

**AN ANALYSIS OF READING TASKS QUALITY IN CONTEXTUAL
ENGLISH TEXTBOOK PUBLISHED BY TIGA SERANGKAI PUSTAKA
MANDIRI REFERS TO CEFR (COMMON EUROPEAN FRAMEWORK
OF REFERENCE FOR LANGUAGES) CRITERIA**

THESIS

Submitted as A Partil Fulfillment of the Requirements

For the Degree of *Sarjana*



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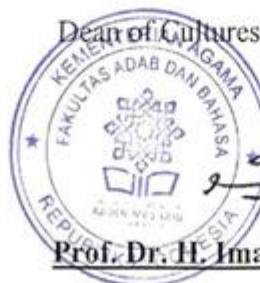
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DEDICATION

This thesis is dedicated to:

1. My mother (Eni Evianti), my father (Sugiyarno) who have prayed for, supported me and were willing to be by my side even when I was at the lowest point of my life
2. My Sister Fami Dzakira
3. My dearest friends Ambar Herning, Nabila Dwi, Sekar Fildzah, Fatma Rahmawati who have supported and also prayed for me
4. The teachers and lectures who have taught and helped many things in my life.

MOTTO

“ Don't find love. Let it find you. It's called falling in love because you don't force yourself to fall. You just do.”

Taylor Swift

“Do not be afraid; I am with you all the time, listening and seeing”

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PRONOUNCEMENT

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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.

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Alhamdulillah, all praises be to Allah, thesing lepower, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the resaecrher was able to finish this thesis entitled An Analysis of Reading Taks Quality in Contextual English Textbook Published by Tiga Serangkai Pustaka Mandiri Refers to CEFR (Common European Framework of Reference for Languages) Criteria. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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

Surakarta,December 2023

The researcher,



Eryana Putri Ulimaz

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ABSTRACT

Ulimaz, Eryana Putri, 2023. *An Analysis of Reading Tasks Quality in Contextual English Textbook Published by Tiga Serangkai Pustaka Mandiri Refers to CEFR (Common European Framework of Reference for Languages) Criteria*. Thesis. English Language Study Program, Faculty of Cultures and Language

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This study focused on analyzing the reading task material in English textbook which published by Tiga serangkai Pustaka utama based on the criteria from the standardization from The Common European Framework of Reference for Languages (CEFR). The aims of this study are the objectives of this study are a) to find out what CEFR levels that used in the reading tasks of English textbook "Contextual English" by Tiga Serangkai Pustaka Mandiri), b) to find out what is the dominant CEFR levels that used in the reading tasks of English textbook "Contextual English" by Tiga Serangkai Pustaka Mandiri.

This study employs a descriptive qualitative design. This study is classified as a qualitative research design since its objective is to determine the reading tasks in English textbooks based on the criteria of CEFR levels. This study employed content analysis to examine reading task material, which was subsequently examined using the criteria of the Common European Framework of Reference (CEFR) levels.

The result of this study showed that the reading exercises in the English textbook are classified into levels A1 - C1, based on the CEFR standards. The Reading Category criteria consist of 2 task at level A1, 6 tasks at level A2, 9 tasks at level B1, 3 tasks at level B2, and 2 task at level C1. The level that frequently dominant appears is B1. The proportion of reading questions with a high degree of difficulty is lower than the proportion of questions with an intermediate level of difficulty. Therefore, it may be inferred that the dominant level of exercises utilized to assess students' proficiency in Contextual English by Tiga Serangkai Pustaka Mandiri falls within the Independent User range, specifically B1

Keywords: CEFR, Content Analysis, Reading Task, Textbook Analysis

CHAPTER I

INTRODUCTION

A. Background of the Study

A textbook is a crucial item in the classroom, serving as a reference, learning material, and even an evaluation tool for students during the teaching and learning process. Despite the dominance of the internet in various domains of the modern world, textbooks remain the primary preference for teaching and learning. According to Muslich (2010), textbooks play a crucial role and serve as the primary resource for learning activities. Furthermore, the textbook provides training principles, exemplifications, and exercises. Furthermore, textbooks have educational modules that necessitate students' completion through a sequence of activities and exercises, including reading, analyzing, discussing, and commenting upon the text's content.

A textbook is an educational resource that contains the necessary materials to meet the learning goals outlined in the curriculum. According to Brown (2001), textbooks are the most accurate and widely used means of providing material support for language teaching. Textbooks are the predominant resource utilized by teachers and students in the school setting for foreign language instruction.

According to Nunan (2003), textbooks are designed for broad target audiences and are not tailored for specific groups of individuals. They are intended for usage in both English-speaking and non-English-speaking countries. Textbooks play a crucial role as a valuable resource for students,

aiding in the development of their reading skills and talents. The textbook plays a crucial function in facilitating teaching and learning activities. Supriadi (2000) asserts that textbooks serve as teaching materials or instructional media that have a prominent role in facilitating teaching and learning activities, effectively transmitting curriculum content.

Therefore, based on the aforementioned assertions, it can be inferred that textbooks hold significant importance due to their ability to establish a structured framework that facilitates the organization and scheduling of instructional program activities. It is a motivating factor for students to study. According to Grainger (2001), the absence of books deprives students of a sense of motivation to engage in learning. Without learning books, they will perceive a lack of educational opportunities. Devoid of textbooks, students will also lack a distinct focal point. Subsequently, they will heighten their reliance on their instructors. Thus, educators will face a formidable challenge as it serves as the central point of learning.

Furthermore, Richard (2021) contends that textbooks serve a twofold purpose by functioning as both a syllabus, supplying instructional materials, and providing learning tasks in various circumstances. Furthermore, the presence of the book facilitates the work of educators and pupils due to its readily accessible format. Textbooks serve as a valuable tool for instructors, particularly those lacking extensive experience, by providing them with essential guidance, instructions, and support to effectively fulfill their responsibilities.

Schools are mandated to furnish textbooks that are both competent and believable, with the aim of cultivating pupils' enthusiasm for studying. Despite the challenges, schools must prioritize this issue in order to ensure the smooth functioning of the teaching and learning process. Due to its pivotal significance, it is imperative for the instructor and school to ensure the provision of high-quality textbooks. When selecting a certain book, a thorough analysis should be conducted to ascertain its alignment with the curriculum standards. This is one of the reasons that prompted the researcher to undertake research on the textbook using content analysis.

There are multiple English textbooks available for use in senior high schools in Indonesia. One such textbook is Contextual English, published by Tiga Serangkai publisher (Sugeng et.al., 2019). This book contains language material that is enhanced with content pertaining to transdisciplinary knowledge and abilities. The content of this book is organized based on the context of students' lives and aligned with the interests and psychological traits of students. According to Prince and Felder (2016), when students are equipped with higher-order thinking skills (HOTS) question types, they are predicted to possess the ability to creatively identify and solve problems both in school and in their personal lives.

Furthermore, it is crucial that EFL textbooks are appropriately tailored to the English proficiency level of the intended students and effectively aligned with the curriculum to ensure successful language acquisition. Hence, in order to ascertain the quality of the book, it is important to do a thorough examination

of the textbook (Ngunyen, 2015; Lahlou, 2022; Nazari & Aziz, 2020; Munfaati et.al., 2022; Rodrigo, 2017). The quality of a textbook can be assessed using the standardization provided by The Common European Framework of Reference for Languages (CEFR). The Common European Framework of Reference for Languages (CEFR) is a standardized framework used to assess and describe language proficiency. The Common European Framework of Reference for Languages (CEFR) is widely utilized in Europe and various other regions globally for the purpose of assessing and appraising language proficiency across a range of languages. The CEFR categorizes proficiency into six levels, spanning from A1 (novice) to C2 (expertise). Each level is distinguished by a distinct set of language skills and communication proficiencies, including the capacity to understand spoken and written language in various situations (Council of Europe 2020).

As previously said, English textbooks are crucial for enhancing proficiency in the four key English language abilities. Proficiency in reading is a crucial talent that must be acquired. The act of reading is crucial as it fosters intellectual growth and imparts a wealth of knowledge and valuable life lessons. This enables individuals to enhance their perception of the surrounding environment. Engaging in this activity stimulates cognitive function and augments their imaginative capacities. Engaging in reading enhances individuals' lexicon and cultivates their proficiency in interpersonal interaction (Lalicic, et.al., 2021). Furthermore, reading is an integral component of our daily existence. This activity is undertaken for the purpose

of amusement and knowledge acquisition. Individuals benefit from reading skills as they facilitate comprehension in reading. Without a foundation in reading skills, kids cannot be expected to achieve success in reading. Consequently, they lack the necessary comprehension to successfully pass the examination. Hence, it is imperative to provide reading skills at the senior high school level to enable students to surmount comprehension difficulties. The objective of this case study is to ascertain the CEFR proficiency level present in the reading assignment content found in the English textbook (Kaya and Ebru, 2015).

Reading, furthermore, is one of the skills that is used to monitor students' ability in English at school in Indonesia. Whatever the skill intended to master by the students, the final concept of teaching and studying is still in the form of reading text, because reading is a type of communication that comprises a brief dialogue between the writer and the reader through the text that acts actively by engaging one's eyes and thoughts to extract information from a text (Howart, 2006). Besides, it is also the process of comprehending written words and extracting meaning from the text (Linse, 2006). Thus, it is important to have reading text and reading task that can fulfill the need of every skill intended to master.

Reading task is important assessment to find out how far the students master and understand the text given which can be in the form of simple dialogue to complex monologue. The task itself can cover pre-reading inquiries, post-reading comprehension inquiries, extracting precise information

from texts, and pre-teaching unfamiliar crucial vocabulary words, which has an objectivity to assess students' capacity to acquire information and evaluate their reading comprehension in relation to the content they have read.

Heilman et al. (1981) mentioned three degrees of reading comprehension questions, those are literal comprehension, interpretive comprehension, and applied comprehension. That's in line with Clymer (2008) who categorized reading comprehension problems into three distinct levels: literal comprehension, inferential comprehension, and critical or evaluative comprehension.

Literal comprehension questions aim to assess the understanding of explicit information, whereas interpretive questions prompt the rephrasing of ideas. Applied questions, on the other hand, involve the integration of implicit information with prior knowledge. Here, the questions are used to hone feedback, assessment, and evaluation abilities. In the other word, reading comprehension should include exercises and activities aimed at facilitating students' understanding and appreciation of reading material.

Therefore, designing the suitable reading task in the textbook is a must to further improved students' skills in English, and to help them in understanding reading comprehension specifically. For this reason, the analysis on the reading task is favorable to find out whether they are suitable or less suitable.

In relation to the analysis on the textbook that focuses on the reading task using CEFR, some researcher has conducted some research on different textbook in different schools. Kamil is one of the researchers who examined the CEFR

level of the English textbook for Grade 10 in senior high school, and he found out from 16 passages that only 2 out of the passages were of B1 CEFR level, which aligns with the curriculum's intended level, while the rest ranged from B2 to C2 CEFR level, indicating that the passages generally have higher CEFR levels than the curriculum stipulates. The study used a quantitative approach and an online program for text analysis. The finding urges the researcher personally to conduct similar research to figure out the level of reading task in contextual English textbook whether it fulfill the intended level in the curriculum.

Further, there are several researches focused on analysis textbook Anggraeni (2020); Merilia & Tou (2019); Putri (2023). However, this study focused on analyzing the reading task material in english textbook which published by Tiga serangkai Pustaka utama based on the criteria from the standardization from The Common European Framework of Reference for Languages (CEFR).

The textbook utilized is Contextual English for the third grade of senior high, which adheres to the 2013 Curriculum. The rationale for selecting this option is attributed to multiple factors: Primarily, the majority of investigations pertaining to this study of textbooks have centered around textbooks utilized in the initial or subsequent year of junior high or senior high school. Therefore, the researcher is undertaking this study, which specifically targets third-grade students in senior high school. Furthermore, the curriculum being followed is the 2013 curriculum, as it is still being used by numerous schools, including the one where this textbook is being observed. The subject of study is contextual English for the third grade of senior high. This choice was made

since some popular private schools in Solo Raya, such as SMA Islam Al Azhar 7 Solo Baru, use this book as their English textbook. Furthermore, the objective is to assess the viability of the information in the English textbook titled "Contextual English" as a reference for both educators and learners.

From those previous explanation, the title of this study is **“An Analysis of Reading Tasks Quality in Contextual English Textbook Published by Tiga Serangkai Pustaka Mandiri Refers to CEFR (Common European Framework of Reference for Languages) Criteria”**.

B. Identification of the Study

Based on the background of the study above, the research identifies some problems, there are as follows:

1. Students need to improve their reading ability, which can be passed by done a formative test in the form of task in the English textbook “Contextual English” by Tiga Serangkai Pustaka Mandiri.
2. International standards must be met by the curriculum of English textbook “Contextual English” by Tiga Serangkai Pustaka Mandiri.

C. Limitation of the Study

This study focuses on reading text and reading tasks of English textbook entitled “Contextual English” for third grader published by Tiga Serangkai Pustaka Mandiri based on CEFR Criteria to find out what the levels of CEFR are used in the textbook.

The researcher limits the problem as follows:

1. This research is limited to eight chapter that consist of subchapter reading activity tasks. Each chapter have one to three reading texts and tasks.

2. This research focuses on reading material that form in reading texts and tasks question in each chapter.
3. This study limited the reading task only in the reading phases, which include: phases of reading, and post reading (answering the question to comprehend the students' ability after reading a text)

D. Formulation of The Problem

1. What CEFR (Common European Framework of Reference for Languages) levels that used in the reading tasks of English textbook "Contextual English" by Tiga Serangkai Pustaka Mandiri?
2. What is the dominant level of CEFR (Common European Framework of Reference for Languages) levels appear in the reading tasks of English textbook "Contextual English" by Tiga Serangkai Pustaka Mandiri?

E. Objective of the Study

This research is carried out to answer the problem above, the objectives of this study are:

1. To find out what CEFR levels that used in the reading tasks of English textbook "Contextual English" by Tiga Serangkai Pustaka Mandiri.
2. To find out what is the dominant CEFR levels that used in the reading tasks of English textbook "Contextual English" by Tiga Serangkai Pustaka Mandiri.

