

**AN ANALYSIS OF READING MATERIAL ON ENGLISH TEXTBOOK
ENTITLED “WORK IN PROGRESS”
FOR THE FIRST GRADE STUDENTS OF SMA/SMK/MA BASED ON
*KURIKULUM MERDEKA***

THESIS

Submitted as a Partial Requirements for the degree of Undergraduate



By:

Ine Putri Setyaningrum

SRN. 196121145

**ENGLISH LANGUAGE DEPARTMENT
CULTURES AND LANGUAGES FACULTY
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA**

2023

ADVISOR'S SHEET

Subject : Thesis of Ine Putri Setyaningrum

SRN : 196121145

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu 'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Ine Putri Setyaningrum

SRN : 196121145

Title : An Analysis of Reading Material on English Textbook "Work in Progress" for The First Grade Students of SMA/SMK/MA Based on *Kurikulum Merdeka*

Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Undergraduate Degree in English Language Education Study Program.

Thank you for the attention.

Wassalamu 'alaikum Wr. Wb

Sukoharjo, 9 Mei 2023

Advisor,



Budiasih, S.Pd., M.Hum

NIP. 197603082003122003

RATIFICATION

This is to certify the *Sarjana* thesis entitled “An Analysis of Reading Material on English Textbook “Work in Progress” for First Grade Student of SMA/SMK/MA Based on *Kurikulum Merdeka*” by Ine Putri Setyaningrum has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate in UIN Raden Mas Said Surakarta.

Chairman : **Habibi Nur Hidayanto, M.Pd**
NIP. 198006222017011130



Secretary : **Budiasih, S.Pd., M. Hum**
NIP. 197603082003122003



Examiners : **Hj. Fithriyah Nurul Hidayati, M.Pd**
NIP. 198207252009122006



Surakarta, 16 Mei 2023

Approved by

The Dean of Cultures and Language Faculty



Prof. Dr. H. Toto Suharto, S.Ag., M.Ag.

NIP. 197104031998031005

DEDICATION

This thesis is dedicated to:

- My beloved parents Mr. Joko Tugiyarto and Mrs. Sriningsih who always give me encouragement and love so that I can finish this thesis.
- My precious little sisters, Lailatul Karimah and Suci Ayatul Husna who are always waiting for me to graduate.
- My beloved best friend, Shinta Desfitriningrum who accompanied me during college until this thesis could be completed, thanks for being me.
- Myself who able to go through every struggle that exists every day, thanks.

MOTTO

“Never stop being a good person no matter how bad someone else treats you.”

(Anonymous)

“When you sought aid from your Lord, so He answered you: I will assist you with a thousand of the angels following one another.”

(Al Anfaal:8)

“Indeed, with hardship (will be) ease”

(Al Insyirah:6)

PRONOUNCEMENT

Name : Ine Putri Setyaningrum

SRN : 196121145

Study Program: English Education

Faculty : Cultures and Language

I hereby sincerely state that the thesis titled "An Analysis of Reading Material on English Textbook "Work in Progress" for The First Grade Students of SMA/SMK/MA Based on *Kurikulum Merdeka*" 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, 9 Mei 2023

Stated by,



Ine Putri Setyaningrum

SRN. 196121145

ACKNOWLEDGMENT

Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitled “An Analysis of Reading Material on English Textbook “Work in Progress” for The First Grade Students of SMA/SMK/MA Based on *Kurikulum Merdeka*”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudhofir, S.Ag., M.Pd. as the Rector of the UIN Raden Mas Said Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag. as the Dean of Cultures and Languages Faculty.
3. Wildan Mahir Muttaqin, M.A. TESL. as the Head English Language Education Program.
4. Budiasih, S.Pd., M.Hum as the consultant for her guidance, precious advice and correction for the researcher.
5. All lecturers and staffs in the Raden Mas Said State Islamic University of Surakarta especially in Cultures and Language Faculty.

6. Everyone who gives me love, encouragement, pray, and moral support.

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 readers in general.

Surakarta, 16 Mei 2023

Stated by,



Ine Putri Setyaningrum

SRN. 196121145

TABLE OF CONTENTS

ADVISOR'S SHEET	i
RATIFICATION	ii
DEDICATION	iii
MOTTO	iv
PRONOUNCEMENT.....	v
ACKNOWLEDGMENT.....	vi
ABSTRACT.....	xv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problem.....	6
C. Limitation of the Problem	6
D. Formulation of the Problem.....	7
E. Objectives of the Study	7
F. Benefits of the Study	7
G. Definition of Key Terms	9
CHAPTER II LITERATURE REVIEW.....	11
A. Theoretical Background	11
1. Reading Material	11
2. Textbook	17
3. Kurikulum Merdeka	26
B. Previous Study.....	30
CHAPTER III RESEARCH METHODOLOGY	34
A. Research Design	34
B. Research Setting	35
C. Research Subjects	36
D. Data and Source of the Data.....	36

E. Research Instrument.....	37
F. Techniques of Collecting the Data.....	37
G. Trustworthiness of the Data.....	40
H. Techniques of Analyzing the Data.....	41
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS.....	42
A. Research Findings.....	42
1. The Relevancy between Reading Materials on English Textbook Work in Progress for First Grade Students of SMA/SMK/MA with the Aspect of Content.....	51
2. The Relevancy between Reading Materials on English Textbook Work in Progress for First Grade Students of SMA/SMK/MA with the Aspect of Presentation.....	69
3. The Relevancy between Reading Materials on English Textbook Work in Progress for First Grade Students of SMA/SMK/MA with the Aspect of Language Use and Readability.....	87
B. Discussion.....	95
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	99
A. Conclusion.....	99
B. Suggestions.....	99
BIBLIOGRAPHY.....	101
APPENDICES.....	108

LIST OF TABLES

Table 3.1 Research Setting	35
Table 3.2 Aspects of Content	38
Table 3.3 Aspects of Presentation	38
Table 3.4 Aspects of Language Use and Readability	39

LIST OF FIGURES

Figure 4.1 Cover of Textbook	44
Figure 4.2 Chapter 1	45
Figure 4.3 Chapter 2	46
Figure 4.4 Chapter 3	47
Figure 4.5 Chapter 4	48
Figure 4.6 Chapter 5	49
Figure 4.7 Chapter 6	50
Figure 4.8 Table of Content	52
Figure 4.9 Table of Content	52
Figure 4.10 Table of Content.....	52
Figures 4.11 Recount Text in Chapter 1	53
Figure 4.12 Descriptive Text in Chapter 2.....	54
Figure 4.13 Procedure Text in Chapter 3 (in the form of infographic).....	54
Figure 4.14 Procedure Text in Chapter 4	55
Figure 4.15 Expository Text in Chapter 5.....	56
Figure 4.16 Narrative Text in Chapter 6	57
Figure 4.17 Narrative Text in Chapter 6	59
Figure 4.18 Material on Chapter 1.....	60
Figure 4.19 Material on Chapter 2.....	60
Figure 4.20 Material on Chapter 3.....	61
Figure 4.21 Material on Chapter 4.....	61
Figure 4.22 Material on Chapter 5.....	62
Figure 4.23 Material on Chapter 6.....	62
Figure 4.24 Assessment of making an essay in Chapter 1	63
Figure 4.25 Assessment of Making Poster in Chapter 3.....	64
Figure 4.26 Reflection in Chapter 5.....	64

Figure 4.27 Reflection in Chapter 5.....	65
Figure 4.28 Assessment of making picture books on Chapter 6	66
Figure 4.29 Picture of Cristiano Ronaldo.....	67
Figure 4.30 Picture of Greysia Polli	67
Figure 4.31 Picture of Leani Oktila Ratri.....	67
Figure 4.32 Picture of various foods.....	68
Figure 4.33 Picture of graffiti.....	68
Figure 4.34 Picture of Red Riding Hood	69
Figure 4.35 Learning Objectives in Chapter 1	70
Figure 4.36 Learning Objectives in Chapter 2	71
Figure 4.37 Learning Objectives in Chapter 3	71
Figure 4.38 Learning Objectives in Chapter 4	72
Figure 4.39 Learning Objectives in Chapter 5	72
Figures 4.40 Learning Objectives in Chapter 6.....	73
Figure 4.41 Material in Chapter 1.....	74
Figure 4.42 Material in Chapter 2.....	74
Figure 4.43 Material in Chapter 3.....	75
Figure 4.44 Assessment in Chapter 1	76
Figure 4.45 Task 5 in Chapter 2	77
Figure 4.46 Tasks 6 in Chapter 4.....	77
Figure 4.47 Tasks 6 in Chapter 5.....	78
Figure 4.48 Tasks 6 in Chapter 6.....	79
Figure 4.49 Activity in Chapter 1	80
Figure 4.50 Task 4 in Chapter 2	81
Figure 4.51 Assessment in Chapter 2	82
Figure 4.52 Task 6 in Chapter 3	82
Figure 4.53 Chapter review in Chapter 1	83
Figure 4.54 Chapter review in Chapter 2	84
Figure 4.55 Chapter review in Chapter 3	84
Figure 4.56 Chapter review in Chapter 4	85

Figure 4.57 Chapter review in Chapter 5	85
Figure 4.58 Chapter review in Chapter 6	86
Figure 4.59 Enrichment in Chapter 1	88
Figure 4.60 Enrichment in Chapter 3	88
Figure 4.61 Descriptive Text in Chapter 1	89
Figure 4.62 Example of Instruction Sentence	90
Figure 4.63 Example of Question Sentence	91
Figure 4.64 Example of the coherence and cohesiveness	92
Figure 4.65 Example of Illustration 1	93
Figure 4.66 Example of Illustration 2	94
Figure 4.67 Example of Illustration 3	94

LIST OF APPENDICES

Appendix 1 Validation and Letter	109
Appendix 2 Description of Analysis.....	113
Appendix 3 Alur Tujuan Pembelajaran and Capaian Pembelajaran <i>Fase</i>	122
Appendix 4 English Textbook.....	127

ABSTRACT

Ine Putri Setyaningrum. 2023. *An Analysis of Reading Material on English Textbook “Work in Progress” for First Grade Students of SMA/SMK/MA Based on Kurikulum Merdeka*. Thesis. English Education Department, Cultures and Language Faculty.

The objective of this research is to explain the appropriateness of the reading materials in the English textbook entitled *Work in Progress* for first grade students of SMA/SMK/MA in term of aspects of content, aspects of presentation, and aspects of language use and readability proposed by *Pusat Perbukuan*. The subject of this research is the English Textbook entitled “Work in Progress” for SMA/SMK/MA Grade X based on *Kurikulum Merdeka*.

The research method used descriptive qualitative by using content analysis method. The researcher collected the data is using some procedural includes reviewed the reading materials of textbook, conducted a checklist on the textbook, analyzing reading material based on evaluation criteria, and writing the results. The instrument in this research is the researcher herself and checklist adapted from *Pusat Perbukuan*. The researcher analyzes the data from the English textbook entitled “Work in Progress” for first grade students of SMA/SMK/MA using evaluation criteria related to *Pusat Perbukuan* (2014). The trustworthiness of this research was using content validity.

The result of the research shows that the reading material in the textbook meet the aspects of presentation and aspects of language use and readability set out by *Pusat Perbukuan*. For the aspects of content there are one point that must be evaluated by the book publisher, there are the conformity between reading material and curriculum

Keywords : Reading Material, English Textbook, *Pusat Perbukuan*, Qualitative Research

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English there are four language abilities that must be mastered by student, there are listening, speaking, reading and, writing. Reading is one of the skills that has to be mastered by students when they are learning English. Nunan (2003:6) stated that reading is an activity that readers do to combine information from the text and their background knowledge to find a meaning. Meanwhile according to Alyousef (2005:144) reading can be interpreted as an “interactive” process between the reader and the text which aims to reading fluency.

Reading skill is ability to read, know and interpret the meaning of a text. Readers must think critically about the topics contained in a reading material to understand the author’s purpose. Students can improve their reading skills by reading continuously and developing an interest in reading. Harmer (2009) argues that “reading is a mode of language” that means reading texts provides opportunities for students to learn languages, such as increasing vocabulary, grammar, punctuation, and structure of sentences, paragraphs, and text. Therefore, teachers as educators need to prepare good reading materials so that the objectives of learning can be conveyed properly.

In delivering material to students, teachers need several learning instruments. One of the crucial learning instruments is textbook. According to *Pusat Perbukuan* (2004:4) textbooks are learning resources that are integrated with other learning resources. The textbook contains objectives, problems, activities, media used, and evaluation tool in accordance with the approaches, methods, strategies contained in the curriculum. Textbook contain something that is learned or taught to someone, especially students.

Textbooks are one of the foremost necessary components that teachers can use to delivering the material to the student. Tomlinson (1998:2) suggests that the material contained in a textbook is something that should be considered to aid the language learning. Textbook serve as a guide to the prescribed curriculum and syllabus and usually used together with other sources of teaching like workbook, reference's book of teacher or proponent text, Tomlinson (2011).

Textbook is an important tool as a source for transferring knowledge. One of the success factors of the teaching and learning process cannot be separated from good and quality of textbook. Textbooks are important for teacher and student. For teachers, the structure and sequence of textbooks simplifies the language learning process so that teaching time will be more efficient. Textbook can also be used as the basis for the initial preparation of the syllabus which is used as a benchmark for further themes and the units are developed according to the students' need. For the students, textbooks are used to explore the material that has been obtained from the

teacher. Furthermore, the teacher must be able to select and analyze the contents of the textbook properly.

Over time, the Indonesian education system continues to improve, as it happening now to complete the 2013 Curriculum, the Ministry of Education, Culture, Research and Technology issued the new design curriculum, namely the *Kurikulum Merdeka*. Khoirurrijal et al (2022:6) argues that the *Kurikulum Merdeka* is issued as an effort to restore education in Indonesia on 2022-2024 as a step to improve the existence of learning loss that occurred in Indonesia after the covid-19 pandemy.

Kurikulum Merdeka was designed to become more flexible curriculum in learning so that students will understand what talents and interest they have. Quoting from the *Buku Saku Tanya Jawab Kurikulum Merdeka (2022)*, *Kurikulum Merdeka* is a curriculum with diverse intra-curricular learning, where the content will be optimized so that the students have enough time to explore concepts and strengthen competencies. According to Ministry of Education, Culture, Research and Technology (2022), *Kurikulum Merdeka* aims to find and develop students' interests and skills from an early age by focusing on essential materials, character development, and student competencies.

The concept of the *Kurikulum Merdeka* is independent learning where students can explore their respective interest and talents because they are given the freedom to choose materials that suit their interest, Saptono

et al (2022:135). *Kurikulum Merdeka* also has a project based learning strategy where students will implement material that has been received through projects or case studies, there are *proyek penguatan profil pelajar Pancasila*. Students will be given problems and make observations to get real solutions to these problems.

To support the implementation of the *Kurikulum Merdeka* for high school students, Ministry of Education published an English textbook entitled “Work in Progress” for first grade students of SMA/SMK/MA. Several schools that have implemented the *Kurikulum Merdeka* starting to use this textbook to support their students’ academic, such as SMAN 1 Sragen.

To find out information related to the textbook “Work in Progress” the researcher conducted interview with one of the first grade English teacher’s at SMAN 1 Sragen, namely Mrs Anis Miftakul Rokhmah, M.Pd. The results of the interview stated that SMAN 1 Sragen decided to use the textbook “Work in Progress” because it was one of the textbooks offered by the government in implementing the *Kurikulum Merdeka*. The contents of the material contained in the textbook include a lot of material as expected by the learning outcomes of the *Kurikulum Merdeka*.

The researcher would like to analyze the reading material that found in the textbook. There were several researchers who conducted the similar research. The first international journal from Aslamiyah, Mirza, and

Widiastuty (2022). This research is describe that the textbook “Bahasa Inggris” fulfilled the *Pusat Perbukuan*’s criteria for good learning materials. The result of this research meet the average value of 82.1 percent, so the textbook is rated as a “good” textbook. The textbooks seem adequate for use in the teaching and learning process.

The second journal from Rohimajaya etc (2022). The purpose of this study was to determine whether the English ebook met the teachers and students need based on the *Kurikulum Merdeka* for Indonesian Senior High School. The results indicate that the current English coursebook doesn reflect the *Kurikulum Merdeka* and need ebook which simple and suitable for learning English.

This research is different from the other researcher because this research only focuses on reading material in the textbook. Other researcher also difference lies in the data source, type of text, and applicable curriculum. This research uses textbook entitled “Work in Progress” because in its preparation this book has adapted the *Kurikulum Merdeka* and several schools have used this book in the learning process so it need to be analyzed.

B. Identification of the Problem

Based on the background of the research, the researcher identifies some problems as follow:

1. Reading material is one of the crucial things that students must master in learning English, but not all English textbooks have reading material that meets the criteria set by the *Pusat Perbukuan*.
2. Some English teachers in Indonesia do not have time to develop learning materials. Teachers usually rely on textbooks that recommended by the government or publishing companies because they are one of the sub-books supported by the Ministry of Education.
3. Evaluating textbooks is important because there are various commercial textbooks whose the quality has not been analyzed.

C. Limitation of the Problem

In implementing and support the *Kurikulum Merdeka*, Ministry of Education publisher has just released an English textbook entitled “Work in Progress” for the first grade students of SMA/SMK/MA, so the research is important to ensure that students receive the textbook that meet the good criteria. This study focuses on analyze the reading material found in the textbook with the three aspects: aspects of content, aspects of presentation, and aspects of language use and readability.

D. Formulation of the Problem

From the statement in the identification and limitation of the problem above, the problem is formulated as follow:

How do the reading materials in English textbook “Work in Progress” for the first grade students of SMA/SMK/MA meet the aspects of content, aspect of presentation and aspects of language use and readability based on the good criteria of learning materials proposed by *Pusat Perbukuan* ?

E. Objectives of the Study

Concerning the statement of the problem, the objective of this research is to:

To discover whether the reading material in English textbook “Work in Progress” for the first grade students of SMA/SMK/MA meet the aspects of content, aspects of presentation and aspects of language use and readability proposed by *Pusat Perbukuan*.

F. Benefits of the Study

The result of this study analysis hopefully can provide some benefits and practical advantages for some parties.

1. Theoretical Benefits

This research provide useful contributions and references in deliver general knowledge on how to analyze the quality of reading materials

on English textbook that will be useful for the student's need to learn English.

2. Practical Benefits

a. The Teacher

1) The result of this study is provide useful data for selecting and evaluating the textbook which is the most suitable in teaching learning process, especially at this time with the implementation of *Kurikulum Merdeka* teachers must understand the student's need well.

2) Teacher can apply the result of this study as feedback for improve their knowledge and experience in choosing the right textbook, so the students get the right material that can improve their reading skill.

b. Author of English Textbook

The result of this study can be used as input to be more careful in compiling the right English textbook for students, especially this book is a supporting book for the new curriculum that need to consider the value of content, correctness, suitability, and layout.

c. Other Researchers

The results of this study can be used as a reference in developing next research on the criteria for English textbook that are suitable for the students.

G. Definition of Key Terms

There are some essential terms that are used in this research are defined as follow:

1. Reading Material

In conveying material to the student, teacher should provide materials so the student will mastered reading activity. Material in language teaching and learning refers to anything that teacher use to support the teaching learning process Tomlinson (1998:3) and to assist teachers in delivering material to students Richards and Schmidt (2002). So, the reading material is part of the text or textbook that contains messages or ideas to share with readers through the reading process activity.

2. Kurikulum Merdeka

The government already has a new curriculum in an effort to improve Indonesian education after experiencing learning loss in the Covid-19 pandemic which will be implemented starting 2022 and will be maximized in 2024. According to the Ministry of Education, Culture, Research, and Technology (2022) *Kurikulum Merdeka* is a curriculum that aims to hone students interests and talents from an early age by focusing on essential materials, character development, and student competencies.

3. Textbook

Textbook contains several chapters, question answer, and exercise included in the curriculum to raise a student's standard of learning. Murcia (2011:415) states that every core teaching and learning activities in the classroom are supported by textbooks. Tomlinson (2011:296) argues that textbook contain core material in language learning and aim to facilitate the teachers and students' need during the learning process.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1) Reading Material

a. Definition of Reading Material

Many experts have given their ideas to describe about the meaning of reading. Many people spend most their time to getting information by reading through newspapers, magazines to websites like Wikipedia. Reading can be interpreted as a way to find out about the world around us, it requires us to understand what is contained in the text, Mill and Barlow (2012:23). Reading is one of the most important skill that must be learned in school. According to Harmer (2007:99) the benefits of reading are for language acquisition. As long as students understand what they read, the more information will they get. The information that students get from the text can be involved in academic context.

Brown (2007) suggest that material is every preparation made by the teacher that can support the teaching and learning in the classroom. The key to developing good materials is ensuring that the materials are well enough described so that teachers can use them without confusion and with minimal preparation of time. The material presented in the learning process must at least be something

informative (informs the learner about the target language), instructional (gives direction to the learner in language practice), experiential (providing experience with the language used), eliciting (encouraging learners to use the language), and exploration (helping learners to make discoveries about language, Tomlinson (2012:143). Ideally, the material should continue to be developed to achieve the learning objectives.

