do you learn from the text?” 	Can recognise significant points in straightforward news articles on familiar subjects	B1

The text used in compiling this task is a news item sourced from VOA News entitled "Indonesia Opens Regional Recycling Conference".

The activity instructed in this task is reading the news text and focusing on the moral value contained in the topic in the news item. Students are asked to read the text carefully and get information about waste management efforts. This shows that in this task, students are asked to examine the main information in the text.

Based on this explanation, it can be seen that this task occupies level B1 with the description "Can recognize significant points in straightforward news articles on familiar subjects".

2) C.VII/Act.E/P.99-102/Task.2

Task 2: Enhance your vocabulary.

Find the boldtyped words in the text, then match them with the correct meanings below. Use the context of the sentences in the text to decide which word matches which meaning.

1. A decrease in the size, price, or amount of something or the act of decreasing something
2. Related to or belonging to the government of a town or city
3. All the people who live in one house
4. Places to make plants, leaves etc. into compost
5. The knowledge or understanding of a particular subject or situation
6. A place where waste is buried under the ground
7. Things that you throw away, such as empty bottles, used papers, food that has gone bad

Picture 4.22 Task in C.VII/Act.E/P.99-102/Task.2

Table 4.30

Reading for Information and Argument in

C.VII/Act.E/P.99-102/Task.2

Example of Task	Relevant Criteria on CEFR	CEFR Level
Matching the meaning of bold words in text	-	-

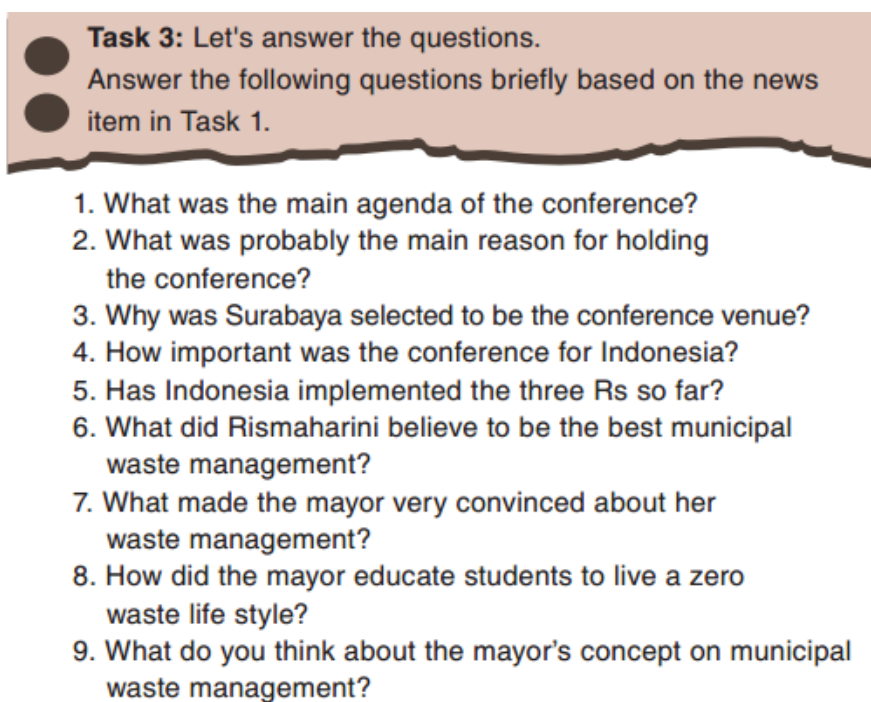
The text used as material in the preparation of this task is still the same as task 1, namely the news item from VOA News with the title "Indonesia Opens Regional Recycling Conference".

Based on the task instructions, students are asked to match the words with the meanings provided. In this activity, students are

encouraged to gain insight into the sentences in the text and add to their vocabulary.

Based on this explanation, it is known that no level is relevant to the activity of increasing vocabulary in learning reading texts in the form of news items.