F. Benefits of the Study

This research is expected to be beneficial for a wide range of individuals, particularly those with a strong connection to English schooling.

1. English educators

The study aims to offer valuable information and perspectives for the selection and assessment of high-quality textbooks. Therefore, the teacher might select the most optimal textbook for their classroom.

2. Intended for the students

It is expected that this book will assist students in enhancing their English skills, both in terms of passive and active learning, hence facilitating their progress. Therefore, students can acquire a high level of proficiency in the English language effortlessly.

3. Regarding the other researcher

This study aims to assess the compatibility of the textbook with the textbook evaluation criteria of the Common European Framework of Reference for Languages (CEFR). It is expected that this can serve as a valuable resource for other researchers conducting content analysis studies.

G. Definition of Key terms

1. Reading

Reading is one of the four basic language skills and is a part or component of written communication. Reading is a complex cognitive process it was begin from definea signs to create a meaning (Dewantara,

Artini & Wahyuni, 2022; Jayadiningrat & Widiani, 2021; Sangia, 2018).

2. Reading Task.

Reading tasks are activities that involve complex cognitive processes in deciphering symbols to build or obtain meaning (reading comprehension). Reading tasks will help students develop their understanding and reading skills (Brown, 2004)

3. Reading Material

Reading material is any text or passage that conveys a message or idea to the reader through reading activity. The publisher must consider the reader's interest level and the objectives of the reading activity when preparing the material in English textbook (Safitri, 2014).

4. Reading Phase

Reading is a process that includes three stages: before reading, during reading, and after reading. In the pre-reading phase, the reader sets in motion the goal and plan for reading. Then, the reader begins to read the written text the reading phase. Post-reading activities are expected to encourage students to reflect on what they have read through reading exercises and activities (Beers, 2000)

5. English Textbook

English textbook is a book that provides materials related to a certain subject that students are required to learn in school. It serves as the primary means of delivering the curriculum-designed material framework related

English study (Sitompul, Sipayung & Sihite, 2019).

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

CEFR (Common European Framework of References for Languages) is provide a set of criteria of how languages might be taught and learned (CEFR, 2001). Morrow (2004) stated that CEFR is a means of developing language teaching in Europe by finding a way to compare the objectives and achievement standards of learners in different national contexts. More precisely, it provides teachers, curriculum designers, and course designers with an in-depth plan for enhancing present methods through the adaptation of concepts and materials outlined in the framework.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. English Textbook Definition of English Textbook

In the context of an English classroom, a textbook is a teaching resource that focuses on a specific subject area and is tailored to the needs of particular groups of students in accordance with the curriculum being followed. It is commonly regarded as a tool for facilitating instruction. It is just one of several potential learning resources as it aids teachers and students in attaining the learning objective. This aligns with the assertion made by Brown (2001: 136-141) that it is the most accurate and prevalent type of information used to facilitate language instruction. Essentially, a textbook serves as a supplementary content and educational tool for students and teachers, aiding in the attainment of learning objectives.

A textbook is a teaching material specifically designed for teaching English in a particular educational setting. In contrast, according to Nunan (2003), course books are not tailored for a specific audience but are intended for a broad target range to be utilized in both English-speaking and non-English-speaking nations. However, they play a crucial function as they are regarded as the main means of conveying content knowledge, exerting a substantial influence on classroom activities, and evaluating students' learning outcomes. The majority of educators regard textbooks as the sole instructional resource.

In Indonesia, textbooks are considered essential for students since they play a crucial role in facilitating the learning process. According to ministerial regulation number 2 of 2008 from the Ministry of Education and Culture, textbooks must be used in primary, secondary, or tertiary education institutions. These textbooks should include teaching materials that aim to enhance faith, and piety, develop good character and personality, acquire mastery in science, knowledge, and technology, cultivate sensitivity and aesthetic ability, and promote physical health and potential. These requirements are based on the National Education Standards.

Mules (2011:148) defined a textbook as a formal written work designed for instructing in a specific subject, often used as the primary or supplementary material for a course of study. According to Muslich (2010: 15), textbooks play a significant role and serve as a primary source of learning activities. The textbook presents concepts, examples, and training activities. A textbook comprises instructional materials organized in a structured manner, guiding learners through a series of tasks and training, including reading, analyzing, discussing, and commenting upon the text's content. In addition, according to Langenbach (1997: 563), a textbook is a publication that delivers a structured and typically simplified compilation of knowledge with the intention of facilitating learning. Furthermore, according to Supriadi (2000: 46), textbooks serve as teaching materials or instructional media

that play a prominent role in teaching and learning, effectively conveying curriculum content.

In addition, the textbook includes comprehensive teacher guides that outline the steps for each lesson in the student textbook. These guides also provide recommendations and alternatives, additional exercises, and other resources (Harmer, 2001: 304). According to Tarigan (1990: 13), textbooks are specialized volumes designed by professionals in a particular field of study for instructional purposes. They are well organized and accompanied by teaching materials that are user-friendly and easily comprehensible for students at educational institutions. Therefore, textbooks are created with the intention of serving both students and teachers.

To summarize, a textbook is a learning resource that contains the necessary materials to accomplish the learning goals outlined in the curriculum. It is an educational tool that provides all the necessary resources for both students and teachers to successfully fulfill their learning objectives.

2. The function and roles of English textbook

Regarding its purpose, Thomson (2003: 176) claimed that a textbook serves the following functions:

1) Personalization of Teaching.

A textbook facilitates personalized learning by allowing students to progress at their own pace and focus on specific areas of interest.

2) Organizational Directive.

A textbook facilitates the organization of instruction for pupils by offering practical knowledge, proposed exercises, recommended literature, and inquiries. Textbooks provide cohesiveness to classroom discourse and are structured to provide novel ideas that build upon previous ones.

3) Contribution to the tutorial.

A teacher frequently use the textbook as a tool to enhance pupils' reading proficiency, facilitate studying, evaluate evidence, and resolve problems.

4) Enhancing the quality of instruction.

A textbook is considered a valuable tool that teachers utilize to enhance their teaching abilities.

In addition, Cunningsworth (1995: 7) identified several responsibilities of textbooks in helping to achieve specific goals and objectives related to learners' needs.

- 1) A repository of presentation material (both spoken and written).
- 2) A resource for learners to engage in practice and interactive communication.
- 3) A comprehensive resource for learners that covers grammar, vocabulary, pronunciation, and other related topics.
- 4) A catalyst for inspiration and concepts for language-based activities in the classroom.

- 5) A syllabus including predetermined learning objectives.
- 6) A tool for independent learning or self-guided study.
- 7) A resource for novice teachers seeking to enhance their confidence.

Alternatively, according to Hutchinson and Torres (1994) as referenced by Richards and Renandya (2002), the textbook can serve as a potential catalyst for change. However, this can only occur under specific circumstances, which include:

- 1) The textbook should serve as a means for training both teachers and learners. Thus, the teacher's guide should not only be precise and detailed, but it should also incorporate suitable learning or instructional strategies.
- 2) The textbook should offer assistance and guidance in the area of classroom management. Put simply, it allows the teacher to adapt to and handle new material and methods without constraints.
- 3) The textbook can serve as a catalyst for change if it offers teachers a comprehensive understanding of the desired transformation and practical instructions on how to effectively incorporate it into their teaching practice.
- 4) If a school decides to use a textbook, it can lead to a sense of cooperation and collective accountability, as well as a strong dedication to implementing the change.

Thus, it can be asserted that textbooks are vital educational resources

for both educators and learners. Teachers can utilize assistance to effectively organize, prepare, and assess both existing and forthcoming materials. This greatly assists teachers in enhancing the quality of the teaching and learning experience within the classroom. For pupils, it can serve as a subject for learning or reviewing both the preceding and subsequent lessons. Additionally, it aids in the enhancement of their comprehension through the process of rereading, redoing, or completing the exercises provided in the textbook.

3. Textbook Evaluation

Textbook evaluation is a crucial process that involves assessing, scrutinizing, and eliminating the content of each lesson. Textbook evaluation involves assessing its suitability based on many criteria. Cunningsworth proposed that the judging process should include all perspectives and aspects involved in order to carry it out effectively (Darmawanti, 2022). Textbook evaluation assists curriculum designers and material creators in addressing crucial factors when creating language courses. Furthermore, evaluation studies play a crucial role in reassessing the shortcomings of current materials and improving their overall quality. Teachers' opinions and comments should be taken into account during the evaluation process because they are the primary users of coursebooks and possess valuable insights into their usage and classroom dynamics. Essentially, evaluating textbooks and other materials is an inherent and essential aspect of the teaching and learning process.

Tomlison and Masuhara (2004) categorize textbook evaluation into three distinct phases: pre-use evaluation, whilst-use evaluation, and post-use evaluation. Pre-use evaluation assesses the prospective capability or effectiveness of a textbook. Typically, it is characterized by being impressionistic, subjective, and unreliable. However, it can be minimized by employing criterion-referenced items. While conducting an evaluation, the focus is on analyzing the specific textbook being utilized. It is objective and dependable since it relies on measurement rather than prediction. However, its scope is primarily confined to observable elements such as the explicitness of guidance, arrangement, intelligibility of written content, adaptability of language, feasibility of activities, and attractiveness of materials. Post-use evaluation assesses the textbook that has been utilized (Evan & John, 2005). It evaluates the tangible influence of the contents on users, including immediate factors like motivation, impact, achievability, and instant learning, as well as long-term factors like lasting learning and practical application.

This research will employ a formative evaluation approach to examine the effectiveness of the English textbook entitled "Contextual English" utilized in various private schools in Solo Raya. The review will be restricted to a few discernible aspects, including content, language, and presentation. The outcome of this study is anticipated to be impartial and dependable, given it employs precise quantification. However, this research solely concentrates on the internal elements of textbooks, specifically their

content, without investigating the impact of textbook evaluation on students and teachers.

B. Reading

Reading is an essential language proficiency that students should not underestimate. Proficiency in language is crucial for acquiring knowledge in various subjects, including science. Reading is a concise exchange of ideas between a writer and a reader, facilitating communication. According to Howart (2006), reading is a type of communication that comprises a brief dialogue between the writer and the reader through the text. Reading is the act of actively engaging one's eyes and thoughts to extract information from a text. Dalman (2014) posits that reading is a cognitive process aimed at comprehending the text, whereas Harmer (2007) contends that it necessitates the reader's active engagement of both their visual and mental faculties. According to Linse (2006), reading is the process of comprehending written words and extracting meaning from them. According to Grabe and Stoller (2002), reading is the capacity to extract significance from written pages and evaluate information in a suitable manner. Reading is a complex activity that necessitates the investment of time, contemplation, creativity, examination, and investigation. It demands students to enhance their reading abilities.

Reading comprehension can be classified into three distinct learning models: bottom-up, up-down, and interactive. Bottom-up approaches prioritize the examination of the minutest components of a text and include thorough reading, succeeded by textbook exercises aimed at enhancing comprehension

and targeted reading abilities. Top-down theories of reading comprehension entail readers utilizing their prior knowledge and forming anticipations and validations, hence promoting extended reading. Interactive models integrate phonemes and graphemes with the reader's prior knowledge.

The bottom-up model is limited in terms of the variety of materials it can use because it heavily depends on textbook resources. In order to enhance students' reading comprehension, it is essential to assess the quality of textbooks and tailor them to meet the specific needs of students, encompassing both the reading material and the accompanying assignments. In order to acquire comprehension, pupils must employ both cognitive and metacognitive abilities. The technique "Question the Author," created by Beck, McKeown, Hamilton, and Kucan (1997), prioritizes the construction of meaning while reading, rather than after completing the reading. This method necessitates pupils to actively interact with the significance of the text and cultivate their own thoughts, rather than simply extracting information from it.

Instances of queries encompass inquiries such as "What is the author's intended message in this passage?" "What is the intended meaning or main idea conveyed by the author?" "What is the subject matter of the author's discussion?" "What is the intended interpretation of the author's statement?" "Does the author provide a clear explanation of this?" This practice assesses students' comprehension and proficiency in refining their reading abilities. Hence, the structure of inquiries and assignments in the textbook should give precedence to the objective of refining and comprehending reading comprehension.

Hence, the ability to read is an essential linguistic aptitude for acquiring language proficiency, comprehending many academic disciplines, and understanding scientific concepts. It requires active engagement and comprehension of written text. Reading comprehension can be classified into three models: bottom-up, up-down, and interactive. Bottom-up models utilize textbooks as their primary source of information, but top-down models entail comprehending material by drawing upon pre-existing knowledge.

C. Reading Task

Reading comprehension is a blend of exercises and activities designed to assist students in comprehending and deriving pleasure from the reading material (Ngabut, 2015). These tasks may encompass pre-reading inquiries, post-reading comprehension inquiries, extracting precise information from texts, and pre-teaching unfamiliar crucial vocabulary words. The objective of these exercises is to assess students' capacity to acquire information and evaluate their reading comprehension in relation to the content they have read.

The three degrees of reading comprehension questions are literal comprehension, interpretive comprehension, and applied comprehension. The reference is from Heilman et al. (1981). Literal comprehension questions pertain to explicit information that is directly recalled and acknowledged from the reading text, whereas interpretive comprehension questions prompt the reader to generate a paraphrase, explanation, conclusion, or summary based on the information gathered from the text. Applied comprehension questions include integrating the information from the reading text with the reader's prior

knowledge. These questions require the reader to assess, explain, anticipate, or resolve issues based on implicit information.

Clymer (2008) advocates for the categorization of reading comprehension problems into three distinct levels: literal comprehension, inferential comprehension, and critical or evaluative comprehension. Literal comprehension questions prompt the reader to recall and recount the material they have read, whereas inferential comprehension questions prompt the reader to make inferences and draw conclusions based on the information presented in the text. Comprehension questions that are critical or evaluative in nature necessitate a significant level of engagement between the reader and the material presented in the text. This interaction is dependent on the reader's prior knowledge, interests, and attitude.

The phrasing of questions pertaining to reading comprehension varies in complexity based on the reader's level of information, whether acquired from the text itself or their own discernment. The assembled questions also serve the purpose of honing the reader's skills in delivering feedback, assessing, drawing conclusions, and critiquing or evaluating, enabling them to gauge their level of mastery in specific reading themes.