Dina (2021) stated that reading material in class is arguably the most important part because it will give advice and help students to master their skills. Reading material is part of the textbook that contains messages or ideas to share with readers through the reading process activity. To enable the students to become proficient in reading skills, english teacher should provide good material to the student. Teaching materials to be delivered must be in accordance with the topic being discussed, each material must be in accordance with the message settings, flow of thought, text structure, lexical features, language correctness, and level of difficult because basically reading is a process of sending ideas written by the author to the reader obtained through the reading process. In preparing reading material the teacher must pay attention to the level of reading difficulty which will increase interest in reading skill for the student.

b. Reading Material Development

Material development is a field of study that involves production, evaluation and adaptation of language teaching materials by teachers to their own class. Teacher should continue to develop the reading material so that the student's need can be met in accordance with the learning material. In theoretical point of view, Pinter in Harsono (2007:170) state that material development means creating, processing, selecting and organizing learning materials and activities that can assist students in achieving goals. So, before developing the material the teacher must identify the student's need first. Then, they can develop the material so that it is more in line with the needs of student by considering the learning objectives. There are several basic principles expressed by Tomlinson (1998) before developing the learning materials for language learning, as follow:

- 1) Materials must have a positive impact

The material can be said to be good if students are interested, curious, and give great attention to the material.

- 2) The material must make students feel comfortable

Sometimes, students feel disinterested, anxious, and bored during the teaching learning process. However, when a material makes students feel comfortable, they will relax and find it easier to produce language.

3) Materials should help students to develop self-confidence

When students are interested in feeling comfortable with the material, they can develop their confidence in producing language during the teaching and learning process.

4) Material must be relevant and useful for students

The material taught must be related to the student's need and the interests of students. They should be able to practice it using the target language in real life and in the classroom.

5) The material must facilitate the learner's need to develop skills

Materials, even media, must allow students to do many activities in a learner centred classroom. Material should also help students when they are doing activities.

6) Learners must be ready to obtain the material being taught

Teachers can use materials that are familiar to student's live, this means that the material must be related to the interests and need of students.

7) Materials must help students to mastery the language

Teachers must ensure that the material taught helps the students master the language being studied.

- 8) The student's attention must draw to linguistic features as a part of language learning input

Learners must focus on linguistic features to make generalizations related to the function of language features based on the main material.

- 9) Materials must provide opportunities to learners to use the target language as a communicative goal

Learners must practice their language to communicate with someone in real life, the teacher can give the task of making a drama to improve students' speaking skill

- 10) Materials must consider that learning will have a positive effect

Learners who want to learn a language cannot be done instantly but gradually. It is necessary to hold several exercises to ensure that the material presented by the teacher can be well received.

- 11) Materials must consider that each learner is different in learning style teaching

Teaching materials must provide a variety of activities and support all learning activities because each learner has a different style in the learning process, for example there are learners who are good at visual, auditory, kinaesthetic and others.

- 12) Materials must be adapted to students who have different affective attitudes**

Ideally language learners must have strong motivation because this can determine success or failure in learning. Material developers can provide several types of activities that can provide additional information to students in order to increase student motivation.

- 13) Materials must provide period of silence at the beginning of the instruction**

Material should not force students to speak until students are ready and should not allow students to be silent. Communication in the second language make learners unable to explore the language like their first language.

- 14) The material must maximize learning potential by encouraging students' cognitive values**

Materials must be ensured to stimulate students to learn lessons that involve brain processes to improve academics.

- 15) Materials should not rely too much on controlled practice**

The material presented should not force students to practice before students really understand the theory.

- 16) Materials must provide feedback as a result**

Materials should focus on effectiveness to produce the desired output. Then, students who succeed in achieving

certain achievements will receive positive feedback on the language use of language for subsequent language results.

From the explanation above, it can be concluded that reading material development must continue to be carried out, all material activities should be able to encourage and help students to visualize, talk to themselves in inner speech and make connections with their lives. It means that the material presented by teachers must bring benefits in the development of students' language skill.

2) Textbook

a. The Definition of Textbook

In teaching activities teacher sometimes uses some learning instrument to deliver the material, one of the learning instrument is textbook. Tomlinson (2011) define the textbook contains material that can help teachers in delivering material in the classroom. Meanwhile Thomson (2000:175) argues that textbook is media stimulus that used by the teacher in teaching and learning process to make it easier to explain teaching material. Textbook usually contains several chapters, question answer, and exercise included in the curriculum to raise a student's standard of learning. The written material in the textbook can guide the teacher to explain the material so the goals will have to reach in the end of the reason.

Textbook are a major component of a language program. Richards (2001:254) stated that textbooks use a variety ways to use

language. For example, a reading textbook can serve a basis for reading skills that present material on the formation of reading texts and practical skills. A writing textbook can provide some knowledge and practice for students in writing a theme with the correct grammar. A speaking textbook can provide material for students to read and discuss. A listening textbook can using an audio cassette that serve as practice listen.

Textbook is one of the crucial media that use of teacher and student in learning activities to reach educational purpose. Most of school use the textbook because they provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part. The conclusion from the explanation above is textbook means a set of learning materials that contained in printed books that synergize with standard curriculum and arranged to measure the student's comprehension.

b. The Advantages of Textbook

The use of textbook is important because greatly affect the learning process at class. Richards (2001:249) states the use of textbooks in teaching has advantages depending on the context of its use, as follow:

1) Provide structure and a syllabus for a educational program

Without textbooks, a program may not have basic references and students will not receive a syllabus that has been systematically planned and developed.

2) Help standardize instruction

The use of textbook within schools can ensure that all students receive similar content and be tested in the same way.

3) They maintain quality

If teachers and students use well developed textbooks, students can get tried and tested material based on appropriate learning principles.

4) Textbooks provide various learning resources

Textbooks provide diverse resources for teachers and students, textbook often come with workbooks, CD and cassettes, videos, CD ROMs, and comprehensive teaching guides.

5) Textbooks are efficient

By using textbook teacher can save time and open up opportunities to teach deeply and explore the material maximize

6) Provide an effective language models and input

Textbook can help teachers whose first language is not English and may not be able to produce accurate language input on its own.

7) Provide training to teachers

If the teacher has limited teaching experience, the textbook along with teacher manuals can serve as a medium for teacher training.

8) They are visually appealing

Commercial textbook usually have high standards of design and production and therefore attractive to both students and teachers.

From the arguments stated by Richards it can be concluded that good textbook will provide benefits for teachers and students, a good textbook contains material that is in accordance with the syllabus, availability of various learning resources, efficient to use, and has visuals interesting. The teachers must ensure the textbooks that will be used can meet the needs of students in achieving the goals.

c. The Importance of Textbook

Textbook is the core media in teaching learning process, it is make the uses of textbook became important to support the teacher

in delivering material. Cunningsworth (1995:7) presents several functions of using textbooks in language learning, as follow:

- 1) Reading resources for presentation materials (oral and written)
- 2) Source of activities for student practice and interaction
- 3) A resource for learning grammar, vocabulary, and pronunciation in a structured way
- 4) Source of stimulation and ideas for learning activities in the classroom
- 5) Contains a syllabus that reflects the learning objectives that have been prepared by the ministry of Education
- 6) Helpless experienced teachers to gain confidence.

From the explanation above, it can be concluded that textbooks provide material that can developed by teachers who can be used as the main source in teaching learning process. With textbooks, both teachers and students can find out what must be done to achieve the lesson targets. Due to the importance of textbooks, choosing a good textbook is a must. Actually, the source of reading material is not only obtained through textbooks, teachers can use other sources such as newspapers, magazines, and even the internet to attract students' attention. So, it can be seen that the teacher's role is very important to be selective in choosing the right textbook for students.

d. Pusat Perbukuan, the Ministry of National Education

Textbook can be said to be good textbook if they meet the criteria, *Pusat Perbukuan* (2014) defines many criteria based on the some aspects include:

1) Aspect of Content

- a) The conformity between reading materials and curriculum

To analyze the suitability between reading material and curriculum can be done by reviewing the textbook from the table of contents.

- b) Many genres were discovered in the reading materials

To find out whether the textbook has many genres, it can be done by reviewing it with the national syllabus, namely descriptive text, narrative text, and recount text.

- c) The arrangement of reading materials is based on the level of difficulty

To find out the arrangement of reading materials based on the level of difficulty, the researcher must look at the reading material and graded from easiest to the most difficult.

- d) Reading tasks are given to improve students' abilities

Researcher must find out and analyze whether the reading task adequate and whether in accordance with the ability of students.

- e) The reading material which are supporting life skills

To find out reading materials that support life skills, researcher need to analyze each reading material in the textbook to get the result whether it is appropriate or not.

- f) The reading materials involved the aspects of gender, religion, and race

To find out the reading material involved the aspects of gender, religion, and race researcher must also analyze all reading material in textbooks to get result whether the reading material corresponds to those aspect.

2) **Aspect of Presentation**

- a) Learning purposes are stated explicitly and lead to mastery of communication competence

To find out this point, the researcher looked at the pictures in the first page of each chapter to make it easier to analyze whether the title and learning objectives have met the criteria or not. The results will make it easier for teachers and students to master English as a language communication skill.

- b) The presentation of each chapter displays the logical course and coherence

For this point, the researcher analyses each chapter whether presentation is logical and coherent or not.

- c) The presentation of each chapter turned into prepared from easy to difficult materials

For this point, researcher analyze each chapter and see the activity or tasks given are arranged from easiest to the most difficult or not.

- d) The conformity among tasks and materials

The researcher also analyzed the material and the task of each chapter is it appropriate or not.

- e) The presentation of each chapter engages students to talk English actively

To fulfil this point, the researcher explores several tasks in the textbook whether can improve students' speaking activities in class or not.

- f) The presentation of each chapter support students to be interested in English subjects

In this sixth point, the researcher analyses each chapter presents interesting things to learn and can be interesting students' interest in English

- g) The presentation of each chapter helps students to reflect and appraise themselves

The researcher analyses each chapter whether it presents reading materials that can reflect students' abilities or not.

3) **Aspect of Language Use and Readability**

- a) The proper of English language use in line with the language rules

In this first point, the researcher analyses each chapter in the textbooks to see if the writing complies with the language rules that have been determined or not.

- b) The use of English is appropriate with the needs of communication learning

The researcher analyses each chapter whether the language style used in the reading material was efficient and communicative or not. This style of language can be identified in the instructions and continuing questions.

- c) The presentation of paragraphs is presented effectively by considering coherence and cohesiveness

In the next point, the researcher analyses each chapter whether it contains reading material that follows the rules of paragraph writing or not because it will find coherence and cohesiveness in one section and accompanying part.

- d) The usage of illustrations that are unit beneficial and relevant with the material

For the last point, the researcher analyses each chapter to see illustrations in textbooks.

3) Kurikulum Merdeka

As a part of efforts to restore loss learning after the Covid-19 pandemic, the Ministry of Education, Culture, Research, and Technology released the *Kurikulum Merdeka* (previously referred as the prototype curriculum) in February 2022. According to *Buku Saku Tanya Jawab Kurikulum Merdeka (2022)* *Kurikulum Merdeka* is a curriculum with diverse intracullicular learning where the learning content will be more optimal so that students have enough time to explore concepts and strengthen competencies. *Kurikulum Merdeka* was developed as a curriculum framework that is more flexible and focuses on essential materials and character development and competence of students. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

Kurikulum Merdeka carries the concept of independent learning, there is a project called *Projek Penguatan Profil Pelajar Pancasila* which provides opportunities for students to explore their knowledge, develop skills, and strengthen the development of the six-dimensional *profil pelajar Pancasila*. Based on Badan Standar, Kurikulum dan Assesmen Pendidikan (2022) the six-dimensional of *profil pelajar Pancasila* includes:

- a. Dimensions of Faith, Fear of God almighty one, and the noble

Kurikulum Merdeka through this project seeks to form students who believe through religious understanding such as the practice of

religious morals, personal character, morality to humans, morality to nature and state morality.

b. Dimensions of global diversity

Students are taught to maintain the noble culture, locality, identity and remain to open in interactions with other culture so that foster mutual respect and the possibility of the formation of a new culture which is positive and does not conflict with the noble culture of the nation.

c. Dimensions of mutual cooperation

Projek Penguatan Profil Pelajar Pancasila teaches students to collaborate, care, and share in positive activities.

d. Dimensions of independent

The dimensions of this project are expected to be able to form responsible students on the process and learning outcomes.

e. Dimensions of critical reasoning

Students who think critically are able to objectively process information well, analyze information, evaluate and conclude it.

f. Dimensions of creative

Creative students are able to modify and produce something original, meaningful, useful and impactful. Creative attitude will produce original ideas to have flexibility of thinking in finding solutions.

Projek Penguatan Profil Pelajar Pancasila were developed based on certain themes determined by the government. Rizky Satria et al (2022) said that the project is not directed at achieving certain learning achievement targets, so it is not tied to subject content. Through this project, students have the opportunity to study important issues such as lifestyle, tolerance, mental health, culture, entrepreneurship, technology, and democratic life. This project is expected to train students to take real action in response to the current issues in accordance with their development and learning stages so that they can inspire students to contribute and have an impact on the community and the surrounding environment.

Projek Penguatan Profil Pelajar Pancasila was developed in the implementation of the *Kurikulum Merdeka* with the expectation that teachers and students have a better mindset than before, learning process will be more interesting and meaningful with the activities that are in accordance with the real circumstances faced by students. The learning process based on the noble values of *Pancasila* will create students who have more critical thinking and selective in their actions.

Kurikulum Merdeka is a breakthrough that helps teachers to change the learning process to be more relevant, immersive, and fun. *Kurikulum Merdeka* were created to promote quality improvement and recovery from learning crises. *Buku Saku Kurikulum Merdeka* (2022) suggest that

the main characteristics of this curriculum that support learning recovery are:

- a. Project based learning for soft skills and character development according to the *profil pelajar Pancasila*.
- b. Focus on essential material so that there is sufficient time to explore basic competencies such as literacy and numeracy.
- c. Flexibility for teachers to carry out differentiated learning according to the abilities of students and make adjustments to the local context and content.

The *Kurikulum Merdeka* was designed in a simpler way to support the effectiveness of education after learning loss and will be implemented from kindergarten, elementary school, junior high school, senior high school, vocational high school, special education and equality. There are several learning principles in the *Kurikulum Merdeka* based on *Buku Saku Kurikulum Merdeka* (2022) as follow:

- a. Intracurricular learning is carried out in a variety of ways so that students have enough time to explore concepts and strengthen competencies. It also provides flexibility for teachers to choose learning tools that suit the needs and characteristics of their students.
- b. Co-curricular learning is in the form of a project to strengthen the *Profil Pelajar Pancasila*, learning with interdisciplinary

principles that develop character development and general competence.

- c. Extracurricular learning is carried out in accordance with the interests of students and the resources of the teaching unit.

Although the Ministry of education has announced a new curriculum, schools have the authority and responsibility to develop curricula that are appropriate to the needs and context of each school. Schools are given the option of being able to use the full 2013 curriculum, *Kurikulum darurat* (simplified 2013 curriculum) and the *Kurikulum Merdeka*. The curriculum between schools may differ according to the characteristics of students and school conditions, while still referring to the same curriculum framework.

With this curriculum option policy, it is hoped that the process of changing the national curriculum can occur smoothly and gradually. This is because the process of changing the curriculum framework requires careful management in order to improve the quality of learning process in Indonesia.

B. Previous Study

Related to this research, researcher need to review the previous study the same topic to find out the similiarities and differences between previous research and this study. There were several researcher who conducted the

similar research. The researcher takes five thesis and one journal article to this research.

The first research was conducted by Dina Roihatul Jannah (2021) with the title “An Analysis of Reading Materials on English Textbook *Brilian* for the Eighth Grade of Junior High Schools”. The researcher conducted the analysis of textbook based on the criteria for qualified English textbook proposed by Book Center. In the analysis process, the researcher compares the content of *Brilian* English textbook with *English On Sky*. The results of this study indicate that the *Brilian* textbook meets the criteria for a qualified English textbook based on the criteria set by the Book Center, but there are some shortcomings in it. The similarity is same method and the differences is the textbook that i used is textbook with the latest curriculum.

The second research was conducted by Richa Fauzziyah Suparno (2020) with the title “An Analysis of Reading Material on “When English Rings A Bell” Textbook For Second Grade Junior High School”. This research analyses reading materials based on the basic competence three as the cognitive domain and basic competence four as the psychomotor domain. The result of this research showed that reading materials in the textbook are relevant with the cognitive domain and psychomotor domain. The similiarity is the same method and the differences is object, curriculum used, type of text and the way of research.

The third research was conducted by Iis Safitri (2014) entitled “An Analysis of Reading Materials on The Quality of English Textbook “Headline English: Published By Sewu For Grade VII Students Of Junior High School”. The researcher conducted the analysis of each content inside the textbook based on the suitability the reading materials with 2013 Curriculum. The result of this research indicate that the reading materials quite good, relevant, and appropriate to use in grade VII. The similarity is the same method and the differences is object, type of text and the way of research.

The fourth research from Rusda Ayu Syafniar (2014) entitled “The Analysis of The Reading Materials in “English Alive” Textbook Based on School Based Curriculum For Second Grade Students of Senior High School”. This research is analyses the conformity of reading materials in textbook with the requirements in the school based curriculum (KTSP). The finding in this research state that reading material meet 93% good criteria of conformity level. The similarity is the same analyses of content and the differences is the method, object and the way of research.

The fifth research from Irma Hidayah (2021) entitled “A Content Analysis of English Textbook “When English Rings A Bell” for Second Grade of Junior High School”. This research is analyses the appropriateness of the materials in the English textbook in term of content, language, and presentation determined by BSNP. The finding in this research shows that the textbook achieved 79,38% out of three proposed criteria and categorized

as a fair. The similarity is the same method, theories and the differences is applicable curriculum contained in the textbook.

The last journal from Muhammad Resky Fadhil (2017) with the title “Analysis of Reading Materials in English Way 2 Textbook for Junior High School”. The purpose of this study was to determine the textbook had appropriate with the syllabus of English learning KTSP or not. Then the result is the textbook meet the 40s-50% with the syllabus and it means the reading material is easy to understand and the material is suitable for student as a main or sub materials for reading. The similarity is the same method and the differences is object and curriculum used.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research method used in this study was qualitative method, using a descriptive analytical study which describes the data based on the analysis of an object. The research is category as content analysis or document analysis because concern with the reading material of English textbook. According to Creswell (2012) qualitative research is research that aims to explore a meaning that comes from the social problems of an individual or social community. The process of qualitative research begins with the emergence of questions, collecting data from participant settings, analyzing data inductively, arranging themes from the specific to general themes and making a conclusion from the data obtained which is written with a good structure. In educational studies, qualitative research can be used to research anything related to teaching and learning activities.

Krippendorff (2004:37) suggests that content analysis is a research technique that produces conclusions that can be developed validly from the texts (printed materials, recorded speeches, visual communications, artwork, artifacts) or other things that are meaningful in the context of their use. In this research, researchers use textbooks as study material. The researcher will analyze the reading material in an English textbook entitled “Work in Progress” for first grade students of SMA/SMK/MA with aspects that have been standardized by the *Pusat Perbukuan* (2014), some of these

aspects are aspects of content, aspects of presentation, and aspects of language use and readability of the textbook to be analyzed.

B. Research Setting

This research did not require a specific place or time because it is content or document analysis of English textbook entitled “Work in Progress” for first grade students of SMA/SMK/MA. So, that the research can be done anytime and anywhere. This research was begins when the researcher proposes a title, collect the data until get the research results. This research take place in February 2023 and completed in April 2023.

Table 3.1 Research Setting

No	Activity	Feb 2023	Mar 2023	Apr 2023	May 2023
1.	Proposal Seminar				
2.	Review the reading material				
3.	Conducted a checklist on the textbook				
4.	Analyzing the data				
5.	Draw the finding and discussion				
6.	Munaqosyah				

C. Research Subjects

The subject of this study is the English Textbook entitled “Work in Progress” for the SMA/SMK/MA Grade X. This book is written by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih and was published by Ministry of Education and Culture. This textbook existed in 2022 and was developed using the *Kurikulum Merdeka*.

There are several components to examine from this book. These components can be checked against the standards set by the *Pusat Perbukuan*, the Ministry of National Education. In particular, the aspects of content, aspects of presentation, and aspects of language use and readability. The main reason why the researcher chose this book is that the textbook has been prepared follows the *Kurikulum Merdeka* (Permendikbudristek No.7 Tahun 2022) and some senior high school like SMAN 1 Sragen already use this textbook in the implementation of learning process.

D. Data and Source of the Data

The data of this research is documentation of the suitability the reading materials contained in English textbook for first grade students of SMA/SMK/MA entitled “Work in Progress” with the aspects of content, aspects of presentation, and aspects of language use and readability contained in the textbook. Meanwhile source of the data in the research is English textbook for first grade student of SMA/SMK/MA entitled “Work in Progress” published by Ministry of Education. This book was written

based on the new curriculum implemented in Indonesia, namely the *Kurikulum Merdeka*. The textbook used in SMAN 1 Sragen and consist of 182 pages and 6 chapters. The first semester was discussed in chapter one to four while the second semester in chapter five to chapter six.