3) C.VII/Act.E/P.99-102/Task.3



Task 3: Let's answer the questions.
Answer the following questions briefly based on the news item in Task 1.

1. What was the main agenda of the conference?
2. What was probably the main reason for holding the conference?
3. Why was Surabaya selected to be the conference venue?
4. How important was the conference for Indonesia?
5. Has Indonesia implemented the three Rs so far?
6. What did Rismaharini believe to be the best municipal waste management?
7. What made the mayor very convinced about her waste management?
8. How did the mayor educate students to live a zero waste life style?
9. What do you think about the mayor's concept on municipal waste management?

Picture 4.23 Task in C.VII/Act.E/P.99-102/Task.3

Table 4.31

Reading for Information and Argument in

C.VII/Act.E/P.99-102/Task.3

Example of Task	Relevant Criteria on CEFR	CEFR Level
5W+1H Questions <i>Ex:</i> <ul style="list-style-type: none"> • What was probably the main reason for holding the conference venue? • How did the mayor educate students to live a zero waste life style? 	Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events	A2

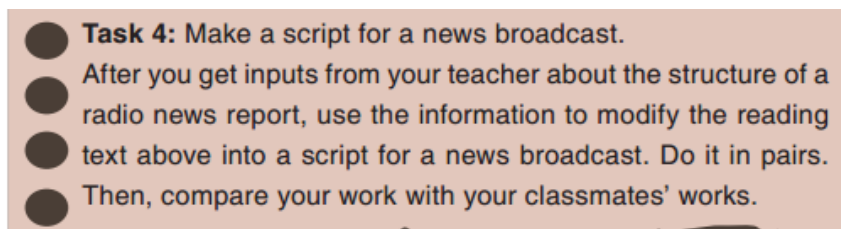
The text used as material in the preparation of this task is still the same as task 1, namely the news item from VOA News with the title "Indonesia Opens Regional Recycling Conference".

The activity instructed in this task is that students are asked to answer questions about the information contained in the text.

This encourages students to be able to recognize specific information in the text and students can find out which information can be highlighted in reading a news text.

Based on this presentation, it can be seen that this task occupies level A2 with the description "Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events".

4) C.VII/Act.E/P.99-102/Task.4



Picture 4.24 Task in C.VII/Act.E/P.99-102/Task.4

Table 4.32

Reading for Information and Argument in

C.VII/Act.E/P.99-102/Task.4

Example of Task	Relevant Criteria on CEFR	CEFR Level
Make a script of News Broadcast	Can recognise significant points in straightforward news articles on familiar subjects	B1

The text used in compiling this task is still the same, a news item from VOA News entitled "Indonesia Opens Regional Recycling Conference".

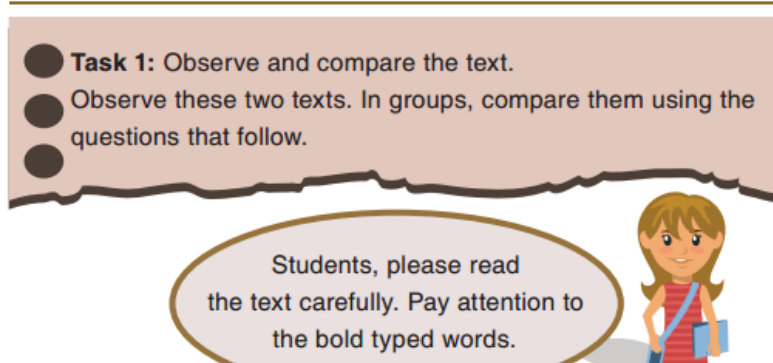
The activity instructed in the task is that students are asked to write a news broadcast for radio broadcasts using the information contained in the text. Based on this activity, students will try to identify the main information that needs to be conveyed in the script they have compiled through the process of reading comprehension.