In conclusion, reading comprehension includes exercises and activities aimed at facilitating students' understanding and appreciation of reading material. The comprehension questions are categorized into three levels: literal, interpretive, and applied. Literal comprehension questions aim to assess the understanding of explicit information, whereas interpretive questions

prompt the rephrasing of ideas. Applied questions, on the other hand, involve the integration of implicit information with prior knowledge. Questions serve the purpose of honing feedback, assessment, and evaluation abilities.

D. Profile Reading in Contextual English Textbook

This book contains 8 chapters, there are; Chapter 1 discusses reading for leisure activities, focusing on news item text and letters. Students will practice understanding news items, identifying new text items, and examining structural and linguistic elements. Chapter 2 explores the power of poetry, focusing on reading as a leisure activity and reading correspondence. Chapter 3 covers reading for information and arguments, focusing on concise illustrations, news articles, and reports. Chapter 4 focuses on informational reading and argumentation, focusing on news item texts and factual reporting. The text in Chapter 3 aims to develop students' capacity to understand and analyze information pertaining to a formal letter's job application language. Students will acquire knowledge and comprehend the contents of a letter, enabling them to independently create and draft job application letters. Chapter 4 presents a collection of news item texts and factual reporting, focusing on enhancing students' ability to discern factual report texts, summarize their contents, and engage in critical analysis of the structure and language used in factual reports. Chapter 5 focuses on song lyric texts and various themes. The chapter aims to teach students the meaning of songs, analyze and interpret songs, and understand their content. Chapter 6 covers news creation within the context of social function. It teaches students how to effectively engage with news content

and understand the social role of visual aids. Chapter 7 introduces procedural reading, a specialized variant of information reading, focusing on understanding written or signed text. The chapter presents a series of instructions, ranging from routine prohibitions to complex directives for unfamiliar subjects. Chapter 8 discusses procedure text/strategies for effective student performance, a distinct variation of information retrieval. This chapter mainly entails comprehending written material or autographs, and presenting a diverse array of instructions.

Table 2. 1
Distribution of Reading Text Contextual English by Tiga Serangkai

Chapter	Reading Activity Pages	Kind of Reading Text	Reading Texts	Reading Tasks
1	5	News (4), letter (2)	6	3
	13	News item	1	1
2	35, 57	Poem	2	2
3	87	Descriptive text	1	2
4	104-105	Reports	1	1
	127-128	News	1	1
5	145	Song Lyric	1	1
	163	Poem	1	1
6	170-172	Narrative	1	1
	191	Poem	1	1
7	202-203	Descriptive	1	1
	206-207	Procedure	1	1
8	243-245	Procedure	1	1

	248		1	1
Total			20	18

E. Textbook Evaluation Criteria

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

The researcher will explain the use of the Contextual English Textbook Grade XII by Tiga Serangkai, focusing on the quality of tasks and the CEFR as a key instrument in this study.

a. Definition of CEFR

The Council of Europe developed the Common European Framework of Reference for Language (CEFR) in 1971 as a comprehensive reference for language teaching, learning, and evaluation. It functions as a universal foundation for language syllabuses, curriculum guidelines, tests, and textbooks. The CEFR offers a thorough account of students' proficiency in using language as a means of communication, as well as the specific information and skills they must acquire to effectively engage in practical application. Since its inception in 2001, the Council of Europe has been requested to further enhance several components of the CEFR, such as the development of descriptors for mediation, reaction to literature, online interaction, young learners, and signing competencies. In 2018, an additional volume containing new descriptors was released, which broadened the scope of the Common European Framework of

Reference for Languages (CEFR) and offered a user-friendly elucidation of its objectives and principles (Council of Europe, 1971).

b. The function of CEFR

The Common European Framework of Reference for Languages (CEFR) serves as a benchmark in language instruction and evaluation. It facilitates the development of curricula, courses, and tests by specifically targeting the language skills of learners. The CEFR can be utilized in multiple countries to facilitate self-directed learning, enhance awareness of existing information, establish attainable goals, and enable self-assessment (Sudaryanto and Widodo, 2020). Nevertheless, the evaluation must be customized to accommodate the learner's specific requirements and circumstances. The Ministry of Education, Culture, Research, and Technology in Indonesia is responsible for designing the curriculum and disseminating educational concepts through textbooks to facilitate the application of the curriculum and provision of learning resources.

c. Characteristics of CEFR

The Common European Framework for Language Teaching (CEFR) is a comprehensive and cohesive framework that is transparent and flexible, enabling its application in many contexts and adaptation to current educational settings. According to Arslan and Özenici (2017), the system should have several functions, enabling it to be utilized for both planning and providing language learning resources.

The CEFR should possess qualities that make it easy for users to understand and apply, flexible enough to be adjusted according to different needs, and not permanently associated with any specific linguistic or educational ideas or practices that are in conflict with each other.

The primary tenet of the CEFR is to advocate for the constructive articulation of educational objectives and results at all levels, recognizing language as a conduit for achievement in social, educational, and vocational spheres. The versatile and versatile CEFR has the potential for extensive use in the realm of language acquisition across various domains (Council of Europe, 1971).

CEFR can be utilized for educational assessments of school students inside a certain class. CEFR users must provide a description of the content and establish its connection to the context and goal of the evaluation. Within the educational setting, the CEFR is utilized as an intermediate classroom evaluation to identify specific areas of language proficiency that require additional attention prior to the national school-leaving examination.

d. Level in CEFR

The Common European Framework of Reference for Languages (CEFR) consists of six levels, which are classified as Basic User, Independent User, and Proficient User. The modified version, Pre-A1, introduced an intermediate level, Pre-A1, which is positioned midway

between the initial level and the advanced level, A1. The "Can Do" approach, derived from the professional domain of nursing, offers a common framework for learning and a more refined tool for measuring progress. This methodology is implemented in the field of education by means of language training tailored to individual requirements, teacher evaluation based on communicative standards, and self-evaluation with the "Can do" descriptor to enhance student introspection and motivation (Council of Europe, 1971).

The CEFR classifies language acquisition into many domains, such as teaching and learning, using extensive research on language use tasks. Reading can be classified based on its goals, which include Orientation, Information and Argument, and Leisure Activity. It can also be grouped into different genres with specialized functions, such as Instruction and Reading Correspondence. This methodology facilitates the enhancement of students' linguistic abilities and the refinement of their interpersonal communication proficiencies across many contexts (Council of Europe, 1971).

The 2020 edition of the Companion Volume of the Common European Framework of Reference for Languages (CEFR) outlines six distinct categories for evaluating reading comprehension: Overall Reading Comprehension, Reading Correspondence, Reading for Orientation, Reading for Information and Argument, Reading

Instruction, and Reading for Leisure Activity. The scale includes signed text and operationalized key concepts for each category.

The act of reading correspondence involves reading both personal and informal letters, taking into account important factors such as the length, complexity, specificity of information, adherence to linguistic standards, and relevancy of the subject matter. The process of Reading for Orientation entails quickly skimming and scanning a book to detect key concepts such as the text type and arrangement, as well as locating important information and scanning for its relevance. Information and Argument refer to the meticulous examination of written or signed texts, typically linked to academic and professional endeavors. The key concepts encompass the type of text, subjects, level of comprehension, and extent of contextualization (Council of Europe, 1971).

Fauziah (2012) asserts that reading is important. Instructions are a specific type of reading that involves extracting information. It emphasizes factors such as subject matter, duration, diversity, text structure, languages, readability, and level of comprehension. Engaging in leisurely reading encompasses a wide range of written materials, including both fictional and non-fictional texts. These can include creative works, literary pieces, magazines, newspapers, blogs, and biographies.

The official publication of CEFR, the Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion Volume (2020), contains tables that provide detailed explanations of reading abilities. These descriptors aid researchers in determining the category of reading comprehension to which a text belongs.

Table 2. 2
Overall Reading Comprehension

BasicUser	Pre-A1	- Can recognize familiar word/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary
	A1	- Can understand very short, simple text a single phrase at a time, picking up familiar names, words and basic phrase and rereading as required
	A2	- Can understand short, Simple texts on familiar matters of a concert type which consist of high frequency everyday job-related language - Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items
Independent User	B1	- Can read straight forward factual texts on subject related to their field of interest with satisfactory level of Comprehension
	B2	- -Can read with a large degree of independence, adapting style and speed of reading to different texts and purpose, and using appropriate reference source selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
Profile User	C1	- Can understand in detail lengthy, complex texts. Whether or not these relate to their own area of specialty, provided they can reread difficult sections. - Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.

	C2	<ul style="list-style-type: none"> - Can understand virtually all types of texts including abstracts, structurally complex, or highly colloquial literary and non-literary writings. - Can understand a wide range of long and complex texts. Appreciating subtle distinctions of style and implicit as well as explicit meaning .
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Table 2. 3
Reading Correspondence

Basic User	Pre-A1	<ul style="list-style-type: none"> - Can understand form letter, card or e-mail the event to which they are being invited and the information given about day, time and location. - Can recognize times and places in very simple notes and texts messages from friends or colleagues (e.g. “Back at 4 o’clock” or in the meeting room).
	A1	<ul style="list-style-type: none"> - Can understand short, simple messages on postcards. - Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet).
	A2	<ul style="list-style-type: none"> - Can understand simple personal letters, e-mail or posting in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. - Can understand basic types of standard basic types of standard routine letters and faxes (inquiries, orders, letters or confirmation, etc.) on familiar topics. - Can understand short, simple letters. - Can understand very simple formal e-mails and letters (e.g confirmation of a booking or online purchase)
Independent User	B1	<ul style="list-style-type: none"> - Can understand the description of events. Feelings and wishes in personal letters well enough to correspond regularly with a pen-friend. - Can understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events experiences. - Can understand standard formal correspondence and online postings in their area of professional interest.
	B2	<ul style="list-style-type: none"> - Can read correspondence relating to their field of interest and readily grasp the essential meaning. - Can understand what is said in a personal e mail or posting even where some colloquial language is used. - Can understand formal correspondence and online postings in their area of professional interest.

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

Table 2. 4
Reading for Orientation

Basic User	Pre- A1	<ul style="list-style-type: none"> - Can understand simple everyday signs such as “parking”, “Station”, “Dining room”. “ No Smoking”, etc. - Can find information about place, times and price on posters, flyers and notices.
	A1	<ul style="list-style-type: none"> - Can recognize familiar names, words/sings and very basic phrase on simple notices in the most common everyday situations. Can understand store guides (information on which floors departments are on) which floors departments are on) and directions (e.g where to find lifts). - Can recognize understand basic hotel information (e.g times when meals are served). - Can find understand simple, important information in advertainments, programs for special events, leaflets and brochures (e.g what is proposed, costs, the date and place of the event, departure times).
	A2	<ul style="list-style-type: none"> - Can find specific, practical, concrete, predictable texts (e.g travel guidebooks, recipes), provide they are produced in simple language. - Can understand the main information in short and simple description of goods in brochures and websites (e.g portable digital advices, cameras).
		<ul style="list-style-type: none"> - Can find specific, predictable information in simple everyday material such as advertisement, prospectuses, menu, reference lists and timetables. - Can locate specific information in lists and isolate the information required (e.g use the Yellow Page to find a service or tradesman).

		<ul style="list-style-type: none"> - Can understand everyday signs as streets, restaurant, railway stations; in work places such as directions, instructions, and hazard warnings.
Independent User	B1	<ul style="list-style-type: none"> - Can scan longer texts in order to locate desired information, and gather information from different parts of a texts, or from different texts in order to fulfil a specific task. - Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.
		<ul style="list-style-type: none"> - Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. - Can pick out important about preparation and usage on the tables of foodstuff and medicine. - Can access whether an article, report or review is on the required topic. - Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provide there are not too many abbreviations .
	B2	<ul style="list-style-type: none"> - Can scan quickly through several source (articles, repots, website, books, etc.) in parallel, in both their own field and in related fields, and can identify the relevance and usefulness or particular sections for task at hand. - Can scan quickly through long and complex texts, locating relevant details. - Can quickly identify the content and relevance of news items, articles and reports on wide range of professional topics, deciding whether the closer study is worthwhile.
Proficient User	C1	No descriptions available; see B2
	C2	No descriptions available; B2

Table 2. 5
Reading for Information and Argument

Basic User	Pre-A1	<ul style="list-style-type: none"> - Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated with photos or an illustrated story formulated in very simple everyday words/sings.
	A1	<ul style="list-style-type: none"> - Can get idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. - Can understand short texts on subject of personal interest (e.g news flashes about sports, music, travel or stories) composed in very simple language and supported by illustrations and picture.
	A2	<ul style="list-style-type: none"> -Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events. -Can follow the general outline of a news report on a familiar type of event, provided the contents are familiar and predictable. -Can pick out the main information in short news reports or simple articles in which figures, names, illustration and titles play a prominent role and support they meaning of the text. -Can understand the main points of short texts dealing with everyday topics (e.g lifestyle, hobbies, supports, weather). -Can understand texts describing people, places everyday life culture, etc. provided they use simple language. -Can understand the information in illustrated brochures and maps (e.g the principal attraction of a city). -Can understand the main points in short news items on subjects of personal interest (e.g. sports, celebrities). -Can understand a short factual description or reporter within their own field, provided simple language is used and that it does not contain unpredictable detail.