E. Research Instrument

The instrument of this research is the researcher herself and checklist. As the instruments, researcher must have broad theories and insights, so they able to find questions, analyze, photograph, and construct the social situation underneath learning becomes clearer and more meaningful. In this study there were three checklists used to answer research questions. There are: (1) checklist for assessing aspects of content, (2) checklist for assessing aspects of presentation, and (3) checklist for assessing aspects of language use and readability. These three checklists conform to textbook grading standards criteria formulated by *Pusat Perbukuan* (2014).

F. Techniques of Collecting the Data

The technique of collecting data for this research is document review. In collecting the data, researchers used English textbook. First, the researcher reviewed the reading materials of textbook entitled “Work in Progress” which published by Ministry of Education. After that, the researcher conducted a checklist on the textbook. Finally, the data collection was carried out by analyzing reading material based on evaluation criteria

related to *Pusat Perbukuan* (2014). Reading materials were analyzed based on aspects of content, aspects of presentation, and aspects of language use and readability. There are some aspects suggested by *Pusat Perbukuan* (2014) :

Table 3.2 Aspects of content

No	Aspects of Content
1.	The conformity between reading materials and curriculum
2.	Many genres were discovered in the reading materials
3.	The arrangement of reading materials is based on the level of difficulty
4.	Reading tasks are given to improve students' abilities
5.	The reading material which are supporting life skills
6.	The reading materials involved the aspects of gender, religion, and race

Table 3.3 Aspects of presentation

No	Aspects of Presentation
1.	Learning purposes are stated explicitly and lead to mastery of communication competence
2.	The presentation of each chapter displays the logical course and coherence

3.	The presentation of each chapter turned into prepared from easy to difficult materials
4.	The conformity among tasks and materials
5.	The presentation of each chapter engages students to talk English
6.	The presentation of each chapter support students to be interested in English subjects
7.	The presentation of each chapter helps students to reflect and appraise themselves

Table 3.4 Aspects of language use and readability

No	Aspects of Language and Readability
1.	The proper of English language use in line with the language rules
2.	The use of English is appropriate with the needs of communication learning
3.	The presentation of paragraphs is presented effectively by considering coherence and cohesiveness
4.	The usage of illustrations that are unit beneficial and relevant with the material

G. Trustworthiness of the Data

This study collects data, so it is not necessary instrument standardization because it is included in the non-test instrument.

1. Content Validity

Content validity shows the ability of the research instrument to represent the content to be measured. Testing the validity of the content is use expert judgment. The researcher asked for help from the thesis supervisor to examine whether the instrument material was in accordance with the concept to be measured. Testing the validity of the contents of the instrument by means of expert judgment is to check the grid, especially its suitability with research objectives and question items after the expert judgment was tested with the research sample.

Sugiyono (2010:183) stated that to test the validity of the instrument item is consultation with experts, then tested and analyzed by item analysis or a different test. This research is a new research conducted by researcher, to obtain valid data the researcher conducted an expert test (Expert Judgment). The results of the analysis that have been compiled are then consulted with an expert to minimize the level of weaknesses and errors of the instruments that have been made by researcher. Based on suggestions from thesis supervisor, researchers conducted an expert test on Miss Maria Wulandari, M.Pd

H. Techniques of Analyzing the Data

In this research, the researcher analyzes the data from the English textbook entitled “Work in Progress” for first grade students of SMA/SMK/MA using evaluation criteria related to *Pusat Perbukuan* (2014). According to Bogdan in Sugiyono (2013:334) data analysis is the process of finding and compiling interview transcripts, field notes, and data that has been collected to increase understanding of a research and the results can be presented to others. In this research the process of analyzing data use those steps:

1. Reading the English textbook for first grade students of SMA/SMK/MA entitled “Work in Progress” published by *Ministry of Education*.
2. Examine the appropriate reading material with quality aspects of English textbooks proposed by *Pusat Perbukuan* (2014).
3. Describes the results of analysis to determine whether textbooks meet the quality standards of English textbook.
4. Finally, the researcher obtains the result of the analysis and concludes in a descriptive qualitative.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the data analysis to answer the question mentioned in research problem. The first part of this chapter is evaluating English textbook “Work in Progress” based on the criteria that proposed by *Pusat Perbukuan*. The second part is the appropriateness of the English textbook “Work in Progress” in three aspects, namely aspects of contents, aspects of presentation, and aspects of language use and readability.

A. Research Findings

The researcher reviewed the textbook “Work in Progress” for first grade students of SMA/SMK/MA written by Budi Hermawan, Dwi Haryanti, and Nining Suryaningsih and was published by Ministry of Education and Culture. This textbook was developed based on *Kurikulum Merdeka* which contains 6 chapters and 182 pages. Some parts of the textbook are reading sections. However, in general the book consists of six units that each unit itself is divided into some parts, as follows:

1. Name of the chapter: showing tagged like chapter 1, chapter 2, chapter 3 and others.
2. Topic of the Chapter: showing the topic title of each chapter.
3. Instructional Objectives: explain what will be obtained by students as a result of learning.

4. Question to Think About: collection of questions that direct students of what they will learn in one chapter.
5. Tasks: present material and activities that need to be done to achieve instructional objectives. There are seven tasks in each chapter who make up the material and activity of speech discourse into writing.
6. Chapter Review: several questions to check chapter mastery check by the student.
7. Reflection: a section where students can reflect on what they learn from one chapter; which material students believe in have well understood and that they need to learn more.
8. Assessment: intended for measure knowledge and skills on the material presented and discussed in chapter that requires you to work as well individually or in groups.
9. Enrichment: designed to provide students with further readings that students can read on their time on the materials that have learned in the chapter.
10. Photo acknowledgments: showing the assets of the photos utilized in the textbook.

The cover of the English textbook "Work in Progress" contains a picture showing the activity of a student pointing at an apple, then there are pictures of an apple, a picture of an athlete, a woman taking a photo, someone who drawing graffiti, and a woman in a red headscarf with a wolf. All of these pictures show illustrations of each chapter contained in the textbook.

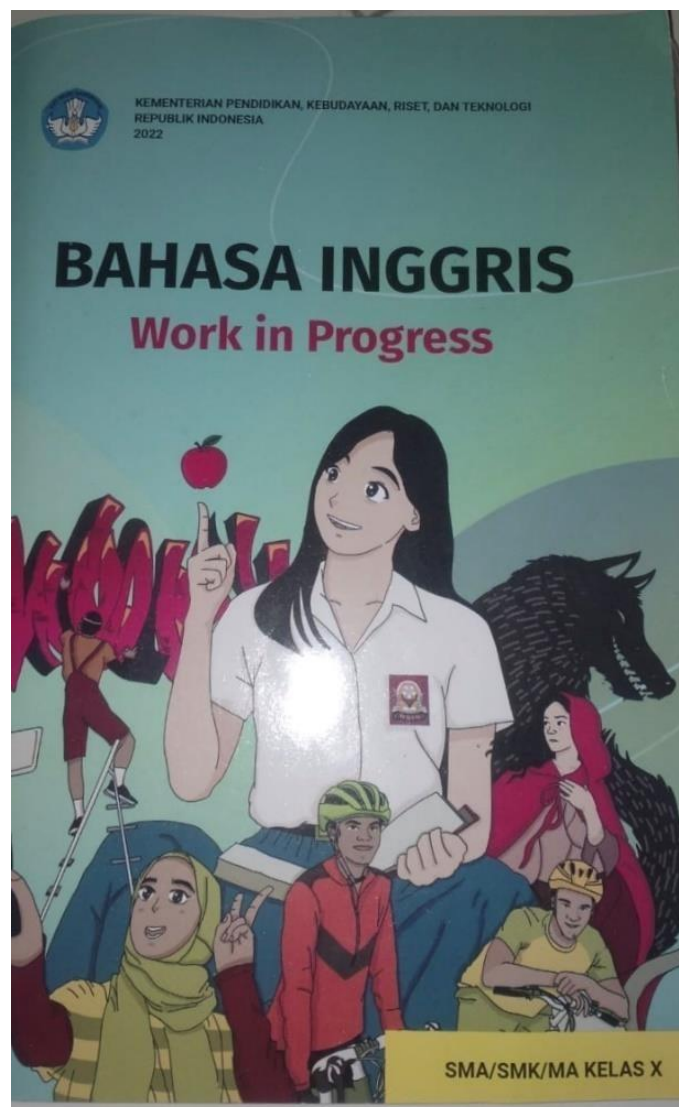


Figure 4.1 Cover of Textbook

Here are the details of each chapter:

a. Chapter 1 *Great Athletes*

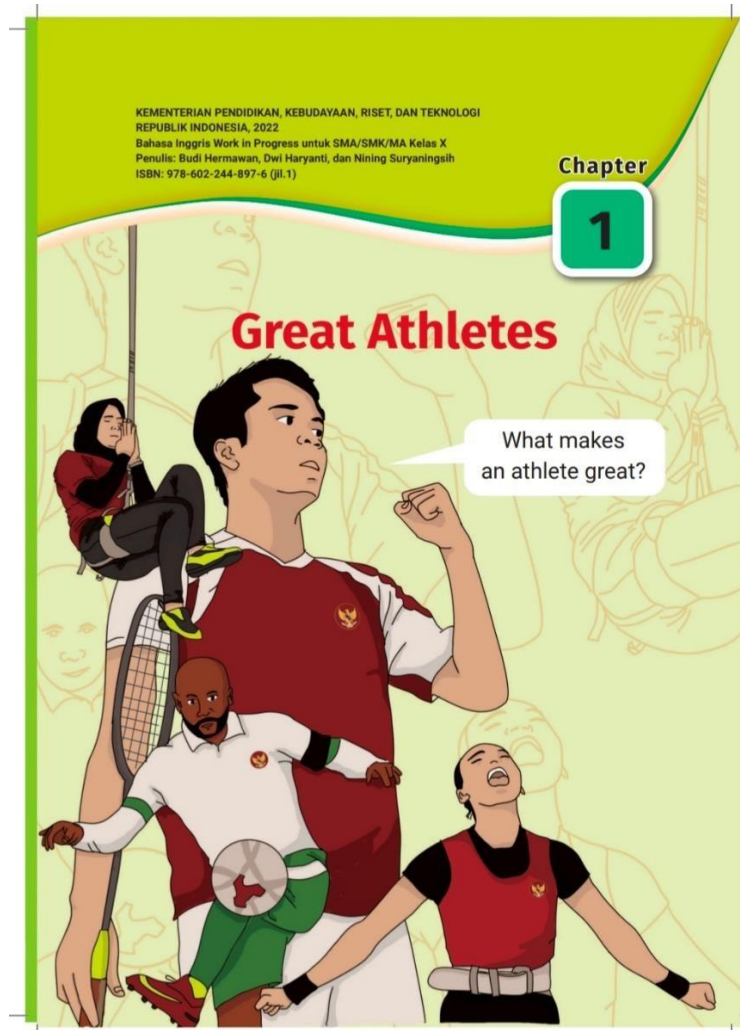


Figure 4.2 Chapter 1

The activities in chapter 1 are about descriptive text, communication about simple ideas and opinions. For grammar, it focuses on the present simple verb, adjectives, and adverbs for describing.

b. Chapter 2

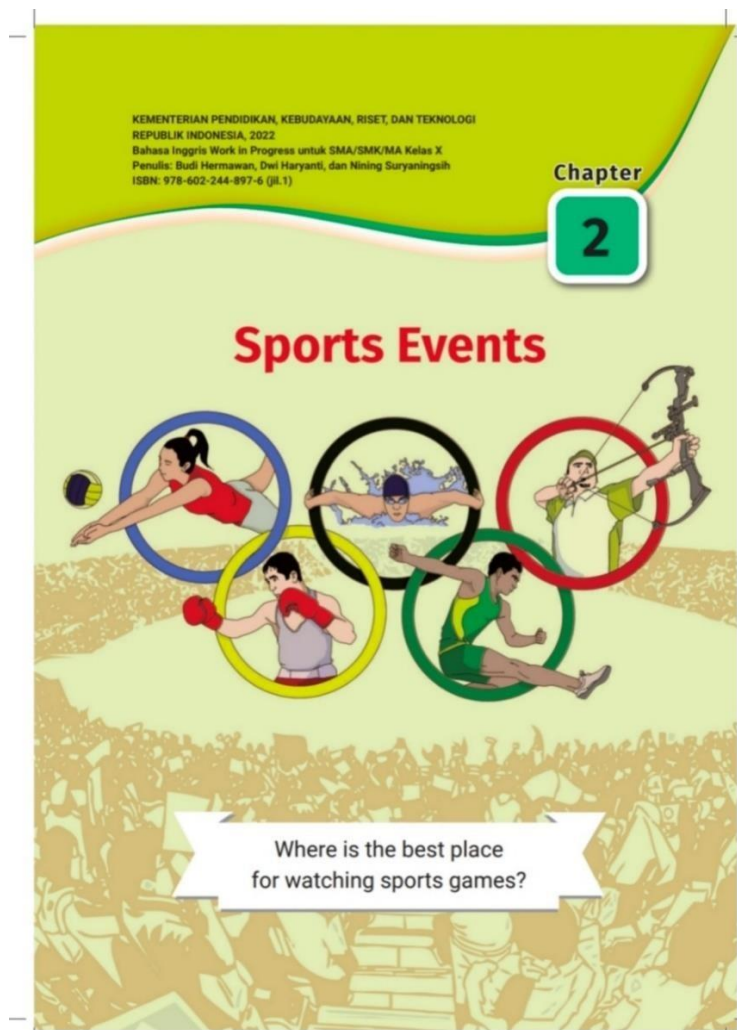


Figure 4.3 Chapter 2

In chapter 2, the activities are talking about the experience of watching a sports event using 5 senses, recount text, making sports event proposal. For grammar, it focuses on adverbs of time, past simple, and past progressive.

c. Chapter 3 *Sports and Health*

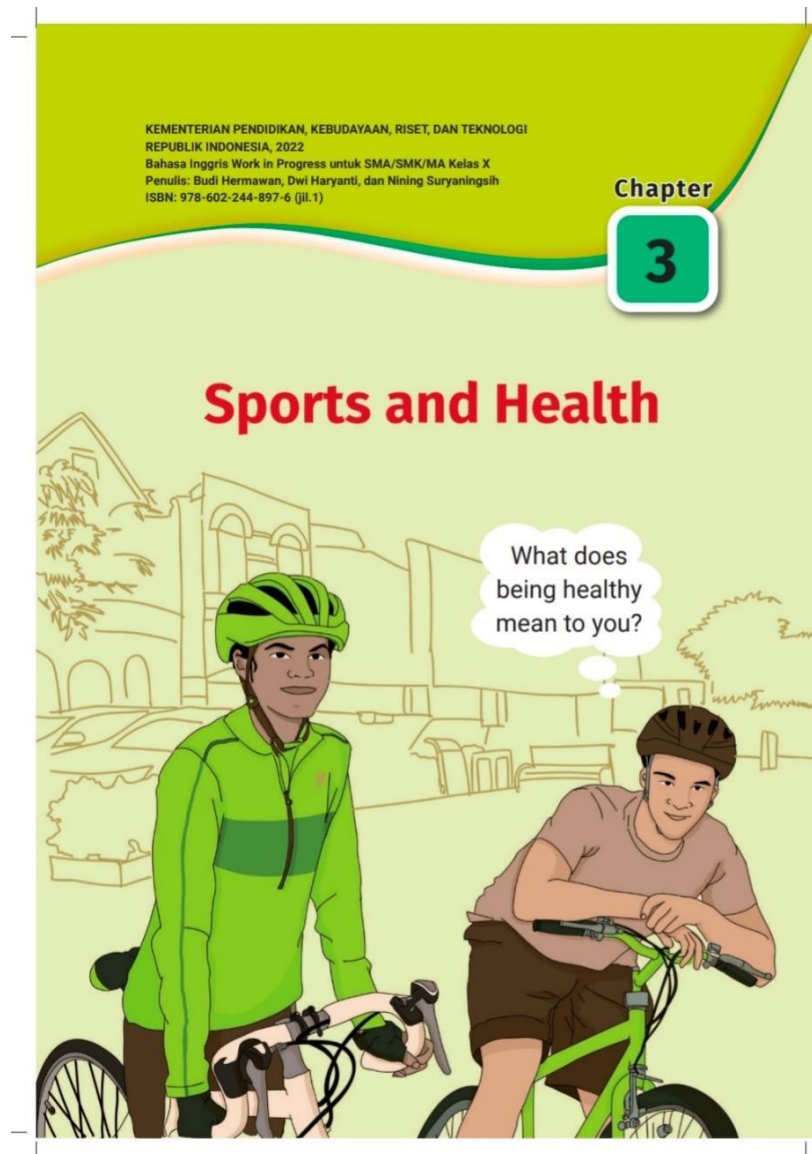


Figure 4.4 Chapter 3

The activities in chapter 3 are suggestions to stay healthy, finding general and specific information in procedure text. For grammar, in this chapter focuses on present simple, imperative sentence.

d. Chapter 4 *Healthy Foods*

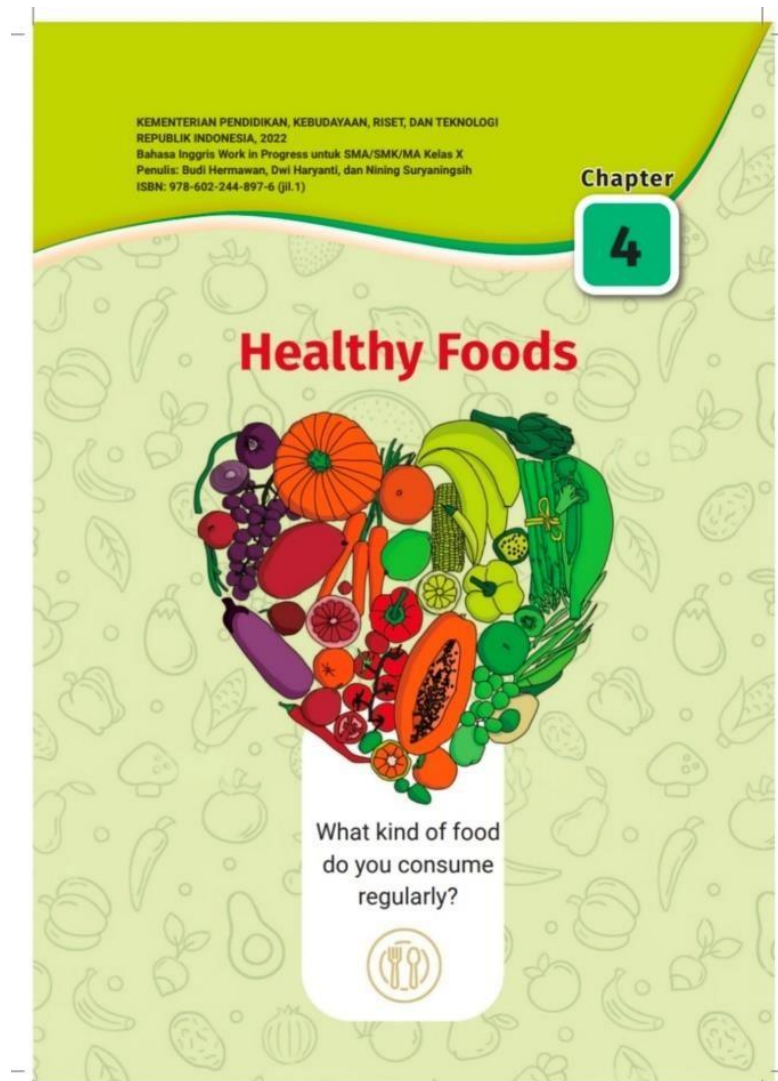


Figure 4.5 Chapter 4

In the chapter 4, the students will study healthy and less healthy foods and drinks, finding general and specific information in the procedure text. For grammar, it focuses on phrase had better and modals.

e. Chapter 5 *Graffiti*



Figure 4.6 Chapter 5

The activities in chapter 5 are exposition about graffiti, finding general and specific information in the expository text, public opinion on graffiti based on survey. For grammar, students will study about noun, verbs, and adjectives.

f. Chapter 6 *Fractured Stories*

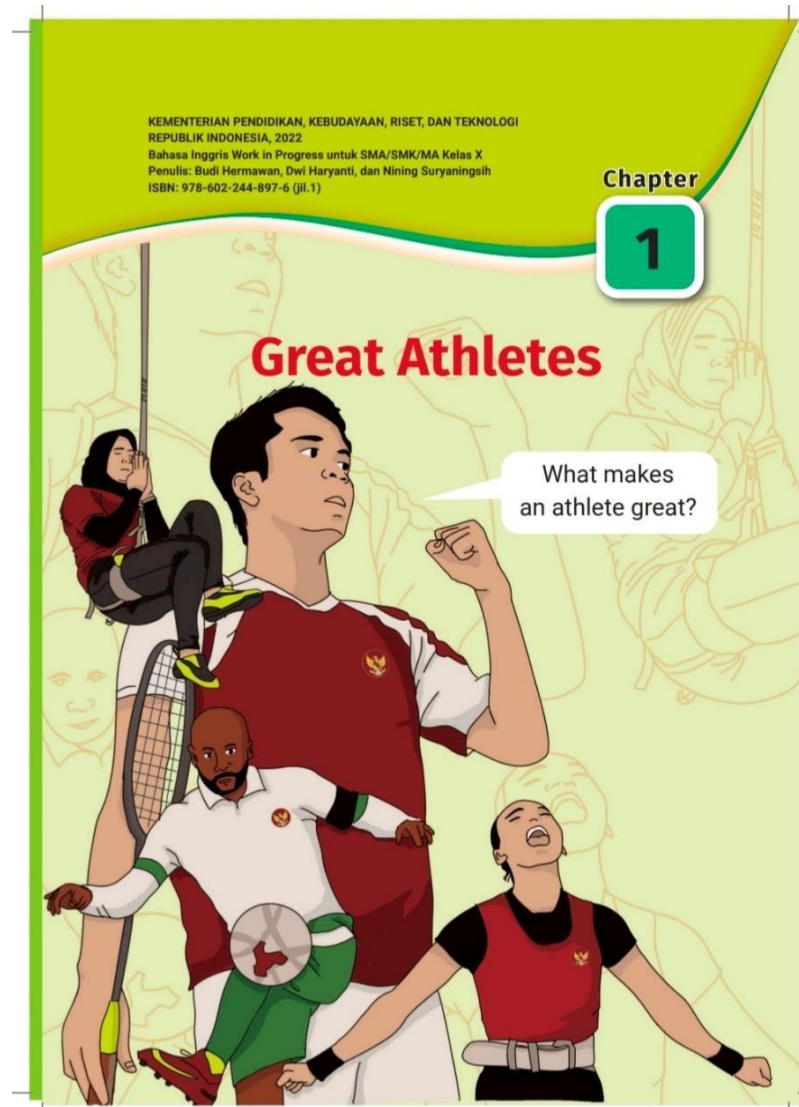


Figure 4.7 Chapter 6

The activities in chapter 6 are fractured part of story, finding general and specific information in the fractured narrative text. For grammar, it focuses on past tense; conditional sentence, adjectives; adverbs.