Based on this explanation, it can be seen that this task occupies level B1 with the description "Can recognize significant points in straightforward news articles on familiar subjects".

g. Chapter 9

1) C.IX/Act.B/P.120-128/Task.1

B. READING



Task 1: Observe and compare the text.

Observe these two texts. In groups, compare them using the questions that follow.

Students, please read the text carefully. Pay attention to the bold typed words.

Questions:

1. Do the texts contain time sequencers (e.g., first, second, next, then, etc.)? What are their functions?
2. Do you think the two texts have the same purpose in society? Why do you think so?

Picture 4.25 Task in C.IX/Act.B/P.120-128/Task.1

Table 4.33

Reading Instruction in C.IX/Act.B/P.120-128/Task.1

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading and Comparing 2 texts with Yes/No and 5W+1H Questions <i>Ex:</i>	-	-

<ul style="list-style-type: none"> • Do the texts contain time sequencers (e.g., first, second, next, then, etc.) What are their functions? • Do you think the two texts have the same purpose in society? Why do you think so? 		
---	--	--

There are 2 texts used for compiling this task namely recount text and procedure text.

The activity instructed in this task is a reading activity and then comparing between recount text and procedure text with focusing on each social function. That activity is part of an effort to introduce students to procedure text by comparing it with the recount text using a time sequencer.

Based on these activities it can be seen that this task is not relevant to the CEFR level in Reading Instruction because all levels in Reading Instruction are directly oriented toward students' practical abilities from understanding to following instructions in a guide or text and there is no level that refers in the process of understanding the general outline of a procedure text.

2) C.IX/Act.B/P.120-128/Task.2

- **Task 2:** Observe the adverbial phrases.
- Notice the words printed in bold in Text 1 of Task 1. They are called **adverbials**. In procedural texts, adverbials are
- commonly found. Discuss with your teacher what adverbials are. Then, identify the adverbials in Text 2.

Picture 4.26 Task in C.IX/Act.B/P.120-128/Task.2

Table 4.34

Reading Instruction in C.IX/Act.B/P.120-128/Task.2

Example of Task	Relevant Criteria on CEFR	CEFR Level
Observing Adverbial Phrases	Can understand short instructions illustrated step by step	A2

The text used in the preparation of this task is still the same as task 1, namely the recount text and procedure text.


The activity instructed in this task is that students are asked to observe adverbial phrases in text 1 that have been bolded and then discuss them with the teacher. After discussing with the teacher the students were asked to identify the adverbial phrases in text 2 which are procedure texts independently.

Based on these activities it can be seen that this task is relevant to level A2 in reading instructions with the description "Can understand short instructions illustrated step by step". Because in this task, the second activity carried out by students is an effort so that students understand the details of the instructions given in carrying out wet combing effectively.

3) C.IX/Act.B/P.120-128/Task.3

Task 3: Think about it.

Before you read the following text about how to breed leopard geckos, talk about these things in small groups.



1. Have you ever seen leopard geckos or their pictures?
2. Have you ever read anything about leopard geckos?
3. What information about leopard geckos did you get from reading?

Picture 4.27 Task in C.IX/Act.B/P.120-128/Task.3

Table 4.35

Reading Instruction in C.IX/Act.B/P.120-128/Task.3

Example of Task	Relevant Criteria on CEFR	CEFR Level
Group Discussion <i>Ex:</i> <ul style="list-style-type: none"> • Have you ever seen leopard geckos ...? • Have you ever read about...? • What information about leopard geckos did you get from reading? 	-	-

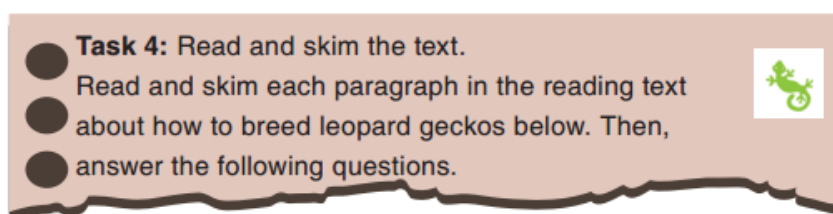
This task is a pre-reading of the next task and has the same topic, which is about leopard geckos. Therefore, it can be seen that this task is not referred to a particular text.