		-Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.
Independent user	B1	-Can understand straightforward, factual texts on subjects they are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum reader's letters to the editor). -Can identify the main conclusion in clearly signaled argumentative texts. -Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
		-Can recognize significant points in straightforward news articles on familiar subjects. -Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time rereading. -Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.
	B2	-Can obtain information, ideas and opinions from highly specialized sources within their field. -Can understand specialized articles outside their field, provided they can use a dictionary occasionally to confirm their interpretation of terminology.
		-Can understand articles and reports concerned with contemporary problems in which particular sentence or viewpoints are adopted. -Can recognize when a text provides factual information and when it seeks to convince readers of something. -Can recognize different structures in discursive text: contrasting arguments problem-solution presentation and cause effect relationships.
Proficient User	C1	-Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or an academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

	C2	-Can understand the finer points and implications of a complex report or article even their area of specialization.
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Table 2. 6
Reading Instruction

Basic User	Pre-A1	-Can understand very short, simple, instructions used in familiar everyday contexts (e.g. “No Parking”, No food or drink), especially if there are illustrations.
	A1	-Can follow short, simple directions (e.g to go from X to Y) .
	A2	-Can understand regulations, for example safety, when expressed in simple language. -Can understand short instructions illustrated step by step (e.g for installing new technology).
		-Can understand short instructions on equipment encountered in everyday life such as a public telephone. -Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text. -Can understand instructions on medicine labels expressed as a simple command (e.g. “Take before meals” or “do not take if driving”). -Can follow a simple recipe, especially if there are picture to illustrate the most important steps.
Independent user	B1	-Can understand instructions and procedures in the form of a continuous text, for instance in a manual, provided they are familiar with the type of process or product concerned.
		-Can understand clearly expressed, straightforward instructions for a piece equipment.
		-Can follow simple instructions given on packaging (e.g cooking instructions). -Can follow simple instructions packaging (e.g cooking instructions).

		-Can understand most short safety instructions, (e.g on public transport or in manuals for the use of electrical equipment).
	B2	-Can understand lengthy, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections.
Proficient User	C1	-Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to their own area of specialty, provide they can reread difficult sections.
	C2	No descriptor available; see C1

Table 2. 7
Reading for Leisure Activity

Basic User	Pre-A1	<i>No descriptors available</i>
	A1	-Can understand short, illustrated narrative about everyday activities described in simple words. -Can understand short, illustrated stories, provided the images help them to guess at a lot of the content.
	A2	-Can understand short narrative and descriptions of someone's life composed in simple language. -Can understand what is happening in a photo story (e.g. in lifestyle magazine) and from an impression of what the characters are like. -Can understand much of the information provided in a short descriptions of a person (e.g. a celebrity). -Can understand the main point of short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is composed clearly in simple language. -Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations described in high-frequency everyday language. -Can understand the main points made in short magazine reports or guide entries that deal with

		concrete everyday topics (e.g. hobbies, sport, leisure activities, animals).
Independent User	B1	<p>-Can read newspaper/magazine accounts of films, books, concert, etc. Produced fore a wider audience and understand the main points.</p> <p>-Can understand simple poems and song lyric provide these employ straightforward language and style.</p> <p>-Can understand descriptions of places, events explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high-frequency everyday language.</p> <p>-Can understand a travel diary mainly describing the events of a journey and the experience and discoveries of the writer.</p> <p>-Can follow the plot of stories, simple novels and comics with a clear linear storyline and high-frequency everyday langaunge, given regular use of dictionary.</p>
	B2	<p>-Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazine, more straightforward novels, history books, biographies travelogues, guide, lyric, poems), using appropriate reference sources selectively.</p> <p>-Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.</p>
Proficient User	C1	<p>-Can read and appreciate a variety of literary texts, provided they can reread certain sections and they can access reference tools if they wish.</p> <p>-Can read cotemporary literary texts and non-fictions produced in the standard form of the language or a familiar variety with little difficulty and with an appreciation of implicit meanings and ideas.</p>
	C2	-Can read virtually all forms of texts including classical or colloquial literary and non-literary texts in different genres, appreciating subtle distinctions of style and implicit as well as explicit meaning.

F. Previous Study

Content analysis on textbook has become favourable topic among researcher in recent years. Thus, it can be found easily the research related to it. Focusing on studies conducted in relation to content analysis on textbook used in school, the researcher compiled some previous study that discussed about content analysis on textbooks in general, and some focused in using CEFR as the tool to evaluate them.

The first research was conducted by Ngunyen (2015) the study evaluates English 6, an official textbook for grade 6 students in secondary schools across Vietnam, specifically in the Mekong Delta. The research involved a theoretical evaluation and an empirical evaluation, involving data from 22 teachers and 313 pupils from eight secondary schools in four provinces. The study found that the textbook is well-suited to the teaching and learning context, provides significant assistance to both teachers and students, and receives positive feedback. However, improvements are needed, including adding more varied activities, free practice activities, supplementing with language material from various resources, and improving the availability and quality of supporting resources. The findings also suggest that textbook writers should conduct learner needs analysis before creating new textbooks to ensure they meet learners' needs. Overall, the study highlights the importance of adapting textbooks to meet the unique needs of students in the Mekong Delta.

Lahlou (2022) The study aimed to explore the high usage of the most frequently used words in English textbooks used in nonnative English contexts, specifically in the context of polysemy. Data was collected from two textbooks: Close-up (Intermediate Secondary) and Full Blast Plus 4 (Upper Secondary). The Sketch Engine word list tool was used to determine the top 100 most frequently used words in both sub-corpus. The British National Corpus (BNC) was explored using the Sketch Engine to determine the most commonly used words in English. WordNet was also used to determine the polysemy and frequency of the words. The findings revealed that the top 100 most frequently used words in Close-up and Full Blast Plus 4 have high-frequency levels in the BNC, but 65 of the top 100 most frequently used words in both sub-corpus overlapped despite the level difference. Polysemy is only lightly emphasized in the textbooks. The results have important implications for second and foreign language learning research and education.

Nazari & Aziz (2020) The Malaysian Ministry of Education has replaced locally produced English textbooks with imported ones due to the implementation of the Common European Framework of Reference (CEFR). This study aims to examine the generic structure and cultural representation of CEFR-aligned textbooks in reading texts to determine the dominant genre, types of culture, and how cultures are represented. A qualitative research design using content analysis was used for data collection. The study found that the expository genre is the most dominant genre in reading texts, and the proportion of source culture, target culture, and international target culture is treated unequally. The

sociological aspect of how cultures are presented was given more weight. The paper concludes with recommendations and concluding remarks to shed light on the content of the Pulse 2 textbook in the Malaysian context.

Munfaati et.al., (2022) This qualitative study analyzed the content of an English teaching module called "Practical English" used by non-English majoring students. The evaluation checklist proposed by Chunningsworth was used to assess various aspects of the module, including organization, grammar, language skills, listening, speaking, reading, writing, topic and subject content, learner needs, and learning procedures. A post-use evaluation was conducted to identify the strengths and shortcomings of the book. The results showed that the module met most criteria of the evaluation checklist, was well-organized, and presented integrated language skills in meaningful contexts. However, the vocabulary development material was weak, lacking an index of language terms and clear explanations based on semantic links. The findings could be valuable for EFL teachers in providing teaching modules as instructional materials to enhance successful learning.

Rodrigo (2017) The Ministry of Education in Chile uses the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFRL) for English instruction. However, the guidelines have not been systematically considered in creating instructional materials for EFL in the country. This article compares the vocabulary used in the CEFRL and the English textbooks used in Chile in terms of curriculum design, language teaching methodology, and language assessment. The methodology used was mixed,

cross-sectional, and descriptive, including a quantitative comparison using Nvivo9 and qualitative analysis using collocations. Results showed similar vocabulary in both textbooks in terms of language teaching methodology (36% and 33%, respectively). However, there was a significant variation in curriculum design (22% and 48%, respectively) and language assessment (42% and 19%, respectively). The results indicated a constructivist approach in both textbooks, with a minor behaviorist aspect, indicating differences in emphasis and coherence between different areas of instruction.

Fişne et.al., (2018) This study investigates the implementation of the Common European Framework of Reference for Languages (CEFR) in primary English classrooms in Turkey and Portugal. It analyzes 3rd and 4th grade course books and the Turkish and Portuguese English language curricula, focusing on language skills, intercultural characteristics, and A1 level descriptors. Results show similarities and differences in the implementation of CEFR and representation of A1 level descriptors in primary English classrooms. The study emphasizes the importance of teacher education, age preparation, and inter-culturally appropriate materials for primary levels for sustainable and consistent language policy and planning.

Acar (2020) The Common European Framework of Reference for Languages (CEFR) proposes a shift in language teaching from communication to social action, focusing on training social actors who can live and work together in multilingual and multicultural societies. This new paradigm shift is reflected in the action-oriented approach, using mini-projects in language

textbooks and educational projects that students and teachers choose, design, and implement themselves. This paper critically evaluates a project in unit six of the English textbook 'Let's Learn English' used in public secondary schools in Turkey, highlighting that it lacks the characteristics of a truly action-oriented approach. An alternative mini-project design is proposed to replace the project in the textbook. Curriculum developers and textbook writers in Turkey should carefully deal with mini-projects, which have unique characteristics and differ from communicative tasks, and incorporate them in both the curriculum and textbooks. This will enable the implementation of the action-oriented approach in language textbooks.

Kamil (2023) The study examined the CEFR level of the English textbook for Grade 10 Indonesian senior high school students, using an online program to analyze 16 passages. Results showed that only 2 out of the passages were of B1 CEFR level, which aligns with the curriculum's intended level. The rest ranged from B2 to C2 CEFR level, indicating that the passages generally have higher CEFR levels than the curriculum stipulates. The study used a quantitative approach and an online program for text analysis.

In general, all of the previous study will help this study to achieve its better result since all of the previous study used CEFR criteria as their tool to evaluate appropriateness of the textbook. Despite the differences, the researcher could point out the method used and the step used in using CEFR criteria by those previous studies.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

The design of this study was descriptive qualitative. Sugiyono (2018) stated that descriptive is the characteristic of data in qualitative research because it is taken from documents, audio-video recordings, transcripts, words, pictures. According to Donald Ary (2010), there are many different types of qualitative research: basic interpretative studies, case studies, document or content analysis studies, ethnographic study, grounded theory, historical research, narrative inquiry and phenomenological studies. Ary (2010) adds content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analysed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. This study was categorized as qualitative research design because this study aimed to identify the reading task in English textbook toward CEFR levels criteria. The textbook analyzed was "Contextual English" which published by Tiga Serangkai Pustaka Mandiri for twelfth grade students.

B. Research Setting

This study took place in a senior high school and focused on teaching and learning activities for twelfth-grade students. Third grade is the concluding year of senior high school, after which students must pursue further education at the university level.

This research study was conducted in the year 2023, and the timetable for this investigation was as outlined below:

Table 3. 1 Time Schedule of Research

Activity	April	Mei-June	July	August	Sept	Oct	Nov	Dec
Title submission								
Preliminary research								
Chapter 1 -3								
Seminar proposal								
Primary research								
Chapter 4 – 5								
Munaqosyah								

C. Research Subject

The subject of this study was a specific English textbook entitled "Contextual English" which was released by Tiga Serangkai Pustaka Mandiri and was aligned with the 2013 curriculum. An analysis was conducted on the textbook to address the reading task standards at the twelfth-grade level of senior high school, using the Common European Framework of Reference for Languages (CEFR) as a basis.

D. Data and Source of Data

The data of the research was the reading materials and reading tasks in English textbook. This source of the data was the textbook that applied the 2013 curriculum as their standard. In this case, the researcher chooses the textbook published by Tiga Serangkai Pustaka Mandiri for twelfth grade students entitled Contextual English. The researcher focused on reading task

activity and to find out the worthiness of English textbook towards the CEFR levels criteria. The researcher analysed all materials in the textbook that consist of 8 chapters and 276 pages.

Furthermore, the data from this textbook was categorized as primary source for textbook analysis based on CEFR. The textbook is an official document that is external. Moelong (2007) stated that the official documents that are external are documents produced by a social institution such as books, magazines, and news that are shared with a wide audience. Additionally, there are secondary sources to support this study. The secondary sources used in this research were books, articles, and research journals that discuss language teaching-learning and CEFR, and other documents that can support this research.

E. Instrument of the Research

The instrument of this research used to gather the data in this study was checklist. The area in the checklist was based on CEFR levels criteria.

Researchers used a table of data to analyze data, consisting of categories and indicator lists at each CEFR level for reading skills. This table form helps determine if indicators are included in the analyzed data.

Table 3. 2
Example of Data Collection Table for Reading Task for Reading Category

Chapter	Social Function Based on English Textbook	Tasks Activity	CEFR Group of Reading Category

Table 3. 3
Example of Data Collection Table for Task for Overall Reading Comprehension

CEFR :Overall Reading Comprehension		Reading Task in English Textbook	
Level	Descriptions	Tasks Instruction	Explanation

F. Data Collection Technique

The data for analysis was collected from English textbooks entitled "Contextual English" which published by Tiga Serangkai Pustaka Mandiri for twelfth grade students and developed based on 2013 Curriculum. Furthermore, because the source of the data is in the form of document, the method that was used to collect the data is documentation. Document represents past event note, document can be in the form of article, picture, or monumental creation of someone. Document in written form can be a daily note, life histories, story, biography, policy or regulation. In this study, the researcher used some procedural steps to evaluate textbook. These steps included preparing the study, analyzing the textbook, and writing down the report (Ary, et.al, 2010). These steps are explained in following parts:

1. Specifying the Phenomenon to be Investigated

In this textbook evaluation, the phenomenon to be investigated is to find out the level of CEFR Criteria in reading tasks in English textbook published by Tiga Serangkai Pustaka Mandiri .

2. Formulating exhaustive and Mutually Exclusive Coding Categories

In relation to the formulation of coding categories, the researcher decided to adapt the framework of CEFR levels Criteria in reading task. This framework contained some criteria for evaluating the levels of reading task.

3. Deciding on the Evaluation Subject

The subject chosen to be analysed in this content analysis study is English textbook which is currently published and used in both local and national context for several years. The textbook is entitled "Contextual English" which published by Tiga Serangkai Pustaka Mandiri for twelfth grade students and developed based on 2013 Curriculum.

4. Analysing the Textbook

The last step is analyzing the data using observation checklist by CEFR level. The data to be collected and classified are then analysed. The complete analysis is presented in the chapter IV.

G. Trustworthiness of the Data

This study used trustworthiness to ensure the authenticity of the findings in this qualitative enquiry study. Several experts have proposed some trustworthiness criteria, Lincoln and Guba (1985) in Elo, S et al (2014) they categorized trustworthiness criteria into four, these criteria following: credibility, dependability, conformability, and transferability.

1. Credibility

Credibility is similar to internal validity in positivist research, confidence in the 'truth' of the findings. This study used qualitative descriptive to find

the data. Furthermore, expert judgements are used to recheck the process of collecting data. The experts in this study is Mrs. Maria Wulandari M.Pd. who has experiences in reading teaching learning focused on CEFR.