1) The Relevancy between Reading Materials on English Textbook Work in Progress for First Grade Students of SMA/SMK/MA with the Aspect of Content

This part presents an analysis of the relevance of reading materials on textbook *Work in Progress* with the aspect of content which was adapted from *Pusat Perbukuan* (2014). Based on the checklist in chapter 3, there are six points to be analyzed. They are: 1) The conformity between reading materials and curriculum, 2) Many genres were discovered in the reading materials, 3) The arrangement of reading materials is based on the level of difficulty, 4) Reading tasks are given to improve students' abilities, 5) The reading material which are supporting life skills, 6) The reading materials involved the aspects of gender, religion, and race.

a) The conformity between reading materials and curriculum

For first point, to find out the conformity between reading materials and curriculum, the researcher checked all the pages of the textbook. To facilitate the examination can be done by reviewing from the table of contents. Below are the data taken from the textbook's table of content:

Semester 1									
Theme	Topic	Listening	Speaking	Reading And Viewing	Writing And Presenting	Project	Vocabulary	Grammar And Structures	
Sports	Great Athletes	Listening to description of athletes in a monologue and in conversations	Talking about photographs of athletes and the sports they play	Reading a text and finding general and specific information in the text about great athletes	Writing a simple descriptive text on a great athlete of their preference	A portrait and an essay of great athlete	Sports	Present simple	
			Describing athletes and the sports they play				Physical description	Adjectives, Adverbs for describing	
	Sport Events	Listening to someone's experience of a sports event	Talking about the experience of watching a sports event using 5 senses	Reading a text and finding general and specific information in the text about experience of watching a sports event	Writing a recount text on an experience of watching a sports event using 5 senses	Sports event proposal	Events, time, and place	Adverbs of time	
			Telling a sport event using 5 senses				Qualities and Characteristics	Past simple, Past progressive	

Figure 4.8 Table of Content

Theme	Topic	Listening	Speaking	Reading And Viewing	Writing And Presenting	Project	Vocabulary	Grammar And Structures
	Sports and Health	Listening to a procedure on how different activities can help us stay healthy	Talking about suggestions to stay healthy	Reading a text and finding general and specific information in the procedure text how to stay healthy	Writing a simple tips on how to stay healthy	Poster of health campaign	Health	Present simple Imperative sentence
			Giving tips to have physical and mental health.				Life style	present simple Imperative sentence
	Healthy Foods	Listening to a procedure of healthy eating	Talking about healthy and less healthy foods and drinks	Reading a text and finding general and specific information in the procedure text about healthy eating	Writing a procedure text on how to eat healthily	five day challenge of healthy eating	Nutrition, Food and drink	Had better, modals

Figure 4.9 Table of Content

Semester 2									
Theme	Topic	Listening	Speaking	Reading And Viewing	Writing And Presenting	Project	Vocabulary	Grammar And Structures	
Arts	Graffiti	Listening to an exposition about graffiti	Talking about about graffiti	Reading a text and finding general and specific information in the expository text about graffiti	Writing an expository text about graffiti	Short essay of public opinion on graffiti based on survey	Street art	Expressions for giving opinions	
							Graffiti	Noun, verbs, adjectives	
	Fractured Stories	Listening to a fractured story	Talking about a fractured part of a story	Reading a text and finding general and specific information in the fractured narrative text	Writing a simple fractured narrative text	Illustrated book of fractured story	Stories	Past tense; Conditional Sentence	
							Characters	Adjectives; adverbs	

Figure 4.10 Table of Content

From those data above, the researcher drew a conclusion that the textbook lacked some materials. Compared to the *Capaian Pembelajaran Elemen Fase E* for

SMA/SMK/MA which has learning objectives where students must be able to use English to communicate with teachers and learn various types of texts such as narrative, descriptive, procedure, expository, recount, report and authentic text as the main reference in learning English. There were some materials missing and not yet included in the textbook they were ones about self introduction, report text, and authentic text.

b) Many genres were discovered in the reading materials

The next is second point which discuss about kind of genres found in the reading materials. The reading materials contained in the textbook quite a lot and almost meets the criteria mentioned by the *Capaian Pembelajaran Kurikulum Merdeka*. They were descriptive, recount, procedure, expository and narrative. Below are the data of the genre analysis:

(1) Recount Text

Enrichment

The Paralympics Games

Background

The Tokyo 2020 Paralympic Games were a major international multi-sport event for athletes with disabilities governed by the International Paralympic Committee. The 16th Summer Paralympic Games were scheduled to be held in Tokyo, Japan between 24 August and 5 September 2021. The event was still called Tokyo 2020 despite taking place in 2021 due to the outbreaks of the Covid-19 pandemic.

Source: <https://olympics.com/en/sport-events/paralympic-games-tokyo-2020/>

Figure 4.11 Recount Text in Chapter 2

(2) Descriptive text

B Let's Read

Read the following text and answer the questions based on the text.

Cristiano Ronaldo

Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.

He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e. players of right-handed or left-handed use their respective legs to score goals but Ronaldo can easily use both of his legs efficiently to make goals. In addition to that, he can use his head to score goals as well.

He is also one of the fastest football players in football history. Ronaldo can run very fast, he can run with a speed of 33.6 kilometers per hour. That is why he is also known as a rocket man. This helps Ronaldo to do his famous free-kick. Ronaldo's free-kick speed is approximately 130 kilometers per hour.

While jumping, Ronaldo's G-force is five times higher than that of a cheetah. He can



Picture 1.7 CR 7 is showing his skill.

Source: Jan SOLO/Flickr/CC-BY-SA 2.0 (2010)

Chapter 1 Great Athletes

1.1

jump up to 78 cm in the air; this jumping height is much more compared to any basketball player. All of these have helped him achieve his success. In his young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or award five times and created a world record by scoring the most goals in international football in September 2021. Currently his net worth is around \$500 million and **this** makes him one of the richest athletes.

Adopted from: <https://youthmotivator4life.com/cristiano-ronaldo-biography/>

Figures 4.12 Descriptive Text in Chapter 1

(3) Procedure Text



Picture 3.16 Seven healthy habit for weight loss

Figure 4.13 Procedure Text in Chapter 3 (in the form of infographic)

(4) Procedure Text

A Let's Read

Simple Tips for Healthy Eating

All of us know about the benefits of eating healthier. Proper nutrition helps us prevent cancer, heart disease, and other serious ailments. It allows us to lose weight and keep the pounds off. Eating healthier also helps to enhance our mood substantially and increases our chances of living longer and enjoying well-being while we are alive. I wanted to simplify the rules for eating healthier and make it simple for those who are interested in improving the way they eat. So what are these tips?

1. Eat Real Food, Not Processed Food

It is best to eat foods in their natural state. Forget foods that are processed in a factory. Some examples of processed foods are convenience snack (potato chips, baked crisps, etc.), white bread (bread is not supposed to be white in color), cereals, canned vegetables, canned meats, canned fruit, granola bars, candy bars, white sugar, bleached flour, beef jerky, soda, sports drinks, margarine (it is hydrogenated in a factory), packaged cookies, frozen dinners, processed meats like hot dogs, canned soups, fruit juices, ketchup, etc. Processed foods have been greatly modified and contain a lot of ingredients that do not exist in the food naturally.

2. Eat a Variety of Different Foods

Each type of food ingredient that exists in nature has its nutritional makeup. When we eat different types of foods, we are more likely to get all the nutrients we need in order to be healthy.

3. Cook More Than Eating Out

One of the best ways to eat healthier is to cook your own food. Besides saving a lot of money, you will also be able to control what goes into your food. You will not be using chemicals and other unhealthy additives.

4. Stop Eating Before You are Full

Instead of eating until you are completely full, stop eating before you feel completely satiated. It is OK (and healthy) to stop eating while you still have some room in your stomach. And do not forget, it takes a while for your stomach to send the message to your brain that you are full and have had enough to eat.

5. Eat at The Dining Table, Not in Your Car or at Your Desk

Always try to eat at a proper dining table. Never eat in your car or at your desk. When you make a point to sit down at a table and focus on your meal, you will be less likely to eat unconsciously. And food that is served to you through a window is almost never healthy. Following this rule also reduces the chances of eating when you are bored.

6. Drink Water and Forget Everything Else

Water is the healthiest drink on the planet, period. Sodas, energy, and flavored drinks are the most unhealthy and they should be avoided at all costs. If you want to have a flavored drink, make lemonade using fresh lemons, or drink tea, or water flavored with fresh fruit and vegetables.

So there you have it: you can eat much healthier simply by following the 6 tips listed above.

Adapted from: <http://www.skilledatlife.com/16-simple-rules-for-healthy-eating/>
Retrieved: 12 February 2022

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Chapter 4 Healthy Foods

Figure 4.14 Procedure Text in Chapter 4

(5) Expository Text

A Let's Read**Expository Text 1:****Why Should Graffiti be Considered Art?**

In this article, I will explain why graffiti is art, and I will explain how graffiti is essential in our culture. There are some reasons why graffiti shows us the potential that life has to offer.

First, graffiti enables the public to see something they may have never seen before. It connects them to the artist, and the artist gets to know that their work is loved and affects those who see it. They can take a simple old building or any piece of art on the side of a building and turn it into a masterpiece by putting their mark on it. The artists who paint graffiti have made this art form what it is today. Graffiti artists can change the meaning of what they are drawing to the public.

Second, graffiti has the power to affect people positively. The people who create it are expressing themselves. They are expressing their artistic abilities and their voices through a canvas. Their voices are the voices of our future. You can



Picture 5.6 Graffiti is art.
Sumber: Darshan Patel/
unsplash/7pxrvUbp62A (2020)

tell the quality of a person's painting by the audience that they are drawing. People will stand and watch you paint for hours. Many times, they will stand and look, never once moving from their spots. People will then tell you how much they like it and share their thoughts and opinions. The artists are no longer making art for themselves.

The last reason why graffiti is an art is because of its uniqueness. Graffiti can be made with many different materials, but its most common form is made by applying paint to a building's wall. Graffiti is made by someone utterly other than the artist, which means no two pieces are the same. Graffiti is a form of expression because it gives the reader or viewer the chance to see something different from their everyday life. Graffiti art is not meant to be understood by everyone, but everyone is meant to be appreciated.

Thus, as part of the existing society, every person must strive to educate themselves of the origins of graffiti and how it has evolved to this very day. A stock of knowledge doesn't hurt; instead, it is a door that leads to understanding and more positivity.

Adapted from: <https://theartbay.com/why-should-graffiti-be-considered-art/>
(Retrieved March 5, 2022)

Figure 4.15 Expository Text in Chapter 5

(6) Narrative Text

Task 3

A Read and Answer (Part 1)

Little Red Riding Hood
(Traditional Version)

One day, Little Red Riding Hood's mother gave her a basket with some cake inside and told her to walk through the forest to the other side where her grandmother lay sick in bed.

"Remember not to talk to strangers!" Little Red Riding Hood's mother said.

On the way to her grandmother's house, Little Red Riding Hood met the Big Bad Wolf.

"Where are you going little girl?" he asked with his biggest smile.

"To my grandmother's house on the other side of the forest," said Little Red Riding Hood who had forgotten what her mother told her.



Picture 6.9 Red Riding Hood
(Traditional version)

Chapter 6 Fractured Stories

135

The wolf took a shortcut and ran ahead to Grandmother's house. When he got there, he went inside and swallowed Grandmother whole!

Then he put on her cap and nightgown and climbed into her bed.

When Little Red Riding Hood got there, she walked right up to the bed. "Grandmother! What big ears you have," she said.

"All the better to hear you with my dear," said the wolf.

"And what big eyes you have," she said.

"All the better to see you with my dear," said the wolf.

"And what big teeth you have," said Little Red Riding Hood.

"All the better to eat you with!" said the wolf and he jumped out of bed and started chasing Little Red Riding Hood.

A man who was chopping wood in the forest heard Little Red Riding Hood. He came inside and hit the wolf over the head with his axe. The wolf fell to the ground, and Grandmother popped out of his mouth. Then the woodsman, Little Red Riding Hood, and Grandmother all had cake and tea.

Source: <http://interactives.readwritethink.org/fractured-fairytales>
(Retrieved: March 23 2022)

Figure 4.16 Narrative Text in Chapter 6

B Read and Answer (Part 2)

Little Red Riding Hood
(A Fractured Fairy Tale)

POV: The Wolf

So I'm packing up my troubles in an old kit bag in the woods when I hear a twig snap. I turned to see a Little Red Hooded Teen with a picnic basket that said: "Mommy's little girl" along with a picture of the girl yawning.

"Hey, Lil Hood, I like that basket." I rolled my eyes.

"Whateva', I need to text Granny that you are utterly creeping me out."

She threw a piece of gum in her mouth and stared into my eyes while chewing. A few seconds later, she pulled out a smartphone and pushed me out of the way. I started to follow her.

"So, what's in the basket?" I asked. She backed away from me. I reached into my pocket for the Friendship Coupon I got for my birthday. Instead I pulled out an "I will eat you" coupon used for The Three Thousand Humongous Pigs restaurant.



Picture 6.10 Red Riding Hood
(A Fractured Fairy Tale)

Chapter 6 Fractured Stories

137

which enables you to get an all-you-can-eat dinner. She screamed an ear-piercing scream that made me roar and fall to the ground and curl up.

"It's an armadillo-wolf and it's going to, like, totally attack me!" She shrieked and ran into the woods. A troop of seven dwarves marched out of the trees. They all turned towards me. "We're the Seven Levels of awesomeness," a red shirted dwarf said in a squeaky voice and then played a high chord on an electric guitar. The dwarf started to explain a boring history story. As soon as his eyes crossed, I stepped over the whole row of dwarves in one step. I continued to look for the Girl.

"I want to be friends with you!" I yelled.

"You are, like, a liar!!!" She responded from behind an incredibly noticeable tree trunk.

"You, like, just gave yourself away!" I replied. She ran out from behind the tree. "I don't have a job! So please don't eat me!" she yelled. What a terrible excuse.

"Yes you do! You have a delivery job!" I spat back. She groaned.

"Ugh! It's like mom all over again!"

"Mom?" She fled for the second time.

As she ran away I saw a label on her basket. It said 'To Grandma, 2235 NE Forest Ct.' Hmmmm Maybe just maybe, I could be friends with Little Hood there.

I arrived at the old lady's door when I saw my old friend, Bob-wolf, chasing three little pirates in the brig. He had recently chased three little famous pig chefs but that's a whole different... uh... mall game, I think. Anyway, I knocked on the door.

"Who is it?" a sweet voice of a grandma called.

“The uh, Crayola department?” I answered. Wow, that was lame.

“Come in,” the grandma said. As soon as I entered, the grandma was so scared she jumped into my mouth. I accidentally swallowed the sweet little woman. BLECH! Was she dis-gusting. At the worst time in possible times that are worse than worst times, Little Hood showed up.

“Gra-any! I brought your cookies!” she sang. COOKIES!!! I DESPISE cookies. I swallow an old lady to make friends with somebody because I want to know what’s in a basket, just for cookies! WOW, is my life messed up.

“Okay, I’ll take the cookies now my beloved Hooded Girl – I mean, Granddaughter,” I said in my best old lady voice. I waited at least a minute.

“Kay Grandma. Now let me hand you the goodies,” she finally said. I reached a paw out.

“Wow, Grammy, what big paws you have,” she said in a slightly frightened tone.

“Aren’t you a bit too old to be concerned about what your Granny looks like?” I scolded back with a hint of worry. I heard a bubble pop.

“No and F-Y-I, I’m only, like, fourteen.” She sassed. “Wait, humans can’t have paws! Hey, you’re the creepy armadillo-wolf who wrote a note card that said ‘I will eat you!’”

I step guiltily out of the door. “You caught me red handed, wait no, you caught me by my hand.” I gazed at my hand. The girl slapped it out of the way. “Enough chit-chat!” She said and then screamed, “DOCTOR!!!” One quote unquote Seven Levels of Awesomeness dwarf with a doctor coat appeared on the top of my head.

Chapter 6 Fractured Stories

139

“Pull out my Grandma!” the hooded girl ordered.

“Don’t do it!” I said with a creaky voice. The dwarf reached his hand into my throat. He pulled out a frog. “Boy, you have a frog in your throat,” he said. I didn’t speak a word.

“Cat got your tongue?” The dwarf said, and pulled out a cat. “You’re just full of surprises aren’t you?” Finally, after tons and tons of terrible puns in my mouth, grandma was pulled out. Then we all lived tax-free ever after.

Source: <https://www.kidpub.com/story/little-red-riding-hood-fractured-fairy-tale-wolf-53994766>

Figure 4.17 Narrative Text in Chapter 6

It can be concluded from the data above that there are quite a lot of genres found in reading materials in the textbook *Work in Progress*. There were descriptive text in Chapter 1 page 11-12, recount text in Chapter 2 page 50, procedure text in Chapter 3 page 63, procedure text in Chapter 4 page 84-86, expository text in Chapter 5 page 109-110, and narrative text in

Chapter 6 page 135-136 and page 137-140. After all, the second point is fulfilled.

c) The arrangement of reading materials is based on the level of difficulty

In the third point, the researcher reviewed the arrangement of reading materials is based on the level of difficulty. Below is data from the material in all chapters:



Figure 4.18 Material on Chapter 1



Figure 4.19 Material on Chapter 2

1 **Instructional Objectives**

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal procedure text presented in multimodal form about sports and health.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about sports and health.
3. write a procedure text about sports and health with an appropriate structure of organization and linguistic features and present it.

?? Do You Know?

A procedure text is a text that gives instructions for doing a particular activity. It can also serve to explain how something works. It aims to give instruction or to explain how something can be done. It uses imperative and consists of goal or purpose, may or may not contain materials, and steps.

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 4.20 Material on Chapter 3

1 **Instructional Objectives**

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal procedure text presented in multimodal form about healthy foods.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about healthy foods.
3. write a procedure text about healthy foods with an appropriate structure of organization and linguistic features and present it.

?? Do You Know?

A procedure text is a text that gives instructions for doing a particular activity. It can also serve to explain how something works. It aims to give instruction or to explain how something can be done. It uses imperative and consists of goal or purpose, may or may not contain materials, and steps.

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 4.21 Material on Chapter 4

13 Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal expository text presented in multimodal form about graffiti.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about graffiti.
3. write an expository text about graffiti with an appropriate structure of organization and linguistic features and present it.

?? Do You Know?

Expository text is a text that conveys fact and opinion about a topic. One form of expository text is analytical exposition. Analytical exposition is a text that elaborates the writer's idea about an issue. It adopts a position with respect to the issue that becomes the subject of the writing and provides evidence in support of that position. It aims to persuade the readers to adopt the position taken by the writer. It consists of a statement of position, arguments, and reiteration or conclusion.

104 Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 4.22 Material on Chapter 5

13 Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal narrative text presented in multimodal form about fractured stories.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about fractured stories.
3. write an expository text about fractured stories with an appropriate structure of organization and linguistic features and present it.