The activity instructed in this task is a group discussion about leopard geckos based on the information they have, whether

they have seen, heard, or read from literature. Therefore, it is known that this task does not involve and refers to a particular procedure text.

Based on this explanation, it can be seen that this task is not relevant to the level of Reading Instruction because to be included at a level in this category, the task must have an object, and a text procedure to be understood and followed.

4) C.IX/Act.B/P.120-128/Task.4



Picture 4.28 Task in C.IX/Act.B/P.120-128/Task.4

Table 4.36

Reading for Orientation in C.IX/Act.B/P.120-128/Task.4

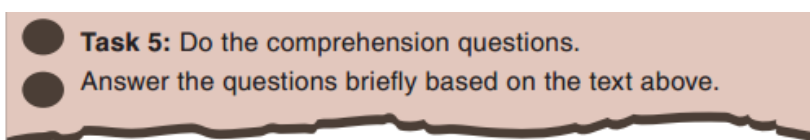
Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading and Skimming Text	Can find specific information in practical, concrete, predictable texts (e.g. travel guidebook, recipes), provided they are produced in simple language	A2

The text used in compiling this task is a procedure text compiled step by step entitled "How to Breed Leopard Geckos".

The activity instructed in this task is reading procedure text with the skimming technique. Based on the technique, it can be seen that students are asked to read texts quickly by identifying important and mutually sustainable information. The information obtained in the skimming reading process is used to work on task 5 which contains questions about the specific information available in the procedure text.

Based on this explanation, it can be seen that this task is included in the Reading for Orientation category because it involves skimming reading techniques. The relevant level for this task is A2 with the description "Can find specific information in practical, concrete, predictable texts (e.g. travel guidebook, recipes), provided they are produced in simple language".

5) C.IX/Act.B/P.120-128/Task.5



Task 5: Do the comprehension questions.
Answer the questions briefly based on the text above.

1. What is the text talking about?
2. What is the purpose of the text?
3. What parts does the text have?
4. How many materials are needed to make?
5. How many steps are there?
6. What are they?
7. Do you think the steps have to be put in order? Why do you think so?
8. What should we do if we want to have male or female leopard geckos?

Picture 4.29 Task in C.IX/Act.B/P.120-128/Task.5

Table 4.37

Reading Instruction in C.IX/Act.B/P.120-128/Task.5

Example of Task	Relevant Criteria on CEFR	CEFR Level
5W+1H Questions <i>Ex:</i> <ul style="list-style-type: none"> • What purpose of the text..? • How many steps..? • What should we do if we want to have ..? 	Can understand instructions and procedures in the form of a continuous text , for instance in a manual, provided they are familiar with the type of process or product concerned	B1

The text used in this task is a continuous text in the form of a procedure text entitled "How to Breed Leopard Geckos".

The activity instructed in this task is to answer questions about the text and the steps that need to be followed in it. Through these activities, it can be seen how far students are able to understand the purpose, function, and materials needed to follow the instructions given.

Based on this explanation, it can be seen that this task is included in level B1 with the description "Can understand instructions and procedures in the form of a continuous text, for instance in a manual, provided they are familiar with the type of process or product concerned".

6) C.IX/Act.B/P.120-128/Task.6

Task 6: Read the text carefully.
Here is another example of procedure text. Read it carefully and then answer the following questions.

Questions:

1. What is the text discussing about?
2. What is the purpose of the text?
3. How many parts does the text have?
4. How many steps are there? What are they?
5. Do you think the steps have to be put in order? Why do you think so?