2. Dependability

Dependability is in preference to reliability in positivist approach, showing that the findings are consistent and could be repeated. The dependability used in this study is implemented by explaining Research method of this study. The research method explains how this study is constructed start from explanation of the research design, data and data sources, data collection and data analysis.

3. Conformability

Conformability is in preference to objectivity. Conformability can be seen as a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest. To establish the confirmability, this study provided the illustration of the page in the book in which the data were found. Then, the illustration that captured in this study then explained by the description of the data findings.

4. Transferability

Transferability is showing that the findings have applicability in other contexts. Transferability is in preference to external validity/generalizability in the positivist paradigm. The idea is that causality proven in a sample study can be generalized to a similar sample or the larger set from which the sample was drawn. The transferability used in this study

to make the research applicable in other context is by providing the detail description of the data that used in this study and detail explanation of how to do this research.

H. Technique of Data Analysis

In terms of qualitative data analysis, Bogdan in Sugiyono (2010:334) said, “Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

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

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

In accordance with the discussion in the previous paragraph and previous subsection, it has been stated that this research uses a Content Analysis Design which has the basic principle of being systematic. In order to realize this principle, it is necessary to use an appropriate coding method. Coding is an important step to help researchers process and organize data. According to Aurbach and Silverstein (2003), the coding method is a procedure for organizing the transcripts text of data and discovering patterns within an organizational structure. Saldana (2009) states that coding is a labeling process on data carried out by researchers as an analysis process. The coding

process is done by making words, phrases, or sentences that represent aspects or the essence of the data obtained by the researcher. The code for qualitative research can be data in the form of words or short phrases that symbolically describe the essence of data. The data can be in the form of interview transcripts, participant observation field notes, journals, documents, literature, one of which is in the form of books, and, etc (Saldana, 2009).

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

Table 3. 4
Example of Reading Task coding

Chapter	Task Reading	Page	Code
1	Giving Short Answer (a)	6	C1/GSA(a) /P.6

Description:

C1 : Chapter 1

P.6 : Page 6

GSA : Give Short Answer

ATQ : Answer the Question

CCO : Choose the Correct option

GC : General Comprehension

RAS : Read it and make a summary

CCA : Choose Correct Answer

MTC : Match the Characteristics

CMP : Comprehension

TM : Text Mapping

Since this study used a content analysis method to examine the suitability of the level of reading tasks in Tiga Serangkai Pustaka Mandiri (2018) English textbook for senior high school grade 12, the techniques in analyzing data are following these steps:

1. After the collected data are gathered, reduced the obtained data and selected appropriate reading tasks.
2. After found the appropriate reading task, then the tasks are coded, the coding used in this study are presented in the table 3.4. The coding

employed in this study consists of three elements: chapter, reading task (which is a directive derived from the reading task), and page.

3. The data then was analyzed the suitability of the reading material using CEFR level criteria theory for Reading Text.
4. Finally, the research result has been used to draw a conclusion.

It can be seen that the data analysis process involved examining tasks and reading texts through various stages, including collecting data through observation and document study, reducing the obtained data, selecting appropriate reading texts, data coding, and present the complete data.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The researcher presents findings from observation and documentation activities, focusing on reading text level based on CEFR criteria, then, categorizing each chapter into Reading Categories and analyzing reading task levels according to CEFR's criteria. The data will be presented in narrative form, followed by data tables or tables. The findings will answer the formulation problem by addressing reading text indicators and overall reading comprehension. The presentation will be divided into two parts.

1. CEFR Levels in The Reading Task of English “Contextual English” Textbook by Tiga Serangkai Pustaka Mandiri

To find out what CEFR levels that used in the reading tasks of English textbook “Contextual English” by Tiga Serangkai Pustaka Mandiri, the researcher, first, grouping the reading text of the textbook based on CEFR’s reading categories. This is to further understand to what part of level the reading text belongs to and to ease the analyzing of reading task. Therefore, the next step will be distributing the reading task based on five level reading categories in CEFR.

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

The CEFR encompasses reading abilities within the reception activity, which may be further categorized into many subskills. These subskills include overall reading comprehension, reading correspondence,

reading for orientation, reading for information and arguments, reading instruction, and reading for leisure activity. Prior to assessing the data presented in the form of reading tasks, it is essential for the researcher to ascertain the appropriate categorization of each assignment. During the categorization phase, the researcher utilizes the data provided in the social functions table within the Chapter Map, which is located at the outset of the English Textbook page. This aids in determining the appropriate text to employ. Additionally, the researcher also considers the activities outlined in the task instructions for each chapter.

The selection of data on social functions and task activity data is based on their perceived relevance to the requirements within each reading category, hence determining the categorization of a chapter. The social functions encompass the objectives of the chapter and the nature of the text, whereas the criteria within each reading category encompass distinct definitions, characteristics, and operationalized concepts. These criteria typically encompass various aspects such as the types of text, subject matter, activity, topic, length, language type, and depth of comprehension. Based on the provided explanation, it is evident that there are similarities and intersections between the two concepts, particularly in relation to the nature of texts and their alignment with the objectives of social functions and task activities, as well as the criteria and definitions of reading categories in the Common European Framework of Reference for Languages (CEFR). The tabulated information is a summary of the chapter classification in the

English textbook, organized according to the reading category. The CEFR encompasses reading abilities within the reception activity, which may be further categorized into other areas. These include overall reading comprehension, reading correspondence, reading for orientation, reading for information and arguments, reading instruction, and reading for leisure activity. Prior to evaluating the data in the form of reading tasks, it is necessary for the researcher to ascertain the categorical classification of each assignment. During the categorization phase, the researcher utilizes the data presented in the social functions table within the Chapter Map, which is located at the outset of the English Textbook page. This information is used to determine the appropriate text to be employed. Additionally, the researcher also considers the activities outlined in the task instructions for each chapter.

Table 4. 1
Group of Reading Based on CEFR's Reading Category

Chapter	Social Function Based on English Textbook	Tasks Activity	CEFR Group of Reading Category
1	Giving information about an event (news item)	<ul style="list-style-type: none"> • Reading • Answering • Completing 	Reading As a Leisure Activity
	Provide information regarding personal letters	<ul style="list-style-type: none"> • Reading • Answering • Completing 	Reading for Coorespondence
2	Poem	<ul style="list-style-type: none"> • Reading, • Answering • Analyzing 	Reading As a Leisure Activity
3	Providing information related to entrepreneurship	<ul style="list-style-type: none"> • Observing, • Reading, • Answering • Analyzing 	Reading for Information and Argument
4	Giving information about an event (news item)	<ul style="list-style-type: none"> • Observing, • Reading, • Answering 	Reading for Information and Argument

		<ul style="list-style-type: none"> • Analyzing • Summarizing 	
5	Lyric	<ul style="list-style-type: none"> • Reading, • Answering 	Reading As a Leisure Activity
6	Giving information about even	<ul style="list-style-type: none"> • Reading, • Answering • Analyzing 	Reading As a Leisure Activity
7	Showing present information about something	<ul style="list-style-type: none"> • Reading, • Answering • Analyzing • Completing 	Reading for Information and Argument Reading Instruction
8	Showing some tips on how to do something & Provides information about the author's ideas about phenomena around him	<ul style="list-style-type: none"> • Reading • Answering • Completing 	Reading Instruction

The table shown in this study displays the categorization of reading proficiency levels according to the Common European Framework of Reference (CEFR) for each chapter. The categorization was supported by various theoretical grounds, as identified by data matching conducted by the researcher. The analysis and understanding of the facts, grounded on a theoretical framework, encompasses:

1) Chapter 1

The chapter has a topic entitled "What's in the news today?" categorized as reading for leisure activities. As explained in the previous discussion, reading activities for recreation have several key concepts, including types of text ranging from simple descriptions of people and places to topics ranging from basic everyday things (for hobbies, sports, recreational activities, and animals) and concrete situations to various things. abstract and literary topics, ease of reading with the help of pictures,

and depth of understanding in general/main points to understand implied and written meanings.

The main indication that researchers underline is the type text in the form of news item text and letters. The text in this chapter contains daily news offerings and letters from readers. In Chapter 1, the book presents several text news items that students can easily find on TV or in newspapers. Students will practice understanding news item text information related to simple news according to its use. Through text news items, students will be able to identify new text items, conclude the content of the news, and examine the structural and linguistic elements contained in the news items.

2) Chapter 2

The chapter entitled “The Power of Poetry?” is classified into the categories of reading as a leisure activity, as well as reading correspondence. This category includes various types of poetic texts. The subjects discussed in these texts may vary from the poem's varied themes. Additionally, the level of comprehension required to understand these texts can range from gaining a general understanding of the content to understanding the main points and implied meaning of the poem. In this chapter, students will understand the meaning of poetry with language feature poetry, figures of speech.

3) Chapter 3

The chapter titled "Would You Need Any Help?" is classified under the categories of reading for information and arguments, as well as reading correspondence. This category encompasses a variety of text types, ranging from concise illustrations to news articles and reports. The subjects covered in these texts can vary from everyday topics of personal interest to subjects that may lie outside the reader's area of interest. Furthermore, the levels of comprehension required to engage with these texts can range from obtaining a general understanding of the content to comprehending the main points and their implications. The reading communication category involves the reading of personal and informal communication. This includes assessing the degree to which the subject matter is relevant to one's interests or specialized knowledge.

According to the researcher's analysis, the content presented in Chapter III can be classified as reading for information and arguments. This categorization is based on the social function of the chapter, which aims to convey information through visual aids such as images, photos, tables, graphs, or charts. Consequently, it can be inferred that the text in Chapter III falls within the category of reading for information and arguments. Furthermore, the content presented in this chapter pertains to a formal letter's job application language, which bears relevance to students who may need it in the future. The primary educational aim outlined in Chapter 3 is to develop students' capacity to effectively arrange and analyze data derived

from visual representations. The process of interpretation necessitates students' capacity to comprehend and investigate information pertaining to a picture, drawing upon their existing knowledge in order to identify and generate pertinent thoughts. Furthermore, students get the opportunity to ascertain the significance of a job application letter and analyze the content and organization used inside the letter. Students have the ability to acquire knowledge and comprehend the contents of the letter. In practical application, students possess the ability to independently create and draft job application letters.

4) Chapter 4

The chapter headed "What do you know about globalization?" is categorized as reading for information and argument. This category encompasses a range of textual genres, spanning from succinct visual representations to journalistic pieces and formal reports. The writings include a range of issues, spanning from daily matters that are of personal interest to topics that may lie outside the reader's sphere of interest.

Based on the researcher's study, the material offered in Chapter 4 may be categorized as informational reading and argumentation. The classification is derived from the chapter's social role, which is to communicate information via the use of visual aids such as images, photographs, tables, graphs, or charts. Hence, one may deduce that the content presented in Chapter 4 falls under the realm of informational and argumentative reading. This chapter presents a collection of news item texts

and factual reporting. Chapter 4 focuses on the attainment of several key objectives. Firstly, students will develop the ability to discern factual report texts, enabling them to accurately identify this specific genre. Additionally, they will acquire the skill to effectively summarize the contents of factual report texts, demonstrating a comprehensive understanding of the material. Furthermore, students will engage in a critical analysis of the structure and language used in factual reports, enhancing their ability to evaluate and interpret such texts.

5) Chapter 5

The fifth chapter is entitled “ I Like the Song because...”. The chapter is classified into the categories of reading as a leisure activity. This category includes various song lyric texts. The subjects discussed in these texts may vary from song lyrics to varied themes. Additionally, the level of comprehension required to understand these texts can range from gaining a general understanding of the content to understanding the main points and implied meaning of the song lyrics. In this chapter, students will understand the meaning of songs, be able to analyze and interpret songs, and understand the content of songs.

6) Chapter 6

The chapter titled "War and Peace?" is included under the category of information and argument reading. This category encompasses several fundamental ideas, including different sorts of texts that span from straightforward informative materials and concise graphics to intricate news, reports, and articles.

Additionally, it involves varying levels of comprehension, ranging from obtaining a general knowledge of the topic to grasping the nuanced aspects and ramifications.

The researcher has classified this chapter into two categories, namely "Reading for Information" and "Argument," according to the use of news content from the primary source. This chapter aims to instruct students on how to effectively engage with news creation within the context of the social function table. Hence, in order to generate news content, it is essential for students to possess a profound comprehension of the significance, purpose, and composition of textual material. Chapter 6 of the text elucidates the social role inherent in the use of visual aids such as photographs, photos, tables, graphs, or charts. The primary objective of comprehending captions, as expounded in this chapter, is to equip students with the ability to effectively gather and analyze information conveyed via visual representations. In the process of interpretation, it is important for students to possess the capacity to comprehend and analyze information pertaining to a picture, drawing upon their existing knowledge. This enables them to effectively identify and generate pertinent concepts.

7) Chapter 7

The chapter titled "Say No to Drugs?" is included in the reading instruction. This particular category pertains to a specialized variant of information reading. It primarily involves the comprehension of written or signed text. The key elements encompass a wide range of instructions, spanning from routine prohibitions and simple notices to intricate conditions and complex directives pertaining to unfamiliar subjects that may lie beyond one's area of expertise. The factors that influence this form of reading include the degree of contextualization and familiarity, as well as the length

of the instructions, which can vary from a few words or signs to extensive and intricate directives presented in continuous text.

The inclusion of this chapter in the reading instructions may be attributed to its relevance to social function, as it elucidates the purpose of providing knowledge on certain processes. A procedure text is a genre of literature that aims to explain the process of accomplishing a task, hence exhibiting a methodical arrangement. This chapter is categorized under reading instruction, despite its aim to provide information in the social function table. The reason for this categorization is that the chapter presents a series of processes with specific steps that need to be followed. In contrast, reading for information and arguments typically involves scientific studies and articles that require a deeper level of comprehension and interpretation, which may vary among different readers. This chapter introduces a variety of procedural books, including instructions for using technology and providing suggestions and strategies. The primary objective of Chapter 7 is to facilitate students' recognition and comprehension of process texts. Subsequently, students are encouraged to engage in the analysis of the material inside the procedure text over the remaining duration of the instructional period.