?? Do You Know?

Narrative is a text that tells a story which aims to entertain the audience. It has elements such as plot, characters, and point of view. It consists of orientation, complication, and resolution. It often uses past tense.

130 Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 4.23 Material on Chapter 6

Actually, all the material presented from the first chapter to the sixth chapter varies greatly, that's because the materials present in the

textbook starts from the easiest type of text namely descriptive text in Chapter 1, recount text in Chapter 2, procedure text in Chapter 3 and 4, expository text in Chapter 5 and narrative text in Chapter 6. But in the third and fourth chapters there are explanations that are repeated, namely on procedure text material which makes repetition of material explanations. It can be concluded that the textbook *Work in Progress* fulfil the third aspects of the aspects of content.

d) Reading tasks are given to improve students' abilities

Then on the fourth point, the researcher investigated the reading task are given to improve students' abilities. In the textbook there are several projects that can improve one of the programmes of *Kurikulum Merdeka*, namely *Projek Penguatan Profil Pelajar Pancasila*. Below is example of a project that can develop students' abilities :

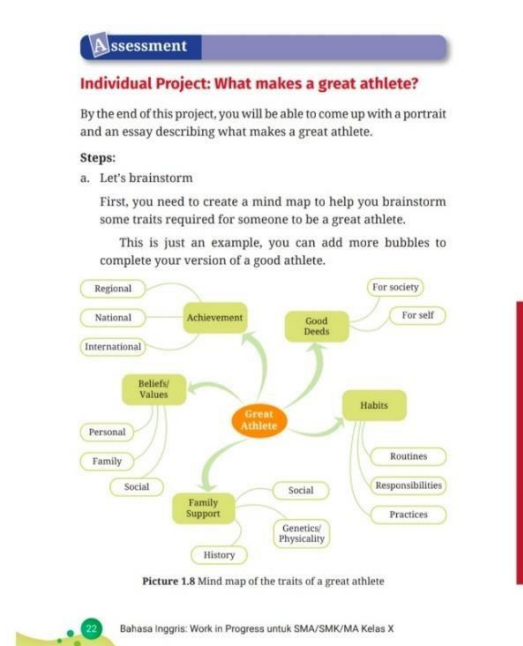


Figure 4.24 Assessment of making an essay in Chapter 1

In the assessment in Chapter 1 page 22 there is an individual project, this time students are invited to make an essay explaining what makes an athlete great, in the textbook is given an example of brainstorming about what things need to be included to make an essay more perfect.

Assessment

Group/Individual Project: Health Campaign

By the end of this project, you will be able to come up with a poster of a Health Campaign.

Figure 4.25 Assessment of Making Poster in Chapter 3

The project namely the project of making poster about a sustainable lifestyle in Chapter 3 page 73, students will be asked to make a health themed campaign, students are welcome to think creatively about how they maintain their health in a sustainable manner which is set forth in the form of posters to then be uploaded on social media.

Enrichment

Responding to Graffiti

Background

Picture 5.12 Gritty Graffiti Indonesia
 Source: gritty.graffitiyoutube.com (2021)
 Watch the video entitled Gritty Graffiti Indonesia.
<https://www.youtube.com/watch?v=ALAWyQORZ48>

What to Do

Step 1

Record the graffiti you can find in your neighborhood with photographs with the following details:

1. Record general views of the area and building, as well as details of the graffiti, the surface and its condition
2. Include a scale in the photograph (for example, an object such as a newspaper or water bottle)
3. If possible, photograph any items, such as paint canisters or stencils, left at or near the scene by the graffitiist.

Step 2

Respond to the graffiti you have recorded. In pairs, and using a Plus, Minus, Interesting (PMI) strategy, consider the question "Is graffiti art or vandalism?"

Chapter 5 Graffiti

Step 3

Some words that may help you to express your response are: beautiful, expressive, eye sore, disturbing, destructive, and costly.

Relate them to the value of Profil Pelajar Pancasila. Visit this website for further explanation about the 6 values of Profil Pelajar Pancasila.

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 4.26 Reflection in Chapter 5

The project above is contained in Chapter 5 on pages 126-128, students are welcome to record graffiti around their environment to then assess whether their recordings include in graffiti or vandalism by paying attention to the Plus Minus Interesting (PMI) strategy value, after that students are expected to be able examine whether the results they get according to the 6 values of *Profil Pelajar Pancasila*.

After checking all reading materials and tasks contained in the textbook, it can be concluded that the reading tasks in each chapter are sufficient to develop students' abilities.

e) The reading material which are supporting life skills

Furthermore, on the fifth point, the researcher inspected the reading material which are supporting life skills. Each chapter in the textbook has presented reading materials that support student life skills.

Below are the example of the materials:

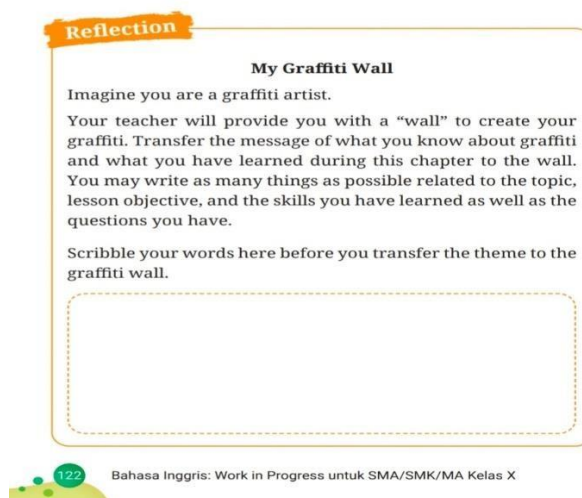


Figure 4.27 Reflection on Chapter 5

The picture above is the reflection section in Chapter 5 on page 122, students are given the opportunity to imagine becoming a graffiti artist and devote their skills to the graffiti wall that has been provided.

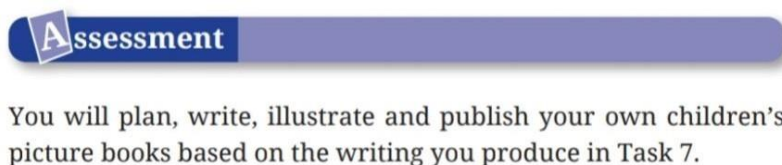


Figure 4.28 Assessment of making picture books on Chapter 6

The project for making a picture books is found in Chapter 6 on page 149, in this chapter students learn about narrative text. This project is linked to task 7 which talks about fractured stories, in the textbooks students are also accompanied by steps that can be followed to make a picture books, the results of this project will be uploaded on social media so that it will improve students' abilities.

With the evidence above, it can be concluded that reading material in the textbook supports students life skill and fulfil the fifth point aspect of content.

f) The reading materials involved the aspects of gender, religion, and race

For last point, it talked about the reading materials are considered the aspects of gender, religion, and race. After researching all the reading material presented in each chapter is appropriate with

sixth point from the aspects of content. The reading material present a lot of material with various perspectives of gender, ethnicity, religion, and race equally.

A Look and Discuss

Look at the following picture.



Picture 1.6 Cristiano Ronaldo

Source: Ludovic Péron/flickr/CC-BY-2.0 (2011)

Figure 4.29 Picture of Christiano Ronaldo



Picture 1.9 Greysia Polli, one of the Indonesian great athlete.

Figure 4.30 Picture of Greysia Polli

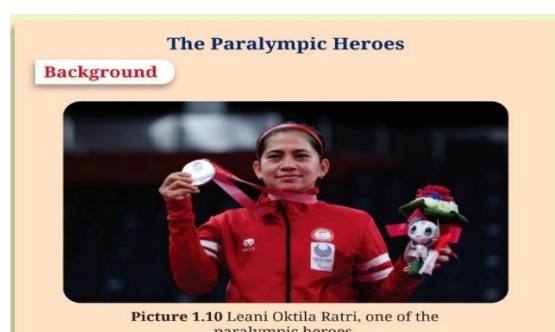


Figure 4.31 Picture of Leani Oktilla Ratri

As in chapter 1 there is some reading material about Cristiano Ronaldo on page 9, Greysia Polli on page 23, Leani Oktila Ratri (Paralympic Athlete) on page 27.

And then chapter 4 which talks about various special foods from several regions on page 81



Picture 4.1 Aceh Noodles
Source: Yasmina Haryono/Wikimedia commons/CC-BY-SA 2.0 (2010)



Picture 4.2 Crispy Deep-fried Prawn Ulakan
Source: SpartacksCompatriot/Wikimedia commons/CC-BY-SA 3.0 (2013)



Picture 4.3 Es Pisang Ijo
Source: Andeanrama/Wikimedia commons/CC-BY-SA (2020)



Picture 4.4 Cendol
Source: Gunawan Kartapranata/Wikimedia commons/CC-BY-SA4.0 (2018)

Chapter 4 Healthy Foods

81

Figure 4.32 Picture of various foods

<p>A writer's signature with spray paint or marker</p>	 <p>Picture 5.2 Graffiti 2 Source: Jimmy Ofsia/unsplash.com (2022)</p>
<p>Drawings or inscriptions made on a wall or other surface</p>	 <p>Picture 5.3 Graffiti 3 Source: Duncan Stevens/unsplash.com (2022)</p>
<p>A large picture painted on the wall</p>	 <p>Picture 5.4 Graffiti 4 Source: Dominico Loia/unsplash.com (2022)</p>

Figure 4.33 Picture of graffiti



Figure 4.34 Picture of Red Riding Hood

Chapter 5 which discusses graffiti on page 106 and in chapter 6 there is Little Red Riding Hood (a fairy tale from France) on page 135. With the evidence and pictures above shows that the reading material in textbook does not favor only one gender, ethnicity, religion, and race.

2) The Relevancy between Reading Materials on English Textbook Work in Progress for First Grade Students of SMA/SMK/MA with the Aspect of Presentation

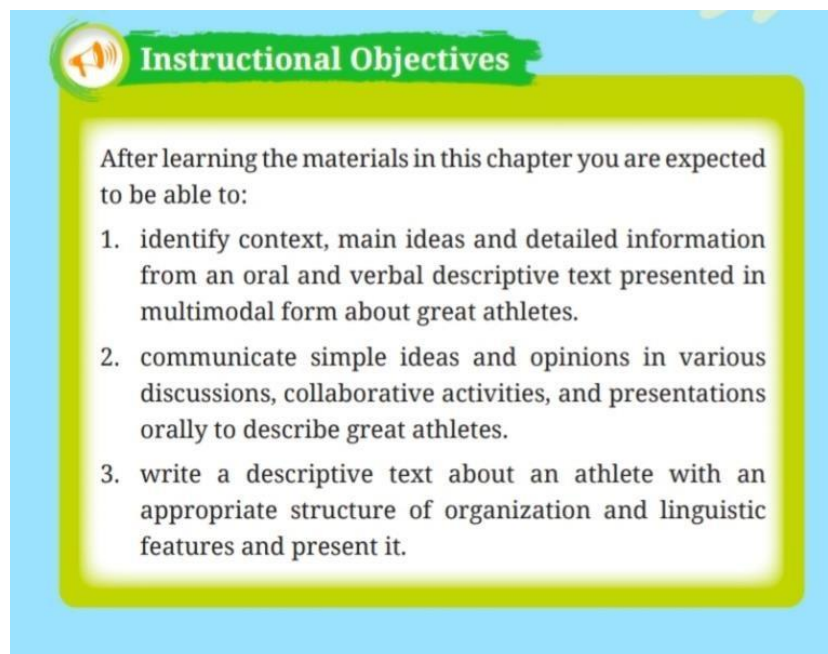
This section provides an analysis to find out the relevance between reading material in the textbook *Work in Progress* with the aspects of presentation. There are seven points that have to be examined:

- 1) Learning purposes are stated explicitly and lead to mastery of communication competence,
- 2) The presentation of each chapter displays the logical course and coherence,
- 3) The presentation of each chapter turned into prepared from easy to difficult materials,
- 4) The

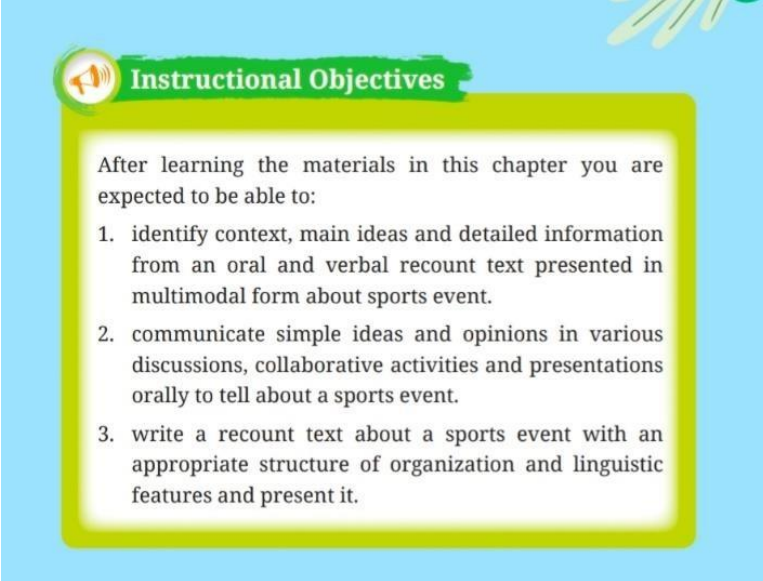
conformity among tasks and materials, 5) The presentation of each chapter engages students to talk English, 6) The presentation of each chapter support students to be interested in English subjects, 7) The presentation of each chapter helps students to reflect and appraise themselves.

a) Learning purposes are stated explicitly and lead to mastery of communication competence

The first point is the existence of explicitly learning purpose and lead to mastery of communication competence. To check the truth of this point, the researcher presents the initial figure of each chapter in the textbook *Work in Progress*.



Figures 4.35 Learning Objectives in Chapter 1

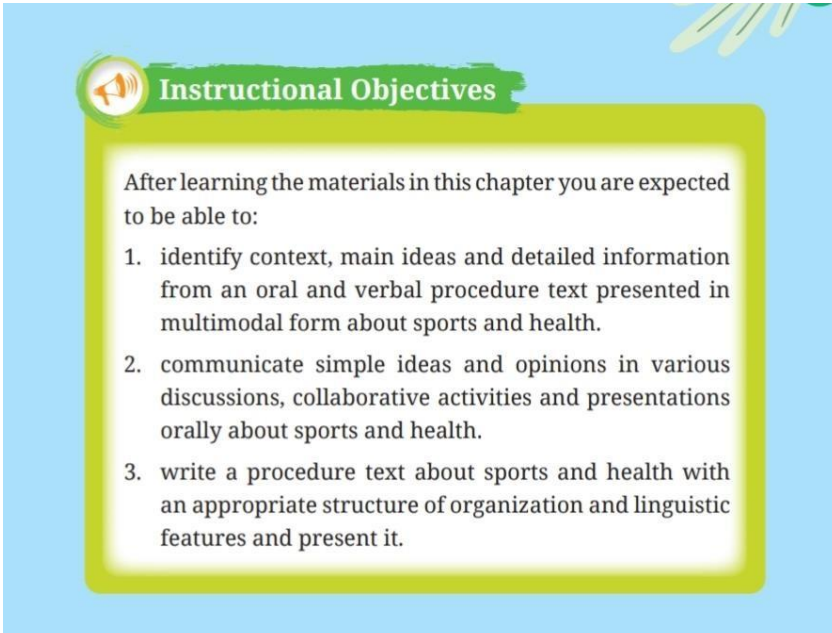


Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal recount text presented in multimodal form about sports event.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally to tell about a sports event.
3. write a recount text about a sports event with an appropriate structure of organization and linguistic features and present it.

Figures 4.36 Learning Objectives in Chapter 2

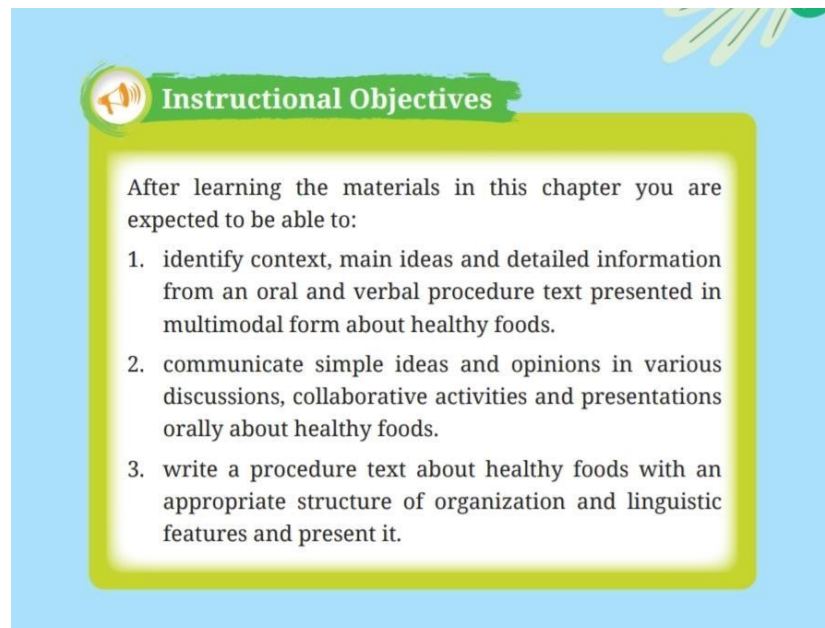


Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal procedure text presented in multimodal form about sports and health.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about sports and health.
3. write a procedure text about sports and health with an appropriate structure of organization and linguistic features and present it.

Figures 4.37 Learning Objectives in Chapter 3

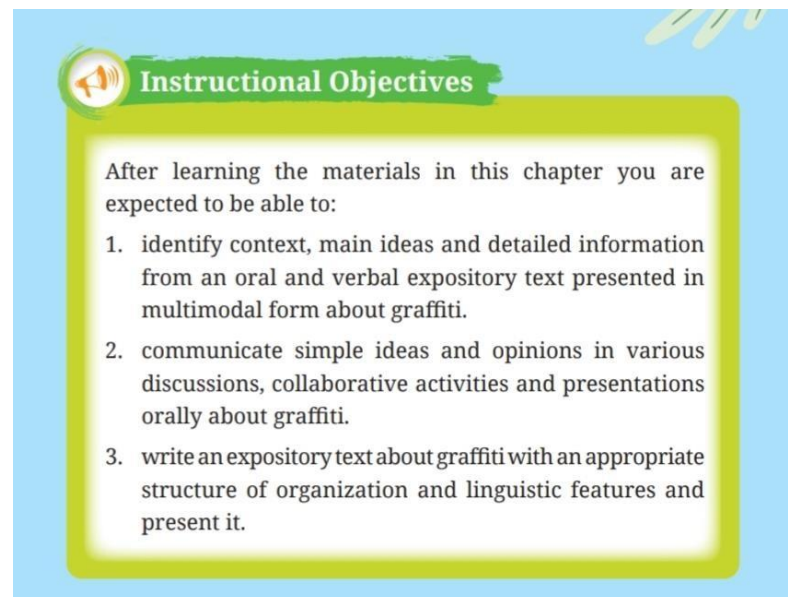


Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal procedure text presented in multimodal form about healthy foods.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about healthy foods.
3. write a procedure text about healthy foods with an appropriate structure of organization and linguistic features and present it.

Figures 4.38 Learning Objectives in Chapter 4

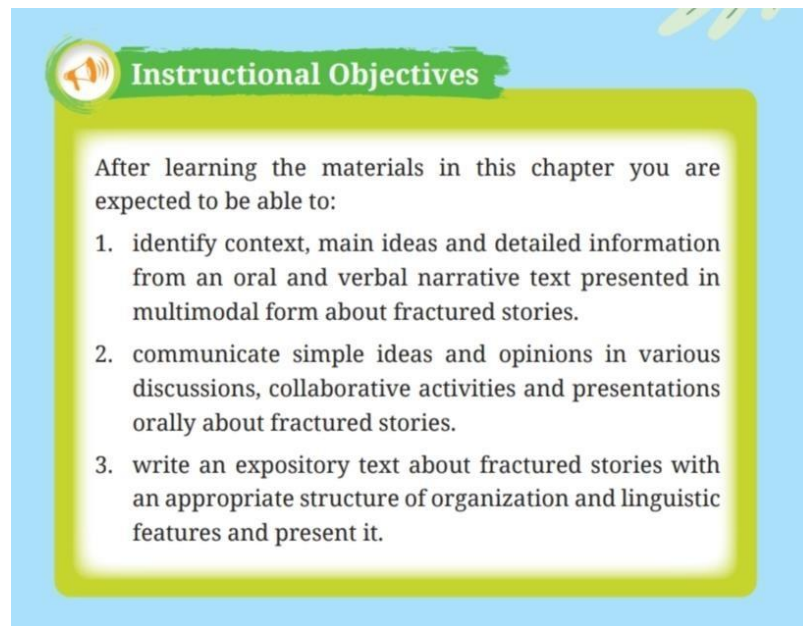


Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal expository text presented in multimodal form about graffiti.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about graffiti.
3. write an expository text about graffiti with an appropriate structure of organization and linguistic features and present it.