Picture 4.30 Task in C.IX/Act.B/P.120-128/Task.6

Table 4.38

Reading Instruction in C.IX/Act.B/P.120-128/Task.6

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading text and answering 5W+1H Questions <i>Ex:</i> <ul style="list-style-type: none"> • How many parts does the text have? • Do you think the steps have to be put in order? Why..? 	Can understand lengthy, complex instructions in their field, including details on conditions and warnings , provided they can reread difficult sections.	B2

The text used in the preparation of the questions in this task is a procedures text adapted from www.cesarsway.com and contains instructions on how to train a dog to be willing/tame when bathing. In this task, students are asked to do reading activities

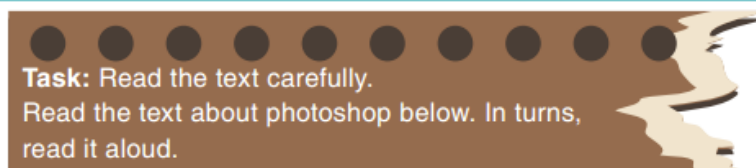
and then answer questions about goals/topics, purpose, to the contents of the text in the form of steps in training dogs. In addition, students are also asked to criticize the order of the steps presented in the text. These activities encourage students to understand complex instructions in long texts, not only the steps that must be carried out but also the conditions and restrictions that need to be considered when doing them.

Based on this explanation, it can be seen that this task is included in level B2 with the description "Can understand length, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections".

h. Chapter 10

1) C.X/Act.E/P.140-143/Task.1

E. READING COMPREHENSION



Picture 4.31 Task in C.X/Act.E/P.140-143/Task.1

Table 4.39

Reading Instruction in C.X/Act.E/P.140-143/Task.1

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading Activity	Can understand instructions and procedures in the form	B1

	of a continuous text , for instance in a manual, provided they are familiar with the type of process or product concerned	
--	--	--

The text used in this task is a text procedure about using a design application on a computer with the title "How to Operate Photoshop: Tutorial for Beginners".

The activity instructed in this task is that students are asked to read the procedure text carefully and then re-read the text aloud. In this activity, students are encouraged to carefully understand the instructions and steps that need to be taken in operating Photoshop.

Based on this explanation, it can be seen that this task is included in level B2 with the description "Can understand length, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections".

2) C.X/Act.E/P.140-143/Task.2

Task 2: Do the comprehension questions.
Answer the following questions by referring to the text about photoshop above

1. How many Photoshop tools are introduced in the text above?
2. What is the most important element in Photoshop?
3. Why should you always label your layer?
4. What can you do with layers?
5. How can you customize your own color in the Photoshop?
6. What should you do to add text to your photo?
7. Do you think Custom Brushes & The Brush Tool determine the position of the text?
8. If you want to show only part of your picture, what tool will you use?
9. Do you think the text is originally finished or it is continued other information?
10. What further information do you need so that you can really operate Photoshop?

Picture 4.32 Task in C.X/Act.E/P.140-143/Task.2

Table 4.40

Reading Instruction in C.X/Act.E/P.140-143/Task.2

Example of Task	Relevant Criteria on CEFR	CEFR Level
5W+1H and Yes/No Questions <i>Ex:</i> <ul style="list-style-type: none"> • How can you customize your own color..? • Do you think the text is originally finished or it is continued other information? 	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to their own area of speciality, provided they can reread difficult sections	B1

<ul style="list-style-type: none"> • What further information do you need so that you can really operate Photoshop? 		
--	--	--

The text used in this task is still the same as the text used in task 1, which is a long procedure text about using a design application on a computer with the title "How to Operate Photoshop: Tutorial for Beginners".

In this task, students are instructed to answer comprehension questions about the contents of the procedure text. Questions contain detailed information, sequence of steps, and components to what information is still needed outside of the text needed by students to really be able to operate Photoshop.