8) Chapter 8

The reading instruction has a chapter titled "Strategies for Effective Student Performance." This particular classification pertains to a distinct variation of information retrieval. This mostly entails comprehending

written material or autographs. The key components include a diverse array of instructions, spanning from commonplace restrictions and basic notifications to intricate rules and elaborate directions pertaining to unknown issues that may be outside an individual's domain of knowledge. Several factors contribute to the influence of this particular style of reading. These factors include the degree of contextualization and familiarity, as well as the duration of teaching, which may range from brief phrases or symbols to comprehensive and intricate directives delivered in a cohesive textual format.

The inclusion of this chapter within the reading guide may be attributed to its pertinence to social functionality, as it elucidates the objective of imparting information about certain procedures. The genre of procedure text is intended to explain the process of accomplishing a task, hence demonstrating a systematic framework. The inclusion of this chapter in reading education is intended to provide knowledge pertaining to the social function table. The rationale for this category stems from the fact that this chapter delineates a sequence of procedures that require adherence to certain phases. On the other hand, the act of reading to acquire information and evaluate arguments often entails engaging with scientific research and articles that need a more profound degree of comprehension and analysis, a process that might vary across different readers. This chapter presents a comprehensive overview of procedural literature, including a range of instructional texts that provide guidance on using technology and offer

recommendations and tactics. The primary objective of Chapter 8 is to support students in their initiation and comprehension of process texts. Subsequently, students are urged to actively participate in the examination of the content presented in the procedural text throughout the duration of the learning session.

b. Reading Tasks Distribution in Five Reading Categories of CEFR

Once the reading category based on the Common European Framework of Reference (CEFR) has been determined for each chapter, the researcher will proceed to ascertain the degree of difficulty for tasks within each category as well as the overall level. The analysis of the data involves a process of aligning the various components of the work with the corresponding features of the criteria, taking into consideration their respective categories at each level. Hence, the analysis procedure is inherently intertwined with the incorporation of the text used for formulating the inquiries. The aspect of the text that has the potential for researchers to conduct analysis is the choice of text type since each level of text possesses distinct qualities despite belonging to the same category; 1) Reading Correspondence, 2) Reading for Orientation, 3) Reading for Information and Argument, 4) Reading Instruction, 5) Reading for leisure activity, and 6) Reading for overall categories.

The reading task distributions based on each levels in CEFR is presented in detail for every level as follows:

1) Reading Correspondence

Table 4. 2
Reading Tasks in Reading Correspondence

Reading Task in English Textbook Contextual English Published by Tiga Serangkai Pustaka Mandiri				CEFR Reading for Correspondence	
Chapter	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
1	Giving information through formal letter	C1/GSA(a)/P.6	What will Miss Suciri probably do after her letter is responded?	Can understand very simple formal e-mails and letters (e.g confirmation of a booking or online purchase)	A2
		C1/CCO/ P. 7	In his letter, Mr. Kartamihardja mention these as causing traffic congestion, except...	Can understand very simple formal e-mails and letters (e.g confirmation of a booking or online purchase)	A2

The table 4.1 shows the distribution of reading correspondence in the English contextual textbook, there are only two reading tasks categorized in the English reading correspondence. Following figure and table explained the example of the task in the reading correspondence:

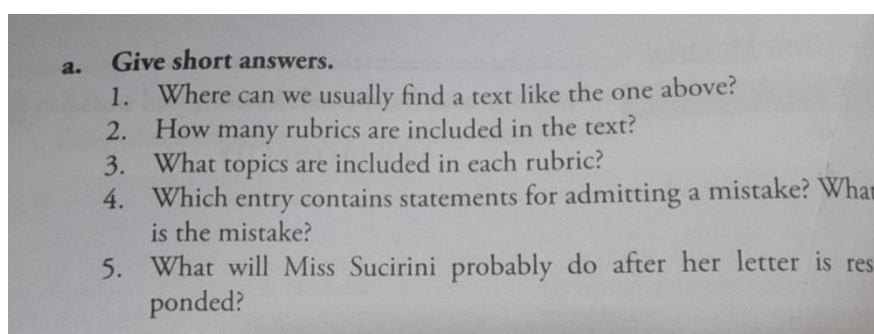


Table 4. 3
Reading for Correspondence C1/GSA(a)/ P.6

Example of Task	Relevant Criteria on CEFR	CEFR Level
- What will miss sucirini probably do after her letter is responded?	Can understand very simple formal e-mails and letters (e.g confirmation of a booking or online purchase)	A2

The text provided in this assignment is a proposed piece of writing that pertains to the discussion of news articles and letters submitted by readers of a newspaper. Hence, the given text can be classified at the A2 proficiency level, specifically falling inside the intermediate range. The task instructions indicate that the activity being conducted involves reading a text. The instruction given is to "read the text below and then respond to the exercise." This is followed by pre-reading questions or focused activities in the form of Yes/No and 5W+1H questions. This

inquiry invites students to conduct research on a compilation of news articles and a correspondence piece within a newspaper. The objective of this question is to guide students toward locating the answer within the given text. In a general sense, the objective of pre-reading is to identify the pertinent material that students should focus on while engaging with the text. Within this particular category, there exists a distinct level that is exclusively dedicated to the exploration of activities pertaining to news subjects. This level, denoted as A2, focuses on enhancing the understanding and engagement with news-related content. There exists a total of nine descriptions categorized at level A2. The questions presented within this task are designed to correspond with the aforementioned descriptions. The ability to discern precise details within uncomplicated materials, such as letters, brochures, and concise news items, is a skill that enables pupils to comprehend news subjects and grasp the contents of written correspondence.

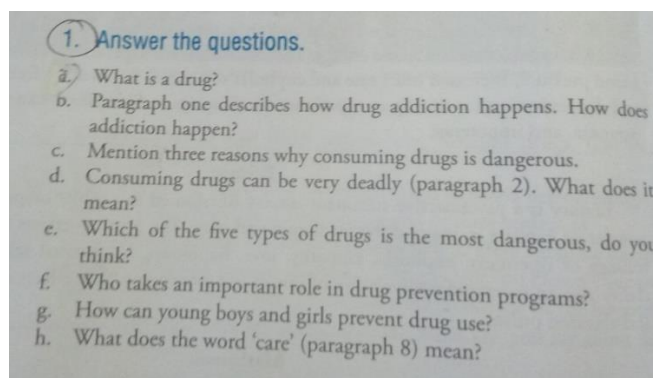
2) Reading for Orientation

Table 4. 4
Reading Tasks in Reading for Orientation

Reading Task in English Textbook Contextual English Published by Tiga Serangkai Pustaka Mandiri				CEFR Reading for Correspondence	
Chapter	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
7	Providing information about drug	C7/ATQ/P.204	Paragraph one describes how drug addiction happens. How	Can scan longer texts in order to locate desired information,	B1

		C7/MTC/P.204	<p>does addiction happen?</p> <p>Match the drug names on the left column with the characteristics on the right</p>	<p>and gather information from different parts of a texts, or from different texts in order to fulfil a species task.</p> <p>longer texts in order to locate desired information, and gather information from different parts of a texts, or from different texts in order to fulfil a species task.</p>	B1
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The table above shows the distribution of reading for orientation in the English contextual textbook, there are only two reading tasks categorized in the English reading for orientation which have the same level “B1”. Following figure and table explained the example of the task in the reading for orientation.



C7/ATQ/P.204

Table 4. 5
Reading for orientation C7/ATQ/P.204

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading activity: - Paragraph one describes how drug addiction happens. How drug addiction happens?	Can scan longer texts in order to locate desired information, and gather information from different parts of a texts, or from different texts in order to fulfil a species task.	B1

The text included in this assignment serves as an introductory reading that discusses the dangers associated with drug use. The objective of this endeavor is to foster kids' comprehension of the perils associated with drugs and provide them with knowledge about drugs. Hence, the given text can be classified as demonstrating a B1 level of competency, particularly in terms of students' ability to efficiently skim through lengthy texts to find specific information and to extract information from various sections of a text or many texts to accomplish a certain objective. This reading task involves students initially perusing a text that discusses the perils associated with drug usage.

Subsequently, they are required to respond to inquiries regarding the content of the text.

3) Reading for Information and Argument

Table 4. 6
Reading Tasks in Reading for Information and Argument

Reading Task in English Textbook Contextual English Published by Tiga Serangkai Pustaka Mandiri				CEFR Reading for Correspondence	
Chptr	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
1	Providing news item	C1/RAS/P.13	Read the text and make a summary in one paragrap h!	Can understand straightforward, factual texts on subjects the are familiar or of current interest, in which people give their points of view	B1
3	Providing description text about entrepreneur	C3/CCO(b)/P.89	The writer of the text mainly tells about...	Can understand a short factual description or reporter within their own field, provided simple language is used and that it does not contain unpredictable detail.	A2
4	Providing factual report in newspaper	C4/CMP(a)/P.105	Entry 1 contains informati on about...	Can identify specific informati on in simpler material they encounter such as letters, brochures and short news articles describing events.	A2

The table above shows the distribution of reading for information and argument in the English contextual textbook, there are three reading tasks categorized in the English reading for information and argument which have level “B1” and “A2”. Following figure and table explained the example of the task in the reading for information and argument.

a. Comprehension	
1. The text above can mostly probably be found in a. the cafe b. a magazine c. the principal's office d. a science book e. the front part of a dictionary	2. Entry 1 contains information about a. an electronic device b. a special watch c. an imaginative machine d. a super computer e. an ordinary watch

C4/CMP(a)/P.105

Table 4. 7
Reading for Information and Argumentation C4/CMP(a)/P.105

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading activity: - Entry 1 contains information about...	Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events	A2

The text presented in this assignment is a factual report about several sub-readings provided in the newspaper. The aim of this work is to encourage students to distinguish between factual information and subjective points of view presented in the text. Therefore, the text provided

can be categorized as showing an A2 level of proficiency, especially in Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events. The directions given were to “carefully read the written content and then engage in the assigned exercises.” After 5W+1H interrogative examination. This question challenges students to engage in research related to articles published in newspapers. The main aim of this inquiry is to facilitate students in finding relevant information in the material provided. The main goal of pre-reading is to understand the relevant content that students should prioritize when interacting with the text. Within these different classifications, there are separate levels devoted to the investigation and analysis of activities related to the subject matter of the news. At A2 level, students have the ability to quickly discern the substance and relevance of news, articles and reports covering a wide range of professional subjects. They are able to determine whether further examination of the material would be beneficial.

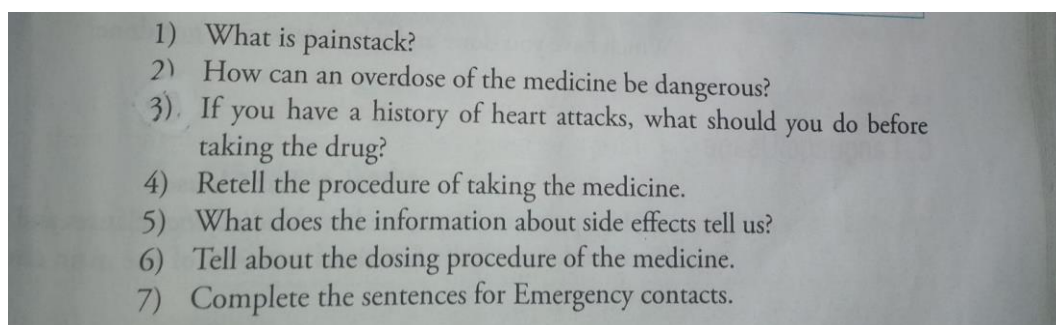
4) Reading for Instruction

Table 4. 8
Reading Tasks in Reading Instructions

Reading Task in English Textbook Contextual English Published by Tiga Serangkai Pustaka Mandiri				CEFR Reading for Correspondence	
Chapter	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
7	Procedure to do something	C7/ATQ/ P.207	If you have history of heart attack, what should	Can understand instructions and procedures in the form of a	B1

			you do before taking drug?	continuous text, for instance in a manual, provided they are familiar with the type of process or product concerned	
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The table above shows the distribution of reading for orientation in the English contextual textbook, there are only one reading task categorized in the English reading for orientation which has the “B1” level. Following figure and table explained the example of the task in the reading for instruction:



C7/ATQ/ P.207

The text provided in this assignment serves as reading instructions for the utilization of painstack and the proper administration of medication. The objective of this endeavor is to cultivate children's comprehension of acquiring knowledge regarding the utilization of painkillers and medications. Additionally, students must comprehend what actions to refrain from and other important considerations about the utilization of these

substances. Hence, the given text can be categorized as exemplifying a B1 proficiency level, specifically concerning students' capacity to comprehend instructions and procedures presented in the form of a coherent text, such as a manual, provided they are acquainted with the specific process or product being discussed. Reading activities in this scenario encompass perusing written instructions about medication usage and responding to inquiries regarding the proper administration and potential precautions to be taken when eating the substance.

5) Reading for Leisure Activity

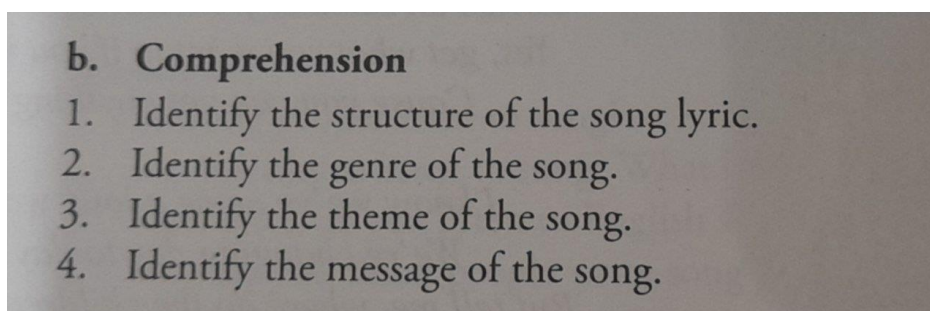
Table 4. 9
Reading Tasks in Reading for Leisure Activity

Reading Task in English Textbook Contextual English Published by Tiga Serangkai Pustaka Mandiri				CEFR Reading for Correspondence	
Chapter	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
1	Providing news related what is in the news today	C1/GSA(a)/P.6	Where we usually find a text like the one above?	Can read newspaper/magazine accounts of films, books, concert, etc. Produced for a wider audience and understand the main points.	B1
2	Providing poem	C2/GC(1)/P.35	How many stanzas does the poem have?	Can understand simple poems and song lyric provide these employ straightforward language and style.	B1
5	Providing song lyric and poem	C5/CMP(b)/P.146	Identify the message of the song	Can understand simple poems and song lyric provide these employ straightforward language and style.	B1

		C5/ATQ/P.163	What is the surprise in the poem	Can understand simple poems and song lyric provide these employ straightforward language and style.	B1
6	Providing a summary of novel entitled The Red Badge of Courage	C6/GSA(1)/P.172	What is the story about?	Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.	B2
		C6/ CCO/ P.173	Saying “he was like a proverbial chicken , the narrator describes henry as..	Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.	B2
	Providing a poem entitled <i>The Man He Killed</i>	C6/ATQ/P. 191	Try to appreciate the poem by read the paraphrase in the right column	Can understand simple poems and song lyric provide these employ straightforward language and style.	B1

The table above shows the distribution of reading for Leisure Activity in the English contextual textbook, there are seven reading tasks categorized in the English reading for orientation which have level “B1”

and “B2”. Following figure and table explained the example of the task in the reading for Leisure Activity.