Figures 4.39 Learning Objectives in Chapter 5



Figures 4.40 Learning Objectives in Chapter 6

By looking at the data above, it can be seen that each chapter presents learning objectives on their first page. It makes teachers and students can understand the direction and objectives of the lesson which will ultimately direct them in mastering the material. So, it can be concluded that first point fulfilled.

b) The presentation of each chapter displays the logical course and coherence

Then the second point, the researchers reviewed about the presentation of each chapter displays the logical course and coherence. The researcher found that the first chapter to the sixth chapter fulfilled the presentation aspects which reflected logical flow and coherence because

each chapter presents material that is well structured and easy to understand.

For example, Chapter 1 which discussed about *Great Athlete*

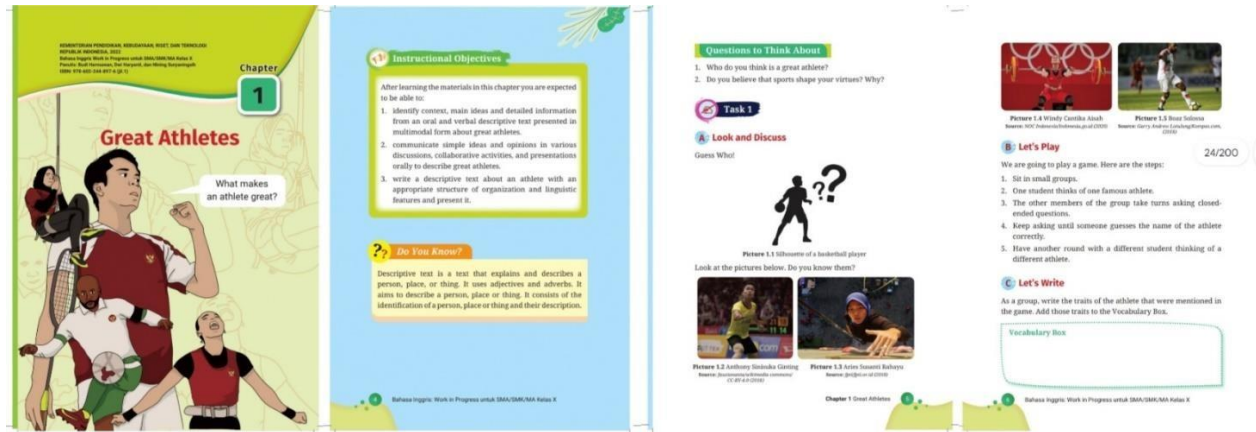


Figure 4.41 Material in Chapter 1

The evidence above found in Chapter 1 on page 3-6. On the first page the learning objectives are presented, then a brief explanation is given regarding the definition of descriptive text. Then there are some short questions to direct students to the material. After that, several photos of athlete were presented and students were allowed to form groups and discuss about the athletes they thought of.

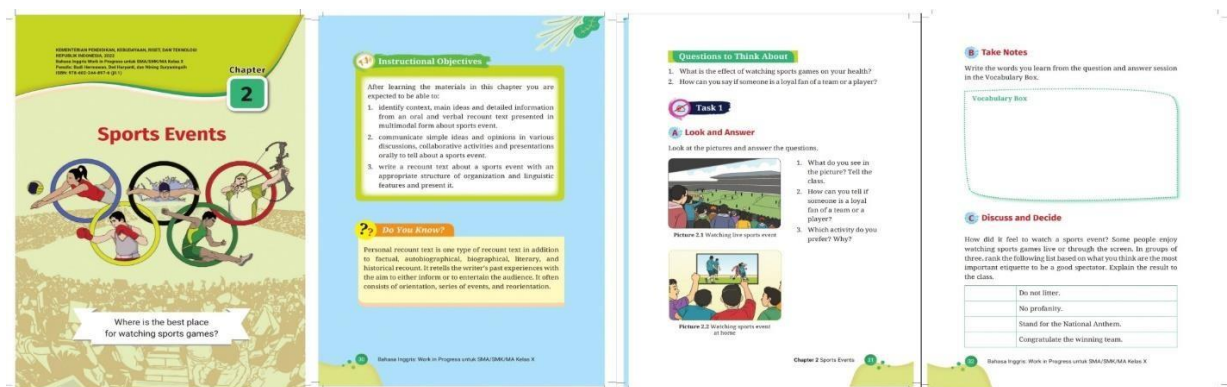


Figure 4.42 Material in Chapter 2

The picture above is found in Chapter 2 on pages 30-32, on the first page of this chapter a learning objective is presented. Then there are some questions and pictures that can attract students' attention to understand what they will learn. From some of these question students are expected to get new vocabulary and enter it in the vocabulary box on page 32. From those explanation, it can conclude that each chapter in the textbook reflect logical path. Moreover, from the theme of each chapter had coherence.

c) **The presentation of each chapter turned into prepared from easy to difficult materials**

The third point discusses about the presentation of each chapter turned into prepared from easy to difficult materials. The researcher took example from Chapter 3 on page 62-64:

Task 3
A Read and Decide
 Study the two infographics on mental and physical health below.

Tips for Taking Care of Your MENTAL HEALTH

- Talk to Someone You Trust
- Take Two Minutes to Focus on the World Around You
- Take Care of Your Physical Health
- Do Activities that You Enjoy
- Tell Yourself that Everything Will Be Fine

Picture 3.15 Tips for taking care of mental health.

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Healthy Habits for WEIGHT LOSS

- Always Think Positively
- Don't Skip Breakfast
- Drink Water When You Wake Up
- Wake Lunch Your Biggest Meal
- Don't Eat Too Close to Bedtime
- Move Everything
- Prioritize Good Sleep

Picture 3.16 Seven healthy habit for weight loss

Decide if the statements are true or false according to the infographics.

Infographic A

The following activities can maintain your mental health	True	False
Engross yourself shortly with what is around you.		
Remind yourself that some things can go wrong.		
Mind your bodily well-being.		

Chapter 3 Sports and Health

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Infographic B

The following activities can help you lose weight	True	False
Miss your morning meals.		
Avoid drinking water when you get up from your sleep.		
Have a big portion for your lunch.		

B Let's Complete It
 Complete the following sentences with ONE word from the infographics.

- In order to lose weight, you need to avoid a sedentary lifestyle and begin to _____ around.
- Make sure you have enough gap between your dinner and your _____.
- Talking about your problem may help you with mental health only if you _____, the person you talk to.
- You need to convince _____ that despite all the problems, by the end of the day everything is going to be fine.
- You need to consume _____ the first thing in the morning.

Figure 4.43 Material in Chapter 3

Chapter 3 talked about *Sports and Health*, in the discussion presents an infographic about seven healthy habit for weight loss and students allow to answer *true false* questions based on the infographic then complete the sentences in task B. In conclusion, the reading material presented in the textbook *Work in Progress* are following the third point of the aspect of presentation because in other activities the reading materials presented are increasingly difficult.

d) The conformity among tasks and materials

The next point, the researcher analyzed the conformity among tasks and materials in the textbook. Based on the analysis, the tasks and exercised presented in all chapters are following the materials studied. Below is some evidence:



Figure 4.44 Assessment in Chapter 1

In Assessment on Chapter 1 page 22, students are welcome to make essays about “what makes great athletes”, this is accordance with the material in Chapter 1 there is discusses about Great Athletes.

 **Task 5**
 **Think and Take Notes**

Think about the last sports event you watched. Write a short note about the situation using the following questions to guide you.

- What sports event did you go to/watch?
- When was it?
- Where did you watch it?
- Who did you watch it with?
- What do you think about the spectators and the game?

Figure 4.45 Task 5 in Chapter 2

Likewise with tasks 5 Chapter 2 on page 40, there are tasks that discuss the situation of sports events that have been watched by students, this is accordance with the material discussed in Chapter 2, namely Sports Events.

 **Task 6**
Draft a Text

Complete the table below to make a draft of procedure text about how to eat healthily to maintain your health. You can use the ideas you shared in the previous task.

Chapter 4 Healthy Foods

89

Title	
Purpose	
Steps	1. 2. 3. 4. 5. (continue adding more steps as you need)

Figure 4.46 Task 6 in Chapter 4

Tasks 6 in Chapter 4 on pages 89-90 are also in accordance with the chapter's theme, namely Healthy Food and learning about procedure text, students are assigned to make a draft procedure text about how to eat healthy to maintain their health.

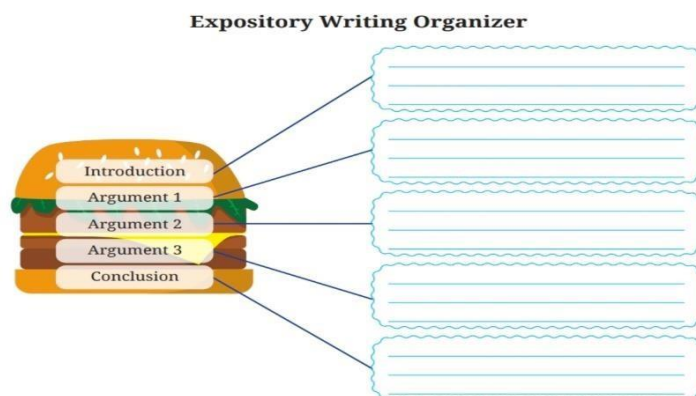
Task 6

Think and Plan

Think about your position regarding graffiti. Explain your stance on graffiti. Consult the list you have made in **Task 5** to help you write your idea. Write your draft in the expository writing organizer below.



Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X



Picture 5.11 Writing organizer

Figure 4.47 Tasks 6 in Chapter 5

In tasks 6 Chapter 5 pages 118-119 students are directed to make an expository writing organizer related to the previous tasks about graffiti, this is in accordance with what was learned in Chapter 5 namely expository text.

Task 6

A: Make a Draft

Choose one short story that you know. You can browse the internet to find the story. Make your draft of the changes that you want to make to the story. As a start you can make a change only to some of the elements of the story; only the setting, only the characters, or only the ending of the story. As you become more confident you can write a draft that rewrites the whole story. Follow the text organizer below.

Narrative Text Organizer

	Traditional version	My version (Fractured)
Title		
Characters		

Chapter 6 Fractured Stories 143

Setting		
Problems		
Solution		

Figure 4.48 Tasks 6 in Chapter 6

In tasks 6 Chapter 6 on pages 143-144, students are asked to choose a short story and then rewrite it using the traditional narrative text organizer and the students' own version. This is accordance with the material raised in Chapter 6, namely narrative text.

After checking all the chapters in the textbook it can be concluded that there is a conformity among tasks and materials in the textbook. Thus, the reading material presented in the textbook is following the fourth point aspects of presentation.

e) **The presentation of each chapter engages students to talk English**

In fifth point is about the presentation of each chapter engages students to talk English. To discover these criteria, the researcher explored some tasks in the textbook. The following are the one of the example:

What to Do

Step 1
 Research and write profiles of Paralympic games heroes and heroines who have had to overcome obstacles in their lives to achieve sporting success. You may want to use the following questions to guide your research and writing process?

1. What sports do they play?
2. What limitations or physical impairments do they have?
3. What had caused the impairments?
4. What obstacles do they need to overcome?
5. What achievement have they gotten so far?
6. How does their story affect you personally?
7. How can their story inspire society to change?

Step 2
 Present your writing in the form of a short video. You may use youtube shorts, tik tok, or Instagram reels to publish your work.

Figure 4.49 Activity in Chapter 1

This activity was taken from Chapter 1 on page 28. In this activity, students were invited to write profile of Paralympic game heroes and heroines. After finished the task, students have to present their writing in the form of a short video then publish in several social media. This activity would make students speaking confidently.

Task 4

Let's Play

Sit in small groups. Your teacher will give you sense-cards. Put the cards face-down. Imagine you watch the sports game in the picture. Take turns telling your imagined experience watching the sports game. Use the sense card you get as a guide.

 Picture 2.4 Pencak silat	 Picture 2.5 Rowing
 Picture 2.6 Volleyball	 Picture 2.7 Wall climbing
 Picture 2.8 Swimming	 Picture 2.9 Running race

38 Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 4.50 Task 4 in Chapter 2

The activity above is in Chapter 2 on page 38, in this activity students are welcome to sit in small groups and look at some of the pictures that are already available in the textbook. Students are invited to imagine that they have seen a sports event, then take turns students are invited to tell the results of their imagination. This will train students to speak the language in class. After seeing some of the evidence above it can be concluded that the reading materials presented in the textbook were compatible with the fifth point of the aspects of presentation.

f) The presentation of each chapter support students to be interested in English subject

On the sixth point discussed about the presentation of each chapter support students to be interested in English subjects. After reviewed all the chapter, the textbook fulfil the sixth point of aspects of presentation because

every chapter clarifies things the material contained in the textbook invites students to actively collaborate with other students in the classroom and can draw in understudies' interest in English. In instance, the assessment in Chapter 2 and task in Chapter 3 in below:

Assessment

Group Project: Organizing Sports Event

By the end of this project, you will be able to come up with a planner or proposal of a sports event. From your experience of attending a sports event, you are now given the chance to create your own sports event that can bring more joy to other people.

1. Let's think

Think about the following factors before you create your event.

a. Set specific goals.

1. Why do you need to hold this event?
2. How many participants are required to attend the event?
3. Do you want to attract a local or international audience? How will you do that?
4. Which values are you promoting? Is the goal purely sports-related or do you support a good cause?
5. What will the event schedule look like?

b. Choose a suitable venue.

1. Accessibility:
 - Does the venue have enough parking space to hold many vehicles? Is it easily accessible by public transport?
2. Capacity:
 - Is there enough room to accommodate your target attendance, including your team, the participants, and the supporters?

3. Available equipment:

How many toilets? How many fields? How is the space for the audience? Think of the comfort of both your participants and supporters.

c. Think about the budget

Think about your needs and your budget resources. You may obtain grants, financial support from sponsors, or income from ticket sales and other related products.

2. Let's create

Develop your event plan by writing the event details based on your answers in the previous activity. In this part, you are encouraged to use different modes including text, tables and images.

3. Let's present

You should present the proposal as an oral presentation, supported by charts, graphs, and other documents. Presentations and proposals should include writing and speaking that informs the event thoroughly.

4. Let's assess

Evaluate classmates' proposal. Give constructive feedback on the effectiveness of the idea, presentation, and proposal. Lastly, share your feelings about the level at which you would gladly attend or be part of the event.

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 4.51 Assessment in Chapter 2

Task 6

A Read and Think

Study the following writing prompt.

Picture 3.19 A Screenshot of a tweet
Source: Zlativania/Twitter (2022)

Picture 3.20 A Screenshot of a tweet
Source: Zealousse/Twitter (2020)

B Draft a Text

Based on the writing prompt or health problems faced by students in general, create your own tips on how to maintain physical or mental health as students. Talk about what aspect of health you would like to write about, what you will need to do to maintain the health, the steps you will use to explain your tips, and how you think your tips will be concluded. When you have finished sharing with a partner, write your ideas on this organizer to help you plan your tips.

Title	
Purpose	
Steps	

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 4.52 Task 6 in Chapter 3


In this point, the first activity is how students learn to make proposals about sports events that will be made in the form of student groups. With activity like that, students will train their creativity. The second activity is making prompts, students will learn to make tips about health that will make students more aware of their health and will increase their knowledge.

g) The presentation of each chapter helps students to reflect and appraise themselves

The last point is the presentation of each chapter helps students to reflect and appraise themselves. Researcher checked all chapter in the textbook and it shows that all material in the textbook *Work in Progress* help students to reflect and self evaluate by providing several assignments and exercises in each chapter. Below is evidence of assignments of each chapter:



Figure 4.53 Chapter review in Chapter 1

 **Chapter Review**

Q: What do you think is the best place to watch sports game? Why do you think so?
A: _____

Q: What do you think are the four most important etiquettes that should be owned by good spectators? Why do you think so?
A: _____

Q: Mention the five senses that you have used to tell your experience of attending an event.
A: _____

Q: Give an example of a word (one word only) that you have used to describe each sense you mentioned in the previous question.
A: _____

Q: Mention two most memorable events that you have ever attended. What makes them memorable to you?
A: _____

Q: What are the four words that have helped you the most when talking about what you see?
A: _____


44 Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Q: What information did you prepare or have to talk about an event?
A: _____

Q: Write two sentences that talk about what you feel about an event that you attended.
A: _____

Q: Write two sentences that represent the event.
A: _____

Figure 4.54 Chapter review in Chapter 2

 **Chapter Review**

Q: If you have to choose, do you want to stay healthy or do you want to stay happy?
A: _____

Q: Mention your two favorite ways of staying healthy.
A: _____

Q: Why do you think listening to loud music is not good for your health?
A: _____

Q: Give two examples of what your classmates always do to stay healthy based on survey activity in Task 3 Part C.
A: _____

Q: How do you think your lifestyle can affect your health?
A: _____

Q: Why do you think people should pay attention to both mental health and physical health?
A: _____


Q: What are the three parts of the procedure text?
A: _____

Chapter 3 Sports and Health 71

Q: Write three words that can be used to signal steps when you give some tips to do something.
A: _____

Q: Write two sentences that can be used as the introduction on how to stay healthy.
A: _____

Figure 4.55 Chapter review in Chapter 3

 **Chapter Review**

Q: If you can live with only one food for the rest of your life, what would it be? Why?
A: _____

Q: What comes first when you choose to consume food, should it be healthy or tasty? Why?
A: _____

Q: Mention four examples of processed food that is usually consumed by teenagers.
A: _____

Q: From activity "this or that" in task 4, which food that your classmates choose more, local food or international food? Why?
A: _____


Q: Why do you think it is forbidden to eat while you watch TV?
A: _____

Q: Name two reasons why numbers are used in the procedure text of giving tips?
A: _____

92 Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

- Q: State four nutritious local foods that you can eat on a daily basis.
A: _____
- Q: Write two sentences that can be used as a conclusion when you write procedure text.
A: _____

Figure 4.56 Chapter review in Chapter 4

 **Chapter Review**

Q: What do you think about graffiti?
A: _____

Q: Mention four words related to graffiti.
A: _____

Q: What are two arguments that support those who see graffiti as art?
A: _____

Q: Give two reasons why people believe that graffiti is vandalism.
A: _____

Q: For and against are antonyms, give two antonyms for "create"?
A: _____

Q: Write one expression to show that you agree with someone's opinion.
A: _____


Q: What are three parts of expository text?
A: _____

Chapter 5 Graffiti 123

Q: Write two sentences that indicate you dislike graffiti.
A: _____

Q: Why do you think people do graffiti in public places?
A: _____

Figure 4.57 Chapter review in Chapter 5


Chapter Review

Q: What do you think about graffiti?
A: _____

Q: Mention four words related to graffiti.
A: _____


Q: What are two arguments that support those who see graffiti as art?
A: _____

Q: Give two reasons why people believe that graffiti is vandalism.
A: _____

Q: For and against are antonyms, give two antonyms for "create"?
A: _____

Q: Write one expression to show that you agree with someone's opinion.
A: _____

Q: What are three parts of expository text?
A: _____

Chapter 5 Graffiti 121


Q: Write two sentences that indicate you dislike graffiti.
A: _____

Q: Why do you think people do graffiti in public places?
A: _____

Figure 4.58 Chapter review in Chapter 6

From the data above it can be seen that each chapter provides a Chapter Review which can help students to recall what they learned in one chapter. Chapter review in Chapter 1 on pages 20-21, chapter review in Chapter 2 on page 44-45, chapter review in Chapter 3 on page 71-72, chapter review in Chapter 4 on page 92-93, chapter review in Chapter 5 on page 121-122, chapter review in Chapter 6 on page 146-147. From the details of these assignments, it can be seen that each chapter in the textbook *Work in Progress* has presented reading assignments that can be used to

assess student understanding that can make students more motivated to do the task. Therefore, the reading material presented in the textbook is in accordance with the seventh point of the aspects of presentation.

3) The Relevancy between Reading Materials on English Textbook Work in Progress for First Grade Students of SMA/SMK/MA with the Aspect of Language Use and Readability

The next section which is also included in the research question is finding out the relevance of reading material in English textbook *Work in Progress* with the aspect of language use and readability adapted from *Pusat Perbukuan*. To answer the research question, the researcher analyzed the four points that explained in Chapter 3. There are: 1) The proper of English language use in line with the language rules, 2) The use of English is appropriate with the needs of communication learning, 3) The presentation of paragraphs is presented effectively by considering coherence and cohesiveness, 4) The usage of illustrations that are unit beneficial and relevant with the material.

a) The proper of English language use in line with the language rules

The first point is the proper of English language use in line with the language rules, it can be analyzed by looking at the language rules applied in textbooks. Based on the results of the researcher's analysis, the use of punctuation in reading material in English textbook *Work in Progress* were good order. Likewise with usage capitalization and other aspects of

language rules. Below is some evidence that describes the data for the statement above:

Enrichment

The Paralympic Heroes

Background



Picture 1.10 Leani Oktilla Ratri, one of the paralympic heroes.
Source: Getty Images/olympics.com (2021)

Leani Oktilla Ratri achieved a historic Para badminton double at Tokyo 2020 and came close to making it three gold medals in the three competitions she played in. She was 20 years old when the motorcycle accident happened, her left leg ended up seven centimeters shorter than the other and stopped playing the game she loves. An aspiring badminton player before that day, Ratri Oktilla thought her career was over, but encouraged by her family and inspired by watching other Paralympians she picked up the racket again.