Based on this explanation, it can be seen that this task occupies level C1 with the description "Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to their own area of specialty, provided they can reread difficult sections".

i. All Chapter in Overall Reading Comprehensions

Based on the data shown in Table 4.9, it is known that there are 28 out of 32 tasks belong to each level. As for the other 4 tasks that have no relevance to the overall reading comprehension level description, these tasks include C.III/Act.B/P.32-39/Task.1,

C.V/Act.D/P.64-69/ Task.4, C.VII/Act.E/P.99-102/Task.4, and C.IX/Act.B/P.120-128/Task.3.

Task C.III/Act.B/P.32-39/Task.1, C.V/Act.D/P.64-69/Task.4 and C.IX/Act.B/P.120-128/Task .3 is known to be a task that does not refer to a single text but seeks to direct students to find information outside the text on topics related to the text which will be discussed in the next task. Based on this fact, the researcher cannot enter it into one level because at each level it is bound by specific provisions about what text is used. Meanwhile, the C.VII/Act.E/P.99-102/Task.4 is referred to text, namely a news item, but the instructed activity is to make a script that will be read as a news broadcast.

In addition to having tasks that are not included in a certain level, some tasks occupy two levels at the same time, namely C.V/Act.D/P.64-69/Task.1, C.V/Act.D/P.64-69/Task.5, C.VI/Act.D/P.83-87/Task.1, and C.VII/Act.E/P.99-102/Task.1. The four tasks refer to the same type of text, namely news items, therefore this task is included in levels B1 and B2 because level B1 is specifically intended for straightforward factual texts while at level B2 accommodates a wide variety of text types with various variations followed by speed conditions. and language styles that are also diverse.

Based on the explanation above, it is known that in Reading Category criteria there are six tasks occupying level A1, eight tasks occupying level A2, thirteen tasks occupying level B1, one task occupying level B2, and one

level occupying level C1. The most occupied level is level B1, which is the majority filled with 5 tasks belonging to the Reading for Information and Argument category. Meanwhile in CEFR's Overall Reading Criteria, based on the data in Table 4.9, it can be seen that the tasks level in the revised edition 2018 English textbook for senior high school grade 12th by the Ministry of Education and Culture occupy levels A1 – C1. The majority of tasks occupy level B2 with the qualification "Can Read" and C1 with the qualification "Can Understand".

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The focus of the discussion in this sub-chapter is to answer the formulation of problems that have been arranged in chapter I. Based on data analysis, the researcher draws the following conclusions:

1. In terms of how the quality of reading materials in an English textbook refers to Alan Cunningsworth's theory, it can be seen that only 6 out of 13 texts have a length of more than 300 words but these texts are worthy as learning material because 11 out of 13 texts have a complete text structure. Furthermore, the authenticity of reading material is classified as good because 11 of the 13 texts used are taken directly and adapted from original/authentic sources. In terms of grammar, the reading material and topics used in the 8 chapters of the research object have 8 different grammar aspects which are the focus of student learning and make it complex enough to be taught to students in one semester.

The vocabulary taught through English textbooks is included in the good category because it has fulfilled the range of the number of new vocabulary taught even though it is only 4 points more than the minimum amount that needs to be taught, which is 84 new words. Meanwhile in needs of specialized background knowledge, only 6 out of 13 texts require specialized background knowledge so that readers can be relevant to the topics discussed. From these facts, it can be seen that writers tend

to choose topics that are close to the daily lives of students in general so that the topics and information are easily accepted and understood by students. From that results, can conclude that the reading material in this english textbook are categorized in “Good” because can fullfild four out of five or 80% of aspects from Alan Cunningsworth theory namely good Length of the text, Autheticity, Grammar, and New Vocabulary.