C5/CMP(b)/ P.146

Table 4. 10
Reading for Leisure Activity C5/CMP(b)/ P.146

Example of Task	Relevant Criteria on CEFR	CEFR Level
Reading activity: - Identify the message of the song!	Can understand simple poems and song lyric provide these employ straight forward language and style.	B1

The provided content within this assignment pertains to a lyrical composition under the subject "Where do the children play?" Hence, the provided material can be categorized as being at the B2 proficiency level, particularly in terms of reading for recreational purposes. According to the assignment instructions, the exercise entailed the perusal of song lyrics. According to the instructions, the task was to "carefully read the provided song's textual content and then complete the accompanying exercises." Subsequently, a series of precise inquiries in the form of directives are employed to assess the comprehension level of pupils about the textual

content of the song lyrics. The objective of this inquiry is to aid students in the process of extracting information and deriving significance from the provided material. The primary objective of pre-reading is to ascertain pertinent content that students should prioritize when actively engaging with the book. Within this distinct category, there exists a distinct level that is exclusively devoted to the examination and analysis of actions pertaining to song lyric texts. This particular proficiency level denoted as B2, centers its attention on students' ability to comprehend straightforward poems and song lyrics, even when they employ ambiguous language and stylistic elements.

6) Overall Reading Criteria of CEFR

The process of analyzing data in order to categorize tasks into different levels of Overall Reading Comprehension involves the identification of the text used in the compilation of questions and activities specified in task instructions. The researcher records data in the form of tasks at various levels based on these factors:

Table 4. 11
Reading Tasks in Overall Reading Comprehension

CEFR :Overall Reading Comprehension		Reading Task in English Textbook	
Level	Descriptions	Tasks Instruction	Explanation
Pre-A1	Can recognize familiar word/signs accompanied by pictures, such as a fast-food	-	-

	restaurant menu illustrated with photos or a picture book using familiar vocabulary		
A1	Can understand very short, simple text a single phrase at a time, picking up familiar names, words and basic phrase and rereading as required	C6/ATQ/P.184 C8/GSA/P.246	Tasks that encourage students to understand short sentences, for example, caption sentences in pictures and outside pictures are available in Chapter 6 The task in Chapter 8 Give short answer, ask students what are the keys to success, students can easily understand through the simple text provided
A2	- Can understand short, Simple texts on familiar matters of a concert type which consist of high frequency everyday job-relate language - Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared	C1/GSA(a)/P.6 C1/CCO(c)/P.7 C3/CCO(b)/P.89 C4/CMP(a)/P.105 C8/GSA/ P.246 C8/CCO/ P.247	The task from Chapter that consists of material about information in news and formal letter

	international vocabulary items		
B1	Can read straight forward factual texts on subject related to their field of interest with satisfactory level of Comprehension	C1/GSA(a)/P.6 C1/RAS//P.13 C2/GC(1)/P.35 C5/CMP(b)/P.146 C6/ATQ/P.163 C6/ATQ/P.191 C7/MTC/P.204 C7/ATQ/P.204 C7/CCA/P.205	The task that commands the students to read short texts and look for the meaning of words
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purpose, and using appropriate reference source selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	C3/CMP/P.88 C3/CCO(b)/P.89 C3/TM(c)/P.92	Task that commands the student to read a factual text, ex: News Item
C1	- Can understand in detail lengthy, complex texts. Whether or not these relate to their own area of specialty, provided they can reread difficult sections.	C6/GSA(1)/ P.172 C6/CCO/ P.173	The tasks that command students to look for detailed information in complex text

	<p>- Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.</p>		
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From the table above, it can be seen that English contextual textbook has overall reading task categories, which has variety level from A1, A2, B1, B2 and C2 no Pre-A1 level found. As previously mentioned, pre-A1 skill is recognizing words or signs accompanied by picture such as sign in direction etc., this skill is not found in every chapter of the books. Furthermore, this skill generally is used in junior high school books and below, so, it is acceptable if the skill does not appear in the textbook for senior high level. Two assignments at level A1 are found in chapters 6 and 8. Chapter 6 offers tasks that promote students' comprehension of concise language, such as captioning sentences found in pictures and those found outside of pictures. Furthermore, the assignment outlined in Chapter 8 Gives a short answer and asks students what the keys to success are; students can quickly comprehend the simple text provided. Level A2 in reading consists of 7 assignments in total. The exercises encompass content on news information and professional letter writing, requiring students to comprehend concise passages. Concise texts on concerts that use common,

daily terminology related to work. Level B1, which has specific requirements Can read straight-forward factual materials on subjects linked to their field of interest with a satisfactory level of comprehension, including nine problems in the English contextual textbook. The B1 level is offered in chapters 1, 2, 5, 6, and 7. The assignment in Chapter 1 instructs the pupils to peruse brief texts and ascertain the significance of words. Level B2 has three activities that require the student to read a factual text, e.g., a news item. The exercises are designed to enable students to read with a high level of autonomy, adjusting their reading style and speed according to the specific texts and objectives, and effectively utilizing relevant reference sources. Possesses an extensive range of words used in reading, but may have challenges with uncommon idiomatic expressions. Ultimately, there are a total of two jobs in level C1. At this stage, pupils possess the ability to comprehend lengthy and intricate texts with a high level of detail. Regardless of whether these pertain to their specific field of expertise, as long as they can reexamine challenging passages, The exercise requires pupils to search for intricate information within the intricate text.

2. The dominant level of CEFR levels appear in the reading tasks of English Contextual English by Tiga Serangkai Pustaka Mandiri

The dominant level of CEFR from the contextual English textbook was taken from previous finding for each level of reading task. In this section, the data is grouped based on the level gotten, ranging from A1 to C2. Then the number of level appearance is also calculated to find out how

many the level mentioned appeared. From those data, the dominant level will show. The analysis is as shown in table 4.12, and followed by its description.

Table 4. 12
Number of CEFR Level dominantly appear

Level of CEFR	Number of appear	Reading Task	Task
A1	2	C6/ATQ/P.184 C8/GSA/P.246	You will see some pictures and illustrations and try to interpret them and write the caption. Mind your choice of words and write it clearly. According to the writer, what are the five "keys" to success? Which ones have you done?
A2	6	C1/GSA/P.6 C1/CCO/P.7 C3/CCO/P.89 C4/CMP/P.105 C8/GSA/ P.246 C8/CCO/ P.248	What will Miss Sucirini probably do after her letter is res ponded? In her letter, which where the things done by Ms. Siti rahmah? The writer of the text tells mainly about The text above can mostly probably be found in.... According to the writer, what are the five keys to success? In the fourth paragraph, the writer stresses ..
B1	9	C1/GSA/P.6 C1/RAS/P.13	What topics are included in each rubric? From the newspaper, read it and make summary in one paragraph!

		C2/GC/P.35	Where is the person travelling to?
		C5/CMP/P.146	Where is the person travelling to?
		C5/ATQ/P.163	Identify the message of the song.
		C6/ATQ/191	Try to appreciate the poem. The paraphrases on the right column are to help you understand it. Can you see the theme of the poem?
		C7/MTC/P.204	Match the drug names on the left column with the characteristic in the right column
		C7/ATQ/P.204	Paragraph one describe how durg addiction happens, how does addiction happen?
		C7/ATQ/P.207	What is painstack?
B2	3	C3/CMP/P.88	Decide whether each statement is true or false against the text
		C3/CCO(b)/P.89	The writer of the text tells mainly about
		C3/TM/P.92	Refer to the first paragraph, list the characteristic of the three group of people
C1	2	C6/GSA/ P.172	What is the story about?
		C6/CCO/ P.173	Saying "he was like a proverbial chicken" (second part), the narrator describes Henry as.....

The analysis results of each CEFR level classify reading practice in English textbooks into levels A1 - C1, according to CEFR criteria. The topmost tier comprises the following: The Reading Category criteria

comprise of 2 tasks at level A1, 6 tasks at level A2, 9 tasks at level B1, 3 tasks at level B2, and 2 tasks at level C1, as explained earlier.

The level categories for reading tasks in each level are as follows: Level A1 is found in chapters six and eight, whereas level A2 is found in chapters one, three, four, and eight. Level B1 is included in chapters two, five, six, and seven. Level B2 is exclusively found in chapter three, specifically the last section. Level C1 is introduced in chapter 6.

B. Discussion

Within the discourse portion, the investigator must analyze the acquired data in accordance with the literature review and theoretical framework expounded in Chapter II. The following section presents the discussion related to the study findings:

1. CEFR Levels in The Reading Task of English “Contextual English”

Textbook by Tiga Serangkai Pustaka Mandiri

a) Chapter 1

The text provided in this assignment is a proposed piece of writing that pertains to the discussion of news articles and letters submitted by readers of a newspaper. Hence, the given text can be classified at the A2 proficiency level, specifically falling inside the independent level range. The task instructions indicate that the activity being conducted involves reading a text as shown in C1/GSA(a)/ P.6. The instruction given is to "read the text below and then respond to the exercise." This is followed by pre-reading questions or focused activities in the form of Yes/No and

5W+1H questions. This inquiry invites students to conduct research on a compilation of news articles and a correspondence piece within a newspaper. The objective of this question is to guide students toward locating the answer within the given text. In a general sense, the objective of pre-reading is to identify the pertinent material that students should focus on while engaging with the text. Within this particular category, there exists a distinct level that is exclusively dedicated to the exploration of activities pertaining to news subjects. This level, denoted as A2, focuses on very simple formal e-mails and letters(e.g confirmation of a booking or online purchase. There exists a total of four descriptions categorized at level A2. The questions presented within this task are designed to correspond with the aforementioned descriptions. The ability to discern precise details within uncomplicated materials, such as letters, brochures, and concise news items, is a skill that enables pupils to comprehend news subjects and grasp the contents of written correspondence.

b) Chapter 2

The text in this assignment is a poetry text entitled Uphill which included in reading for pleasure level in CEFR. Therefore, this text can occupy level B1 at the level of description between the first and second. In the task instructions, it can be seen that the activity carried out is reading a text using the command "read the poem below then respond to the questions" which is then continued with pre-reading questions or focusing activities in the form of Yes/No and 5W+1H questions as shown in

C2/GC(1)/ P.35. This question directs students to explore information about the content and meaning of poetry. The purpose of the question is to direct students to find the answer in the text. In general, pre-reading aims to find out the information that students need to pay attention to when reading poetry texts. In this category there is a level that specifically covers activities related to news topics, namely at level B1. There are 5 descriptions at level B1, and the questions in this assignment lead to the description "Can understand simple poems and song lyrics provide these employ straightforward language and style".

c) Chapter 3

The text given in this assignment is writing related to discussing entrepreneurs. Therefore, the given text can be classified at the A2 Basic User, especially in reading for information and argument. The task instructions indicate that the activity involves reading a text. From C3/CCO/P.89, The instructions given were "read the text below then respond to the exercise". Followed by pre-reading questions or focused activities in the form of True/False questions to measure students' understanding of the text. The purpose of this question is to guide students to find answers to correct information and incorrect information in the given text. In general, the goal of pre-reading is to identify related material that students should focus on when engaging with the text. Within this special category, there is a separate level that is exclusively dedicated to the exploration of activities related to descriptive text. This level, referred

to as A2, focuses on "Can understand a short factual description or reporter within their own field, provided simple language is used and that it does not contain unpredictable detail." in this text is understanding entrepreneurship and encouraging students to become entrepreneurs.

d) Chapter 4

The text presented in this assignment is a factual report about several sub-readings provided in the newspaper. The aim of this work is to encourage students to distinguish between factual information and subjective points of view presented in the text. Therefore, the text provided can be categorized as showing an A2 level of proficiency, especially in Can identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events. The directions given such as in C4/CMP(a)/P.105 were to "carefully read the written content and then engage in the assigned exercises." After 5W+1H interrogative examination. This question challenges students to engage in research related to articles published in newspapers. The main aim of this inquiry is to facilitate students in finding relevant information in the material provided. The main goal of pre-reading is to understand the relevant content that students should prioritize when interacting with the text. Within these different classifications, there are separate levels devoted to the investigation and analysis of activities related to the subject matter of the news. At A2 level, students have the ability to quickly discern the substance and relevance of news, articles and reports covering a wide

range of professional subjects. They are able to determine whether further examination of the material would be beneficial.

e) Chapter 5

Another reading leisure activity was found in this chapter. The provided content within this assignment pertains to a lyrical composition under the subject "Where do the children play?" as shown in C5/CMP(b)/P.146. Hence, the provided material can be categorized as being at the B1 proficiency level, particularly in terms of reading for recreational purposes. According to the assignment instructions, the exercise entailed the perusal of song lyrics. According to the instructions, the task was to "carefully read the provided song's textual content and then complete the accompanying exercises." Subsequently, a series of precise inquiries in the form of directives are employed to assess the comprehension level of pupils about the textual content of the song lyrics. The objective of this inquiry is to aid students in the process of extracting information and deriving significance from the provided material. The primary objective of pre-reading is to ascertain pertinent content that students should prioritize when actively engaging with the book. Within this distinct category, there exists a distinct level that is exclusively devoted to the examination and analysis of actions pertaining to song lyric texts. This particular independent level as B1, centers its attention on students' ability to comprehend straightforward poems and song lyrics, even when they employ ambiguous language and stylistic elements.