Source: <https://olympics.com/en/news/paralympic-badminton-star-leani-ratri-oktila-the-pride-of-indonesia>

Chapter 1 Great Athletes 27

Figure 4.59 Enrichment in Chapter 1

Enrichment

My Daily Jurnal

Background

A study conducted in 2021 to 210 students from junior high school, senior high school, and university levels which were selected randomly revealed that there was a positive and significant influence of the students' age group on mental health and stress levels during the outbreak of COVID-19. The analysis also concluded that students in the 12-15 years' age group had the worst mental health level. Meanwhile, students in the 20-25 years' age group are known to have the lowest anxiety level. Overall, this study found that Indonesian students experienced a decline in mental health and detected an increase in anxiety levels. The level of mental health and student anxiety has implications for their learning at home, which can lead to unsatisfactory learning outcomes.

Source: <http://dx.doi.org/10.23887/jpt-undiksha.v10i4.30119>

Figure 4.60 Enrichment in Chapter 3

B Let's Read

Read the following text and answer the questions based on the text.

Cristiano Ronaldo

Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.

He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e. players of right-handed or left-handed use their respective legs to score goals but Ronaldo can easily use both of his legs efficiently to make goals. In addition to that, he can use his head to score goals as well.

He is also one of the fastest football players in football history. Ronaldo can run very fast, he can run with a speed of 33.6 kilometers per hour. That is why he is also known as a rocket man. This helps Ronaldo to do his famous free-kick. Ronaldo's free-kick speed is approximately 130 kilometers per hour.

While jumping, Ronaldo's G-force is five times higher than that of a cheetah. He can



Picture 1.7 CR 7 is showing his skill.
Source: Jan S01.0/Flickr/CC-BY-SA 2.0 (2010)

Chapter 1 Great Athletes

11

jump up to 78 cm in the air; this jumping height is much more compared to any basketball player. All of these have helped him achieve his success. In his young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or award five times and created a world record by scoring the most goals in international football in September 2021. Currently his net worth is around \$500 million and this makes him one of the richest athletes.

Adopted from: <https://youthmotivator4life.com/cristiano-ronaldo-biography/>

Figure 4.61 Descriptive Text in Chapter 1

The data above shows us that the reading material is compatible with English language rules. Therefore, the reading material presented in *Work in Progress* textbooks in accordance with the first point aspects of language use and readability.

b) The use of English is appropriate with the needs of communication learning

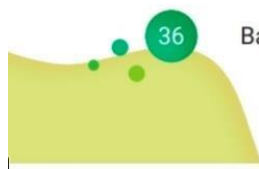
The second point is about the use of English is appropriate with the needs of communication learning. At this point, the style of language used in reading materials must be efficient and communicative so that students can understand the learning objectives easily. This style of language can

recognize in the instructions and questions which proceed the reading materials. Below is an example of instructions and questions:

B Guess the Meaning

Without using a dictionary, guess the meaning of these words/phrases from the text using context clues. Share with the class how you get to your answer.

Words/Phrases	Meaning
took place	
clashed	
scoreless	
opponent	
encouraging	
rough and tough	
fouls	



36

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 4.62 Example of Instruction Sentence

Task 3

A Read and Rearrange

Andi is writing about his experience of watching a football match. In pairs, rearrange the paragraphs into a meaningful text. Discuss your results with the class.

	Anyway, the football match <i>took place</i> about 5 years ago, when two of the best football clubs of my country played against each other in a final match of the national football tournament. The two arch-rival teams had already <i>clashed</i> against
	each other in the past, and their number of wins was pretty much the same throughout the history of their clash, especially in this tournament. So, essentially, nobody really knew which team was favorite to win the final.
	The game continued <i>scoreless</i> up until the half time interval, but as the second half of the game started, the intensity of the game increased. In the meanwhile, I was getting nervous in the stadium because my team wasn't exactly playing up to our expectations. In fact, my team was lucky to survive a few scoring chances from the <i>opponent</i> team. Then, suddenly, the ball was passed to the main "striker" of my favorite team from nowhere, and a goal was scored by my team, leaving the supporters of my team completely ecstatic and crazy with the feeling of a possible victory. And, in the end, we were indeed the victorious team.

34 Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Figure 4.63 Example of Question Sentence

From the figures above, it can be seen that the use of instruction sentences question sentence are efficient and communicative. The use of simple and short instruction sentence makes it easy for students to get ideas and know what they should do in the next task. It can be concluded that the reading material presented in the textbook is compatible with the second aspect of language use and readability.

c) **The presentation of paragraphs is presented effectively by considering coherence and cohesiveness**

The third point is the presentation of paragraphs is presented effectively by considering coherence and cohesiveness. Based on the results of the analysis, the researcher found that each unit contains at least one reading material in the form paragraph. All reading material in textbook follow the rules of paragraph writing. Coherence and cohesiveness can be found in one paragraph and the text. Below is the proof of the statement:



Figure 4.64 Example of the coherence and cohesiveness

The data above shows that one paragraph another has coherence and cohesiveness. The data above is an expository text that discussed “Graffiti is

Vandalism”. In the first paragraph there is a question in the form of “If your house marked at night without your consent, would you welcome this new addition to your décor or would you call the painters right away, if not the police?” then the second paragraph and subsequent paragraphs clearly spell out the answer to the question in detail. It shows that the text satisfies coherence and cohesiveness and follows structure the language of the expository text. Therefore, the reading material in the *Work in Progress* textbook were compatible with the third criteria of aspect of language use and readability.

d) The usage of illustrations that are beneficial and relevant with the material

The last point is the usage of illustrations that are unit beneficial and relevant with the material. In the textbook, researcher found that almost every page illustrated with figures or other illustration. Below is an example of figures and illustrations in several units:

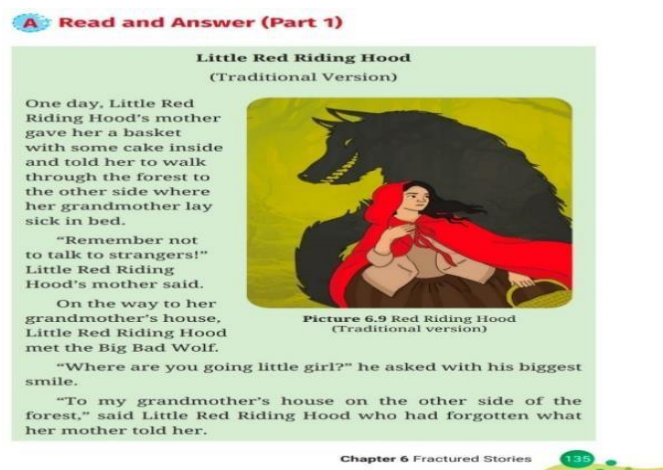



Figure 4.65 Example of Illustration 1

Enrichment

Responding to Graffiti

Background



Eventually I realized my life is here in art.

Picture 5.12 Gritty Graffiti Indonesia
Source: *gritty graffiti/youtube.com* (2021)

Watch the video entitled Gritty Graffiti Indonesia.
<https://www.youtube.com/watch?v=ALkWqOORZ48>

Figure 4.66 Example of Illustration 2

c. Let's write

Using your mind-map and self-portrait, write at least 100-word essay with the title: 'What Makes Great Athletes?'

d. Let's share

Share your project result with the class by presenting it.



GREYSIA POLII
Indonesia's First Olympic Women's Doubles Gold

- Olympic: 2020
- Asian Games: 2014
- Sea Games: 2017, 2019
- Sudirman Cup: 2005, 2007
- Uber Cup: 2018
- Sea Games: 2005, 2007, 2009, 2013, 2019
- BWF World Championships: 2015, 2018, 2019
- Asian Games: 2010, 2018
- Sea Games: 2005, 2017
- Sudirman Cup: 2009, 2011, 2015, 2019
- Uber Cup: 2010

*Failing is a matter of later.
Most importantly
we dare to try and try.
- Greysia Polii -*

Sources: bwfbadminton.com (2022), Instagram/greysiapoli (2020)

Picture 1.9 Greysia Polii, one of the Indonesian great athlete.

Figure 4.67 Example of Illustration 3

Based on the figure above, it can be concluded that the figure and the illustrations contained in the textbook are in accordance with the theme and

can help students to understand the material. Therefore, the reading material presented in textbooks in accordance with the fourth point of the use of language use and readability.

B. Discussion

Based on the research findings presented by the researchers above, there are components discussed in the research findings. The research above consists of the relevancy between reading materials on English textbook “Work in Progress” for first grade students of SMA/SMK/MA with the aspect of content, aspects of presentation, and aspects of language use and readability.

Pusat Perbukuan (2014) stated that English textbook have to meet at least three aspects to be called as a good textbook, those aspects are aspects of content, aspects of presentation, and aspects of language use and readability. English textbook “Work in Progress” as a book designed with *Kurikulum Merdeka* it must be ensured that it fulfils these aspects so that it is suitable for use by first grade students of SMA/SMK/MA.

The researcher compares with the others previous findings, that can be acquired the differences with the findings from Dina (2022), in her research she compares the content of *Brilian* English Textbook with *English On Sky* and found that the *Brilian* English textbook meets the criteria for qualified English textbook based on the criteria set by the *Pusat Perbukuan*, but there are some shortcoming in some point in aspect of content. The similarity of the research findings is to ensure compatibility between the reading material in the textbook

and the aspects to be called as a good textbook proposed by *Pusat Perbukuan*. In Aslamiyah, Mirza, Widiastuty (2022), recommends criteria for quality of good textbooks with aspects of content, aspects of presentation, and aspects of language use and readability. By using those aspects, book analysis will be more thorough and in depth because it examines the contents of the textbook in terms of content, presentation, and use of language. The similarity of the research finding is suitability of reading material in the textbook with criteria for quality of good textbook.

Based on the previous studies, the researcher enriched similar researcher as the basis for writing the thesis. Here the researcher conducted the research that focuses on the relevance of the reading material of the English textbook *Work in Progress* with three aspects that have been proposed by *Pusat Perbukuan*.

1. Relevancy of reading material of English Textbook *Work in Progress* with Aspect of Content

Regarding to the aspects of content on textbook *Work in Progress* there are some points analyzed. These points are the conformity between reading materials and curriculum, many genres were discovered in the reading materials, the arrangement of reading materials is based on the level of difficulty, reading tasks are given to improve students' abilities, the reading material which are supporting life skills, the reading materials are considered the aspects of gender, religion, and race. All points from aspects of content

have been fulfilled by the textbook *Work in Progress* except the conformity between reading materials and curriculum. On point of the conformity between reading materials and curriculum, actually most of the reading materials complies with the *Capaian Pembelajaran Fase E Kurikulum Merdeka* but there is some material not conveyed in textbook there are self-introduction, report text, and authentic text.

2. Relevancy of reading material of English Textbook *Work in Progress* with Aspect of Presentation

The second is deal with the aspects of presentation of textbook *Work in Progress*, overall the reading material in the textbook meets the standard aspects of presentation proposed by *Pusat Perbukuan*. Regarding to aspects of presentation there are some points to analyze, those points are learning purpose which stated explicitly and lead to mastery of communication competence, from the results of the researcher's analysis, all chapters presents the learning purpose which makes it easy for students to understand what they are going to learn. The presentation of each chapter which displays the logical course and coherence, the presentation of each chapter which prepared from easy to difficult materials, the conformity among tasks and materials, the presentation of each chapter engages students to talk English actively, the presentation of each chapter support students to be interested in English subjects and the presentation of each chapter helps students to reflect and appraise themselves.

3. Relevancy of reading material of English Textbook *Work in Progress* with Aspect of Language Use and Readability

Thirdly, deal with aspects of language use and readability has some points to be analyze. Those are the nice of English language use in line with the language rules, the use of English is appropriate with the needs of communication learning, the presentation of paragraphs is presented effectively by considering coherence and cohesiveness, the usage of illustrations that are unit beneficial and relevant with the material. All points in this aspect was fulfilled by the textbook.

From all the results of the analysis, it can be concluded that the reading material presented in the textbook *Work in Progress* meets the criteria of aspects of presentation and aspects of language use and readability.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The aim of this research is to discover whether the reading material in English textbook *Work in Progress* for the first grade students of SMA/SMK/MA could meet the aspects of content, aspects of presentation and aspects of language use and readability proposed by *Pusat Perbukuan*. The reading materials in textbook have been analyzed based those aspect.

Based on the research findings and the discussion, it is found that reading materials in the textbook accordance with aspects of presentation and aspects of language use and readability. However, there is part that is not in accordance with the aspect of content on points the conformity between reading materials and curriculum. Although there are some points that should be improved in the textbook, that deficiency doesn't reduce the quality of the textbook. So, it can be concluded that the reading material presented in the textbook *Work in Progress* meets the criteria of aspects of presentation and aspects of language use and readability and need some improvement in aspects of content

B. Suggestions

In addition to the teacher's ability to teach, the key to success in the teaching and learning process in the classroom is whether learning

instruments such as textbooks are good or not. In the implementation of the *Kurikulum Merdeka*, the learning resources provided are not optimal and it must be ensured that these sources meet all the aspects of student needs in the implementation of the *Kurikulum Merdeka*. From the results of the analysis, there are several suggestions from researcher for some parties:

1. The author of textbook, because there are some discrepancies between the textbooks and the *Capaian Pembelajaran Kurikulum Merdeka*, the author must pay attention to the suitability between the material and the curriculum so that the textbook can meet the criteria.
2. Teachers, they have to be selective in choosing English textbook. Textbook can be used in class but the teacher should have other companion books to complete the material.
3. Other researchers, they have to analyze textbook more deeply to develop further studies on textbook analysis that still has low attention in the field.

BIBLIOGRAPHY

- Allan Cunningsworth. (1995). *Choosing Your Coursebook*. Oxford: Macmillan Education
- Alyousef, H.S. (2005). *Teaching Reading Comprehension To ESL/EFL Learner*. Hesham Suleiman Alyousef thearabknight@gmail.com. The Reading Matrix Vol. 5, No. 2, September 2005
- Aslamiyah, Mirza, Widiastuty. (2022). An Analysis Of Reading Materials In “Bahasa Inggris” Textbook For Vocational High School Students. *PROJECT (Professional Journal of English Education)* vol 5 No 2
- Badan Standar Nasional Pendidikan dan Pusat Perbukuan. (2014). *Instrumen Penilaian Tahap I dan II Buku Teks Pelajaran Pendidikan Dasar dan Menengah* <https://bsnp-indonesia.org/?p=1340> accessed on 28 November 2022
- Belet Boyact, S. D, & Guner, M. (2018). The Impact of Authentic Material Use on Development of the Reading Comprehension, Writing Skills and Motivation in Language Course. *International Journal of Instruction*, 11 (2), 351-368
- Brett mills and David M Barlow. (2012). *Reading Media Theory-Thinkers, Approaches, and Context* Second Edition
- Brown, H. D. (2007). *Principles of Language Learning and Teaching (5th Eds)*. New York: Longman
- Brown, R and Kashi f Raza. (2020). Materials Development in EALP Legal Writing Courses. *Language Teaching Research Quarterly* Vol. 15, p 33-49
- Creswell, John W. (2012). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th Eds)*. United States of America: Sage
- Direktorat Sekolah Dasar. (2022). *Kurikulum Merdeka*. <https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka> accessed on 28 November 2022
- Fadhil, M Resky. (2017). Analysis Of Reading Materials In English Way 2 Textbook For Junior High School. *ETERNAL (English, Teaching, Learning, and Research Journal)* vol 3, No 01
- Fahas, R. (2021). Improving Students’ Reading Comprehension Through Request (Reciprocal Question) Strategy for Indonesian Junior High School. *SALEE: Study of Applied Linguistics and English Education*, 2(01). <https://doi.org/10.35961/salee.v2i01.217>
- Faradiena, R. Widiastuty, H. Qamariah, Z. (2022). An Analysis of Reading Materials Quality of English Textbook “Bahasa Inggris” For SMK Negeri

- 2 Palangka Raya. *PROJECT: Professional Journal of English Education*, 5(05)
- Handayani, Fitri. (2020). Analysis of Reading Materials Pathway an English Textbook For Indonesian Senior High School Students. *International Journal of Technology Vocational Education and Training* Vol. 1 No. 1, p 66-72
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. Cambridge: Longman
- Harsono, Y.M. (2007). Developing Learning Materials For Specific Purposes. *TEFLIN (Teaching English as a Foreign Language in Indonesia)*, Vol 18, No 2 Accessed on 21 Februari 2023
- Hermawan, Haryanti, Suryaningsih. (2022). *Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X*. Jakarta Selatan: Pusat Perbukuan
- J, C Richards. (2001). *Curriculum Development in Language Teaching*. USA: Cambridge University Press
- Jannah, Dina Roihatul. (2021). *An Analysis of Reading Materials on English Textbook Brillian for the Eight Grade of Junior High Sschool*. Thesis, UIN Sultan Maulana Hasanuddin, Banten.
- Kemdikbud. (2022). *Buku Saku Tanya Jawab Kurikulum Merdeka* <https://kurikulum.kemdikbud.go.id/wp-content/unduh/bukusaku.pdf> accessed on 1 December 2022
- Kemdikbudristek. (2022). *Kebijakan Pemerintah Terkait Kurikulum Merdeka*. <https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6824815789465-Kebijakan-Pemerintah-Terkait-Kurikulum-Merdeka> access on 15 November 2022
- Kemdikbudristek. (2022). *Rencana Strategis Pusat Perbukuan Tahun 2022-2024*. Jakarta
- Khoirurrijal., Fadriati., Sofia., M.D Anisa., G. Sunaryo., M. Abdul., ... Suprapno. (2022). *Pengembangan Kurikulum Merdeka*. Malang: CV Literasi Nusantara Abadi
- Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology* (2nd Eds). Thousand Oaks, CA: Sage
- Mulyati. (2019). *The Analysis of Reading Materials in English Textbook Based on 2013 Curriculum for the First Grade of Vocational High Schools*. Thesis, Universitas Negeri Makassar, Makassar.
- Nugrohadi, S, H. Katarina, Mujiono, A.N Sukma, N. Mega. (2022). Analysis of a New Learning Paradigm Based On Kurikulum Merdeka. *International Conference On Digital Education and Social Science (ICDESS)*

<https://conference.appipgri.id/index.php/event/ICDESS2022> accessed on 19 February 2023

- Nunan, David. (2003). *Language Teaching Methodology*. London: Prentice Hall International
- Pinter, A. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press
- Rambe, Azza Lutfiyah. (2020). An Analysis English Textbook For Second Grade Students At Senior High School Based On Tomlinson's Principles. *ELLITE Journal of Education, Linguistics, Literature and Language Teaching*
- Richards, Jack C and Richard Schmidt. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics (3rd Eds)*. London: Pearson Education Limited
- Rojimajaya, N.A., Hartono, R., Yuliasri, L., Fitriani, S.W. (2022). Need Analysis of English Ebook Based on *Merdeka Kurikulum* for Indonesian Senior High School Students. *ISET: International Conference on Science, Education and Technology* (2022), 1033-1038 accessed on 17 May 2023
- Safitri, Iis. (2014). *An Analysis of Reading Materials on The Quality of English Textbook "Headline English" Published By Sewu For Grade VII Students of Junior High School*. Thesis, Universitas Negeri Yogyakarta, Yogyakarta.
- Satria, R., Adiprima, P., Wulan, K.D., Harjatanaya, T.Y. (2022). *Panduan Penguatan Profil Pelajar Pancasila*. Badan Standar, Kurikulum, dan Asesmen Pendidikan.
- Sugiyono. (2010). *Metode Penelitian Administratif*. Bandung: Alfabeta
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Suparno, Richa Fauzziyah. (2020). *An Analysis of Reading Material on "When English Rings A Bell" Textbook For Second Grade Junior High School*. Thesis, IAIN Surakarta, Surakarta.
- Syafniar, Rusda Ayu. (2014). *The Analysis of The Reading Materials in "English Alive" Textbook Based On School Based Curriculum For Second Grade Students Of Senior High School*. Thesis, UIN Syarif Hidayatullah, Jakarta.
- System Informasi Kurikulum Nasional. (2022). *Kurikulum Merdeka*. <http://kurikulum.kemdikbud.go.id/kurikulum-merdeka/> accessed on 23 November 2022
- Tomlinson, B. (1998). *Material Development in Material Teaching*. New York: Cambridge University Press
- Tomlinson, B. (2011). *Materials Development in Language Teaching Second Edition*. Cambridge: Cambridge University Press

Tomlinson, B. (2012). Materials Development for Language Learning and Teaching. *Language Teaching* Volume 45, Issue 2, April 2012, pp 143-179
DOI: <https://doi.org/10.1017/S0261444811000528> accessed on 17 May 2023