2. In terms of reading task’s level referring to CEFR criteria, it is known that the level of reading tasks in the English textbook based on reading category occupies levels A1 - C1 with details of the highest levels including: Reading for Correspondence with level B1, the highest level in Reading Orientation is A2, the highest level in Reading for Information and Argument is B1, the highest level in Reading for Instruction is C1, and the highest level in Reading for Leisure Activity is B1. Even though it is quite high, there is only one task that occupies the CI level in the description of Reading in Category level. Furthermore, in the description level of Overall Reading Comprehension, reading tasks in the English textbook occupy levels A1 – C1 with the number of reading tasks occupying level C1 totaling 9 out of 32 tasks. From the results, it can be said that the portion of reading questions that have a high difficulty level are less than intermediate level. So, it can be concluded that the average level of tasks used to measure students' abilities through the English Textbook Revised Edition 2018 by the Ministry of Education and Culture is Independent User namely B1 – B2.

B. Suggestion

The English textbook in learning English has an important role as a learning facility. One skill that depends on the presence of an English textbook is reading. Reading is a basic skill that needs to be mastered by students which can later become the foundation for students to hone other skills such as speaking and writing, therefore reading in textbooks needs to get more attention, both in terms of material and tasks/activities. With the research on reading tasks in the revised edition of the 2018 English textbook by the Ministry of Education and Culture, the researchers hope that the results obtained will be able to make a positive contribution to various parties involved in the world of education. Based on the results of the research conducted, it is necessary to give some valuable suggestions for the book writer/book compilation team, government (Kemendikbud), schools, and other researchers:

1. For the book writer team

The book preparation/author team has done their best in writing books, but for researchers, the writers still need to pay attention to several factors to improve and develop books to be better, especially in the reading skill section both in terms of text (material) and tasks. Although rated quite high, there is only one task that is at level C1 in CEFR's Reading category, namely the task in chapter 10 in the form of a text procedure, and is included in the reading instruction category. Based on research findings it is known that Reading Instruction in the

form of procedure text and Reading for Information and Argument in the form of news items dominate the chapters in the English textbook. Therefore, to maximize student recognition of the types of reading texts, it is necessary to increase the number of types of texts such as including argumentative texts or other opinion texts. The inclusion of this text can increase the possibility that there will be more tasks in this textbook that occupy level C1. In addition, there is only one task that is categorized into reading orientation. This shows that the practice of applying scanning and skimming is only done in 1 of the 13 existing texts. The practice of reading scanning and skimming requires students to be trained in understanding important points in the text and to train students to be sensitive to the relevance between paragraphs or parts thereof. This reading skill is even very useful when students later take exams that incidentally have a short (limited) processing time span. Therefore, in addition to the type of text, it is expected that the author of the book also pays attention to the students' strategies in reading it.

2. For government

The government, especially the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) as the authority over education system policies, has made literacy and numeracy the main competencies in implementing the "Merdeka Belajar" Curriculum. Therefore, in compiling an English textbook, it would be wiser if the

government provided guarantees for adequate and quality literacy material resources for students and teachers in the teaching and learning process.

3. For School

In the context of the learning environment, it will be better for the school to pay more attention to literacy habituation for students. Educating the values of the spirit of literacy will indirectly increase students' enthusiasm in participating in learning English, especially reading. Moreover, for schools that apply the "Merdeka Belajar" curriculum, it is hoped that they will be able to follow the mission of their curriculum, namely to lead students to become human resources who can compete internationally.

4. For other researchers

For researchers who will be researching the same field, this research can be used as a form of review of the condition or quality of questions in English textbooks directly produced by the Ministry which are then measured using an international standard, CEFR. In addition to the results, the method used can also be developed by further researchers according to the context of the research to be carried out.

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APPENDICES

Appendix 1

VALIDATION

Hereby declare that the research entitled **“An Analysis of Reading Tasks in English Textbook for Senior High School Grade XII by Kemendikbud Refers to CEFR (Common European Framework Reference of Languages)”** by:

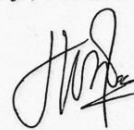
Name : Arindya Iryana Putri

SRN : 183221100

Semester : 9

The data analysis by the researcher has been validated by the validator. This declare can be used properly.

Sukoharjo, 08 November 2022



Maria Wulandari, M. Pd