APPENDICES

APPENDIX 1 : VALIDATION AND LETTER**Validation**

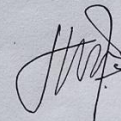
The thesis data of Ine Putri Setyaningrum (196121145) entitled "AN ANALYSIS OF READING MATERIAL ON ENGLISH TEXTBOOK ENTITLED "WORK IN PROGRESS" FOR FIRST GRADE STUDENTS OF SMA/SMK/MA BASED ON *KURIKULUM MERDEKA*" has been validated by Maria Wulandari, M.Pd

Day : Tuesday

Date : 4th April 2023

Surakarta, 4 April 2023

Validator



Maria Wulandari, M.Pd

Data Validation

Validator : Mrs. Maria Wulandari, M.Pd

Date/Time : March, 2023

No	Aspects of Content	Fulfilment by researcher (1-3)	Fulfilment by validator (1-3)
1.	The conformity between reading materials and curriculum	2	2
2.	Many genres were discovered in the reading materials	3	3
3.	The arrangement of reading materials is based on the level of difficulty	2	2
4.	Reading tasks are given to improve students' abilities	3	3
5.	The reading material which are supporting life skills	3	3
6.	The reading materials are considered the aspects of gender, religion, and race	3	3

No	Aspects of Presentation	Fulfilment by researcher (1-3)	Fulfilment by validator (1-3)
1.	Learning purposes are stated explicitly and lead to mastery of communication competence	3	3
2.	The presentation of each chapter displays the logical course and coherence	3	3
3.	The presentation of each chapter turned into prepared from easy to difficult materials	3	3
4.	The conformity among tasks and materials	3	3
5.	The presentation of each chapter engages students to talk English	3	3
6.	The presentation of each chapter support students to be interested in English subjects	3	3
7.	The presentation of each chapter helps students to reflect and appraise themselves	3	3

No	Aspects of Language Use and Readability	Fulfilment by researcher (1-3)	Fulfilment by validator (1-3)
1.	The nice of English language use in line with the language rules	3	3
2.	The use of English is appropriate with the needs of communication learning	3	3
3.	The presentation of paragraphs is presented effectively by considering coherence and cohesiveness	3	3
4.	The usage of illustrations that are unit beneficial and relevant with the material	3	3

APPENDIX 2 : DESCRIPTION OF ANALYSIS

No	Aspects of Content	Description of Analysis	Page
1.	The conformity between reading materials and curriculum	Most of the reading materials complies with the <i>Capaian Pembelajaran Fase E Kurikulum Merdeka</i> . Some materials are: descriptive text, recount text, procedure text, expository text and narrative. But there are some materials that missing in the textbook, there are self introduction, report text, and authentic text.	Descriptive text :4 Recount text : 30 Procedure text : 54, 80 Expository text : 104 Narrative text : 130
2.	Many genres were discovered in the reading materials	The reading materials found in the textbook were in line with the second point of the aspects of content. It is because the reading materials in the textbook consist of some genres such as descriptive, recount, procedure, expository and narrative.	Below are examples of many genre in the reading materials Descriptive text : 11 – 12 Recount text : 50 Procedure text : 62 – 63 (in the form infographic), 84 – 86 Expository text : 109 – 110

			Narrative text : 135 – 136, 137 – 140
3.	The arrangement of reading materials is based on the level of difficulty	All the material presented from chapter 1 to chapter 6 is very varied but there are repeated explanations, namely on procedure text in chapter 3 and 4. Thus, the reading material contained in textbooks do not meet the third criteria of aspects of content.	Repeated explanation Chapter 3 : page 54 Chapter 4 : 80
4.	Reading tasks are given to improve students' abilities	All the reading tasks which were presented in each chapter were good. Students can use them for exercise that suitable with program of <i>Kurikulum Merdeka</i> , namely <i>Projek Penguatan Profil Pelajar Pancasila</i> . Hence the reading materials found in the textbook were compatible with the fourth point.	Chapter 1 page 22 Chapter 3 page 73 – 74 Chapter 5 page 126 – 128
5.	The reading material which are supporting life skills	Each chapter in the textbook has presented reading materials that support student life skills. The	Chapter 5 page 122 Chapter 6 page 149

		<p>difference between each chapter is the theme of the materials. All the themes and exercises provided can improve students' life skills. One example can be seen in Chapter 5 in reflection section, students are given the opportunity to imagine becoming a graffiti artist and devote their skills to the graffiti wall that has been provided.</p>	
6.	The reading materials involved the aspects of gender, religion, and race	<p>The materials presented in each chapter in the chapter is fulfil the sixth point of the aspects of content. There was no emphasis on the aspects of gender, ethnic, religion, and race as seen in Chapter 1 where there are many characters who have different backgrounds.</p>	<p>Chapter 1 page 9, 23, and 27 Chapter 4 page 81 Chapter 5 page 106 Chapter 6 page 135</p>

No	Aspects of Presentation	Description of Analysis	Page
1.	Learning purposes are stated explicitly and lead	The learning objectives stated in the textbook are appropriate with	4, 30, 54, 80, 104, 130

	<p>to mastery of communication competence</p>	<p>the first point of the aspects of presentation. There is an explanation about learning objectives in each chapter that help students to understand what they will learn in the chapter. In addition, the material contained directs students to master English communication competences.</p>	
2.	<p>The presentation of each chapter displays the logical course and coherence</p>	<p>Each chapter fulfils the aspects of presentation that are reflected logical course and coherence. That's because each chapter presents the material that well structured and understandable. One example can be seen in Chapter 1, on the first page the learning objectives are presented, then a brief explanation is given regarding the definition of descriptive text. Then there are some short questions to direct students to the material. After that,</p>	Chapter 1 page 5 -6

		several photos of athlete were presented and students were allowed to form groups and discuss about the athletes they thought of.	
3.	The presentation of each chapter turned into prepared from easy to difficult materials	All the reading materials were started from easy level, then the level of difficulty were increased in the next materials. One of the example can be seen in Chapter 3 that talked about Sport and Health, in the discussion presents a infographic about seven healthy habit for weight loss and students allow to answer true false questions based on the infographic then complete the sentences in task B.	Chapter 3 62 – 64
4.	The conformity among tasks and materials	The tasks and exercises given in all chapter are appropriate with the reading material contained in the textbook. Such as in Assessment in Chapter 1, students are welcome to	Chapter 1 page 22-23 Chapter 2 page 40 Chapter 4 page 89-90 Chapter 5 page 118-119 Chapter 6 page 143-144

		make essays about “what makes great athletes”, this is in accordance with the material in chapter 1. Therefore, reading material presented in the textbook is accordance with the fourth point of aspects of presentation.	
5.	The presentation of each chapter engages students to talk English	All the reading material in the textbook has fulfilled the fifth point. There are activities that can improve students’ speaking skills, such as the activity in Chapter 1 where students are asked to create a brief profile about Paralympic athletes and then presents it in video form. It is considered interesting because it engages students to talk English confidently.	Chapter 1 page 28, Chapter 2 page 38-39, 40 Chapter 3 : 65-67 Chapter 4 : 87-88 Chapter 5 : 115-116 Chapter 6 : 142
6.	The presentation of each chapter support students to be interested in English subje	All the material presented in the textbook is innovative and there are several exercises with different variations and several pictures in it	Assessment in Chapter 2 page 46-47 Task 6 in Chapter 3 page 68

	Cts	<p>each chapter. In instance, the Assessment in Chapter 2, the activity is how students learn to make proposals about sports events that will be made in the form of student groups. With the activity students will train their creativity. Thus, the reading material presented in the textbook is included according to the sixth point from the aspects of presentation.</p>	
7.	<p>The presentation of each chapter helps students to reflect and appraise themselves</p>	<p>All the materials help students to reflect and appraise themselves by providing some assignments, exercises, and feedback. This motivates students to do the task with pleasure. Therefore, reading materials are presented in textbooks accordance with the seventh point from aspects of presentation.</p>	<p>Chapter Review in every chapter Chapter 1 page 20-21 Chapter 2 page 44-45 Chapter 3 page 71-72 Chapter 4 page 92-93 Chapter 5 page 121-122 Chapter 6 page 146-147</p>

No	Aspects of Language and Readability	Description of Analysis	Page
1.	The proper of English language use in line with the language rules	The use of punctuation in the textbook in good order and comply with the rules of the English language. Therefore, the reading material presented in the textbook is appropriate with the first point of the aspect of language use and readability.	11, 77, 84-6, 109-112, 135-140
2.	The use of English is appropriate with the needs of communication learning	All the instructions given in the reading materials of the textbook were considered communicative and efficient. It was because the language which used was simple and brief. This style of language can be recognized in the instructions and questions which proceed the reading materials. One of the examples is in Chapter 2 Task 3, the instruction is read and rearrange the paragraphs into a meaningful text. The uses of	15-16, 34-36

		<p>simple and brief sentences make students easy to get the idea and know what they should do next in each task. Therefore, the reading material presented in the textbook is appropriate with the second point of the aspect of language use and readability.</p>	
3.	<p>The presentation of paragraphs is presented effectively by considering coherence and cohesiveness</p>	<p>The text which were presented in each unit had already fulfilled the rules of paragraph writing, which consist of topic sentences, contents, and closing sentences. The relations between concepts inside the paragraph were already appropriate as well.</p>	11-12, 109-112, 135-140
4.	<p>The usage of illustrations that are unit beneficial and relevant with the material</p>	<p>Every chapter in the textbook presents some illustrations. Every illustration had already relevant with the topic of the material.</p>	11, 23, 27, 51, 67, 109, 111, 135

**APPENDIX 3 : ALUR TUJUAN PEMBELAJARAN DAN CAPAIAN
PEMBELAJARAN FASE E**



Bahasa Inggris SMA

**Alur Tujuan Pembelajaran
(ATP)**

Fase E-Kelas 10

Penulis:

Dadang Badrul Zaman, M.Pd., MAN 1 Cianjur
Desi Purnama Kurniawati, S.Pd.,MM., SMAN 70 Jakarta
Evy Verawaty, M.Pd., Sekolah Cikal Jakarta



Proses Penulisan Alur Tujuan Pembelajaran

Capaian Pembelajaran:

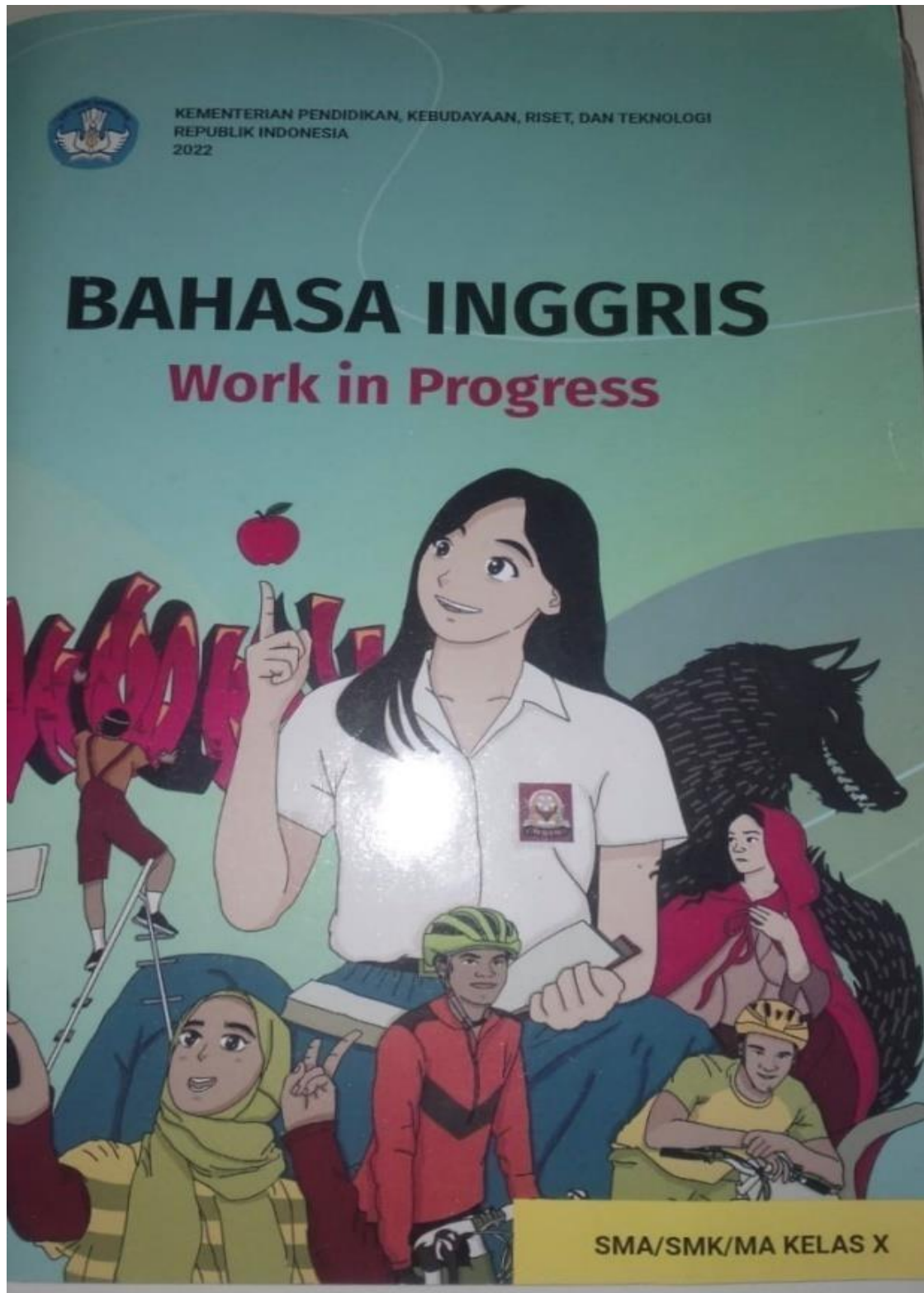
Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keingintahuan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

CP Elemen Fase E	Butir Tujuan Pembelajaran	Final Alur Tujuan Pembelajaran (ATP)
<p>Elemen Menyimak – Berbicara Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan mempertahankan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecapatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>	<ul style="list-style-type: none"> • Mengidentifikasi secara mandiri konteks, gagasan utama, informasi rinci, makna tersirat dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka. • Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap ragam teks lisan dan tulisan yang disajikan dalam bentuk • Menganalisis konteks, gagasan utama, informasi rinci, makna tersirat dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka. • Mengomunikasikan secara efektif ide utama dan detail relevan tentang isu yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka • Mengevaluasi detail spesifik dan inti dari beragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda untuk membuat inferensi sederhana dalam memahami informasi tersirat dalam teks 	<ol style="list-style-type: none"> 1. Mengidentifikasi secara mandiri konteks, gagasan utama, informasi rinci, makna tersirat dan tersurat, dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka. 2. Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap ragam teks lisan dan tulisan yang disajikan dalam bentuk 3. Menganalisis konteks, gagasan utama, informasi rinci, makna tersirat dan tersurat dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka 4. Mengomunikasikan secara efektif ide utama dan detail relevan dalam diskusi atau presentasi, opini, dan membuat perbandingan tentang isu yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka 5. Mengevaluasi detail spesifik dan inti dari beragam teks lisan dan tulisan yang disajikan
<p>Elemen Membaca – Memirsa Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di</p>		

<p>anarannya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilan untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p>	<p>Elemen Menulis – Mempresentasikan Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital</p>
<ul style="list-style-type: none"> • Merancang ragam teks lisan atau tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka • Memproduksi ragam teks lisan atau tulisan menggunakan kosakata dan kata kerja umum yang tepat dan sesuai melalui proses menulis yang memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia • Menyajikan informasi teks lisan atau tulisan dengan menggunakan ragam mode presentasi yang efektif dalam menyampaikan tujuan 	<p>dalam bentuk multimoda untuk membuat inferensi sederhana dalam memahami informasi tersirat dalam teks</p> <p>6. Merancang ragam teks lisan atau tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka</p> <p>7. Memproduksi ragam teks lisan atau tulisan menggunakan kosakata dan kata kerja umum yang tepat dan sesuai melalui proses menulis yang memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka</p> <p>8. Menyajikan informasi teks lisan atau tulisan dengan menggunakan ragam mode presentasi yang efektif dalam menyampaikan tujuan</p>

Materi: Bahasa Inggris		ALUR TUJUAN PEMBELAJARAN (ATP) FASE E		NAMA SEKOLAH	
				Nama Guru:	
ELEMEN	CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	WAKTU (JP)	CATATAN/ KETERANGAN	
Menyimak – Berbicara	Pada akhir fasa E peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan.	<ol style="list-style-type: none"> Siswa mampu memperkenalkan diri sendiri dan orang lain dengan baik memberikan ucapan selamat dan merespon ucapan selamat, menawarkan bantuan serta memberikan respon yang sesuai, dan memberikan pengumuman lisan Siswa mampu mendeskripsikan orang, benda, dan tempat wisata Siswa mampu menceritakan dengan singkat pengalaman hidupnya Siswa mampu menentukan kembali cerita rakyat dengan pilihan kata sendiri Siswa mampu mengkomunikasikan rutinitas sehari-hari Siswa mampu menganalisis teks atau dialog berkenaan diri, ucapan selamat, menawarkan bantuan, dan pengumuman Siswa mampu menganalisis teks deskriptif tentang orang, benda, dan tempat wisata Siswa mampu menganalisis teks recount Siswa mampu menganalisis teks naratif Siswa mampu menganalisis dialog kegiatan sehari-hari Siswa mampu menyusun teks deskriptif tentang orang, benda, dan tempat wisata Siswa mampu menyusun teks deskriptif pengalaman yang telah terjadi Siswa mampu memodifikasi cerita rakyat sesuai dengan imajinasinya Siswa mampu menyusun dialog tentang suatu aktivitas bersama teman Siswa mampu menyusun essey sederhana tentang suatu wacana 		Pengenangan karakter dan softskill: tanggungjawab, kemandirian, kolaborasi, dst. dibiasakan melalui pembelajaran pada tiap pertemuan.	
Membaca – Memirsa	Pada akhir fasa E peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report.				
Menulis – Mempresentasikan	Pada akhir fasa E peserta didik menulis berbagai jenis teks fiksi dan non-fiksi melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.				

APPENDIX 4 : ENGLISH TEXTBOOK



**Hak Cipta pada Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
Republik Indonesia**

Dilindungi Undang-Undang

Disclaimer: Buku ini disiapkan oleh Pemerintah dalam rangka pemenuhan kebutuhan buku pendidikan yang bermutu, murah, dan merata sesuai dengan amanat dalam UU No. 3 Tahun 2017. Buku ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Buku ini merupakan dokumen hidup yang senantiasa diperbaiki, diperbarui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan yang dialamatkan kepada penulis atau melalui alamat surel buku@kemdikbud.go.id diharapkan dapat meningkatkan kualitas buku ini.

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

Penulis

Budi Hermawan
Dwi Haryanti
Nining Suryaningsih

Penelaah

Windy Hastasasi
Puti Almirsha Hamid

Penyelia/Penyelaras

Supriyatno
Lenny Puspita Ekawaty
Nening Daryati

Kontributor

Yunita Bone
Eti Mulyawati

Ilustrator

M Rizal Abdi
Nurman

Editor

MA. Czarina Gemzon Espiritu

Desainer

Imee Amiatun

Penerbit

Pusat Perbukuan
Badan Standar, Kurikulum, dan Asesmen Pendidikan
Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi
Kompleks Kemdikbudristek Jalan RS. Fatmawati, Cipete, Jakarta Selatan
<https://buku.kemdikbud.go.id>

Cetakan Pertama, 2022
ISBN 978-602-244-896-9 (no.jil.lengkap)
ISBN 978-602-244-897-6 (jil.1)

Isi buku ini menggunakan huruf Noto Serif 12/18pt., Steve Matteson
xviii, 182 hlm.: 17,6 × 25 cm.

Table of Content

Kata Pengantar	iii
Preface	v
Table of Content	vii
List of Picture	ix
Scope and Sequence	xii
Inside the Book	xv
Semester 1 Theme: Sports	
Chapter 1 Great Athletes	3
Instructional Objectives	4
Questions to Think About	5
Chapter Review.....	20
Reflection.....	21
Assessment.....	22
Enrichment	27
Chapter 2 Sports Events	29
Instructional Objectives	30
Questions to Think About	31
Chapter Review.....	44
Reflection.....	45
Assessment.....	46
Enrichment	50
Chapter 3 Sports and Health	53
Instructional Objectives	54
Questions to Think About	55
Chapter Review.....	71

Reflection.....	72
Assessment.....	73
Enrichment	77
Chapter 4 Healthy Foods	79
Instructional Objectives	80
Questions to Think About	81
Chapter Review.....	92
Reflection.....	93
Assessment.....	94
Enrichment	96
Semester 2 Theme: Art	
Chapter 5 Graffiti	103
Instructional Objectives	104
Questions to Think About	105
Chapter Review.....	121
Reflection.....	122
Assessment.....	123
Enrichment	126
Chapter 6 Fractured Stories	129
Instructional Objectives	130
Questions to Think About	131
Chapter Review.....	146
Reflection.....	148
Enrichment	153
Glossary	156
References.....	161
Index	165
Profil Pelaku Perbukuan.....	169