The text provided in this assignment relates to a poem entitled "irony". Therefore, the material provided can be categorized at the B1 proficiency level, especially in reading for leisure activities. According to the assignment instructions, this exercise includes poetry reading. According to the instructions in C5/ATQ/ P.163, the assignment is to "carefully read the content of the poem provided and then complete the accompanying exercise." Next, a series of precise questions in the form of directions are used to assess the student's level of understanding of the poem. The purpose of this inquiry is to help students in the process of extracting information and obtaining meaning from a poem entitled irony. The main purpose of pre-reading is to ascertain the related content that students should prioritize when actively engaging with the book. Within these different categories, there is a separate level devoted exclusively to the examination and analysis of actions related to poetic texts. This special level of independent user, called B1, focuses on Can understand simple poems and song lyric provide these employ straightforward language and style.

f) Chapter 6

The provided content within this assignment pertains to a lyrical composition under the subject "Where do the children play?" Hence, the provided material can be categorized as being at the B2 independent level, particularly in terms of reading for recreational purposes. According to the assignment instructions, the exercise entailed the perusal of song lyrics.

According to the instructions, the task was to "carefully read the provided song's textual content and then complete the accompanying exercises." Subsequently, a series of precise inquiries in the form of directives are employed to assess the comprehension level of pupils about the textual content of the song lyrics. The objective of the text given in this assignment relates to a novel piece entitled "The Red Badge of Courage." Therefore, the material provided can be categorized at the B2 independent level, especially in reading for leisure activities. According to the assignment instructions, this exercise includes reading narrative text. As shown in C6/GSA(1)/P.172, the task is to "read the narrative text below and then answer the practice questions". Next, a series of appropriate questions in the form of directions are used to assess students' level of understanding of the content of the narrative text. The purpose of this inquiry is to assist students in the process of extracting information and obtaining the content of the novel. The main purpose of pre-reading is to ascertain the related content that students should prioritize when actively engaging with the book. Within these different categories, there are separate levels specifically devoted to the examination and analysis of actions related to narrative texts. This special level of independent level, called B2, focuses on students' ability to "read novels with a strong narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary." The purpose of this inquiry is to aid students in the process of extracting information and deriving significance from the

provided material. The primary objective of pre-reading is to ascertain pertinent content that students should prioritize when actively engaging with the book. Within this distinct category, there exists a distinct level that is exclusively devoted to the examination and analysis of actions pertaining to song lyric texts. This particular proficiency level denoted as B2, centers its attention on students' ability to comprehend straightforward poems and song lyrics, even when they employ ambiguous language and stylistic elements.

g) Chapter 7

The text presented in this assignment pertains to a descriptive discourse about pharmaceutical substances. Therefore, the offered material can be classified as being at the B1 proficiency level, particularly in relation to recreational reading. As per the guidelines provided in the assignment, this task encompasses the examination of drug descriptions and their respective classifications. As per the given directions, the objective is to thoroughly analyze the textual material of the descriptive text and thereafter respond to the provided questions, shown in C7/ATQ(1)/ P.204. Subsequently, a sequence of specific inquiries in the form of instructions is employed to evaluate the student's comprehension level pertaining to the nature of drugs and their many classifications. The objective of the content provided in this assignment is to an inquiry aimed at assessing students' comprehension of drugs. Hence, the offered material can be classified as being at the B1 proficiency level, particularly in

relation to reading for recreational purposes. The level of proficiency known as A2 places emphasis on students' capacity to comprehend concise factual descriptions or reports within their respective subjects, assuming the language employed is straightforward and devoid of unforeseen complexities.

h) Chapter 8

The text given in this assignment is related to procedure text tips for becoming a successful student. Therefore, the material provided can be categorized at A1 proficiency level, especially in overall reading. According to the assignment instructions, this exercise includes reading the procedure text and then answering the practice questions. In C8 /GSA/ P.246, the task is to "carefully read the procedure text how to be a successful student" and then complete the accompanying exercises." Next, a series of appropriate questions in the form of directions are used to assess the student's level of understanding of tips for becoming a successful student. The aim of this inquiry is to help students in the process of extracting information and gaining tips on becoming successful students. The main purpose of pre-reading is to ascertain the related content that students should prioritize when actively engaging with the text. Within these different categories, there are separate levels that are specifically for examining and analyzing actions related to procedure texts. This special level of proficiency, called A1, focuses on Give short answer, ask students

what are the keys to success, students can easily understand through the simple text provided.

The Common European Framework of Reference for Languages (CEFR) consists of six levels, classified as Basic User, Independent User and Advanced User. The modified version, Pra-A1, introduces an intermediate level, Pre-A1, which is positioned midway between the beginning level and the advanced level, A1. The “Can Do” approach, which originates from the professional domain of nursing, offers a general framework for learning and more refined tools for measuring progress. This methodology is applied in the field of education by using language training tailored to individual needs, teacher evaluation based on communicative standards, and self-evaluation with the "Can do" descriptor to increase student introspection and motivation (Council of Europe, 1971). The finding of the analysis showed the result of the variety levels of CEFR is contrary with the study

The finding of the analysis showed the result of the variety levels of CEFR is contrary with the study from Kamil (2023) who only found B1, B2 and C1 level when examining the CEFR level of the English textbook for Grade 10 Indonesian senior high school students. Meanwhile, this study has more variety in CEFR levels tasks between A1-C1. In addition, this study is in line with the study Putri (2023) who analyzed the English textbook published by Indonesian ministry education and culture and the textbook has same variety level range A1-C1. The present study showed

that the reading passages of the textbook for Grade X of Indonesian senior high school were not properly aligned with the CEFR level it was intended for. This study also showed that misalignment to the student's level of English proficiency had repeatedly been identified in previous studies on English textbooks that were written within the 2013 Curriculum framework.

2. The dominant level The Dominant Level CEFR in Reading Task

From the findings, it can be seen that level **B1** is frequently appear in the reading task in English contextual textbook. B-1 level is frequently appear in the contextual English text book nine tasks. Then, it followed by A-2 that appear six tasks in the reading task. In addition, A-1 and C-1 are the lowest number appear, which only appear 1 task. Language skills that dominantly appear refer to the abilities of an individual to demonstrate a B1 level of proficiency in English, the level B1 is included in “independent user”.

The dominant level CEFR in reading task of “Contextual English” textbook can be found in previous finding which stated that level B1 is frequently appear in the reading task in English contextual textbook. B-1 level is frequently appear in the contextual English textbook nine tasks in C1/GSA(a)/P.6, C1/RAS/P.13, C2/GC/P.35, C5/CMP/P.146, C5/ATQ/P.163, C6/ATQ/191, C7/MTC/P.204, C7/ATQ/P.204, and C7/CCA/P.205. Then, it followed by A-2 that appear six tasks in the reading task. In addition, A-1 and C-1 are the lowest number appear, which

only appear 2 tasks; A-1 appeared only in C6/ATQ/P.184 and C8/GSA/P.246, while C-1 appeared in C6/GSA/ P.172 and C6/CCO/ P.173. therefore, language skills that dominantly appear refer to the abilities of an individual to demonstrate a B1 level of proficiency in English, the level B1 is included in “independent user”.

The Common European Framework of Reference (CEFR) B-1 level outlines the following criteria: Can comprehend the key ideas of coherent writings written in standard language, provided that they pertain to known subjects, be it in professional, academic, or recreational settings. Proficient at handling various scenarios that may occur during a journey to regions where the language is spoken. Demonstrates the capacity to generate uncomplicated and logical written compositions on subjects that are familiar to them or that they have a genuine interest in. One can articulate personal experiences, events, desires, and ambitions, while also providing a concise rationale for opinions or elucidating plans (CEFR, the Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion Volume, 2020)

This finding is in line with study from Kamil (2023) who examined the CEFR level of the English textbook for Grade X Indonesian senior high school students. The present study showed that the reading passages of the textbook for Grade X of Indonesian senior high school were not properly aligned with the CEFR level it was intended for. This study also showed that misalignment to the student’s level of English proficiency had

repeatedly been identified in previous studies on English textbooks that were written within the 2013 Curriculum framework. It has the same findings with this research that is the proportion of reading questions with a high degree of difficulty is lower than the proportion of questions with an intermediate level of difficulty.

Moreover, Putri (2023) who also analyzed CEFR in the reading task of the English textbook for grade XII published by Kemendikbud, their study found the dominant level at 'Independent user', which range B1-C1 in their analysis of textbook using CEFR level. In terms of reading task's level referring to CEFR criteria, it is known that the level of reading tasks in the English textbook based on reading category occupies levels A1-C1 with details of the highest levels including: Reading for Correspondence with level B1, the highest level in Reading Orientation is A2, the highest level in Reading for Information and Argument is B1, the highest level in Reading for Instruction is C1, and the highest level in Reading for Leisure Activity is B1. Even though it is quite high, there is only one task that occupies the C1 level in the description of Reading in Category level. Furthermore, in the description level of Overall Reading Comprehension, reading tasks in the English textbook occupy levels A1–C1 with the number of reading tasks occupying level C1 totaling 9 out of 32 tasks. From the results, it can be said that the portion of reading questions that have a high difficulty level are less than intermediate level. It can be concluded that the average level of tasks used to measure students'

abilities through the English Textbook Revised Edition 2018 by the Ministry of Education and Culture is Independent User namely B1 – B2.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The main aim of this study in this specific subchapter is to tackle the problem formulation that was previously defined in Chapter I. The researcher reached the following results after analyzing the data from the investigation.

1. The reading exercises in the English textbook are classified into levels A1 - C1, based on the CEFR standards. The highest levels cover the following particulars: According to the previous explanation, the Reading Category criteria consist of 2 tasks at level A1, 6 tasks at level A2, 9 tasks at level B1, 3 tasks at level B2, and 2 task at level C1.
2. The level that frequently dominant appears is B1. The proportion of reading questions with a high degree of difficulty is lower than the proportion of questions with an intermediate level of difficulty. Therefore, it may be inferred that the average difficulty level of exercises utilized to assess students' proficiency in Contextual English by Tiga Serangkai Pustaka Mandiri falls within the Independent User range, specifically B1.

B. Suggestion

The English language textbook plays a significant function as an instructional tool in the process of acquiring English language proficiency. The ability to read is a talent that is contingent upon the availability of an English textbook. The acquisition of proficient reading skills is a fundamental

requirement for students, as it serves as a cornerstone for the development of other essential abilities, such as effective oral and written communication. Consequently, it is imperative to allocate greater emphasis to the content and instructional activities pertaining to textbook reading. The researchers aim to make a valuable addition to the field of education through their study on reading tasks in the Contextual English textbook produced by Tigaserangkai Pustaka utama . Based on the findings of the conducted research, it is imperative to provide insightful recommendations for the team responsible for book writing and compilation, the government (specifically the Ministry of Education and Culture), educational institutions, and fellow researchers:

1. For English writer team/ publisher

The book compilation team has made efforts to produce a satisfactory book. However, the author-researchers must still consider many variables to enhance and advance the book, particularly in relation to reading abilities encompassing both textual material and associated tasks. Despite receiving a rather high rating, the CEFR Reading category at level C1 consists of only one assignments. The team aims to optimize students' exposure to various types of reading materials. The inclusion of various text kinds, such as argumentative texts or other opinion pieces, is deemed essential. The incorporation of this passage has the potential to elevate the number of tasks at the C1 proficiency level inside this textbook. Furthermore, it is worth noting that within the realm of reading orientation, there exists just a singular task. This finding indicates that the utilization of

scanning and skimming techniques is implemented in a mere 1 out of every 13 available texts. The acquisition of scanning and skimming reading skills necessitates the instruction of pupils in the comprehension of key concepts within a book, as well as the cultivation of their ability to discern the interconnectedness of paragraphs or sections. The aforementioned reading talent proves to be highly advantageous for students who are faced with time-constrained examinations. Hence, in addition to the textual genre, it is desirable that the author of the book also consider the reading tactics employed by students.

2. For Government

The primary focus of the government, particularly the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), as the governing body responsible for educational policies, is to prioritize the development of reading and numeracy skills within the framework of the "Freedom to Learn" Curriculum. Hence, when curating English textbooks, it would be prudent for the government to ensure sufficient and high-quality resources for literacy are made available to both students and teachers during the instructional and educational process.

3. For School

Within the realm of the educational setting, it is imperative for schools to allocate greater focus toward fostering and cultivating literacy habits among pupils. The inculcation of literacy principles will have an indirect impact on enhancing students' motivation towards learning the

English language, particularly in the context of reading. Furthermore, educational institutions that adopt the "Freedom of Learning" curriculum are anticipated to effectively adhere to the curriculum's overarching objective, which is to cultivate students into globally competitive human capital.

4. For Further Researcher

This study can serve as a review of the state or standard of questions in English textbooks published by Tiga Serangkai, specifically in relation to the Common European Framework of Reference for Languages (CEFR). It may be beneficial for researchers conducting similar investigations on the same subject. Furthermore, the methodology employed in this study can be further refined and adapted by future researchers to suit the specific setting of their own investigations.

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APPENDICES

Appendix 1

Validation Table

Reading Tasks in Reading Correspondence

Reading Task in English Textbook Contextual English Published by Tiga Serangkai Pustaka Mandiri				CEFR Reading for Correspondence	
Chptr	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
1	Giving information through formal letter	C1/GSA(a)/P.6	What will Miss Suciri probably do after her letter is responded?	Can understand very simple formal e-mails and letters (e.g confirmation of a booking or online purchase)	A2
		C1/CCO/ P. 7	In his letter, Mr. Kartamihardja mention these as causing traffic congestion, except...	Can understand very simple formal e-mails and letters (e.g confirmation of a booking or online purchase)	A2

Reading Tasks in Reading for Orientation

Reading Task in English Textbook Contextual English Published by Tiga Serangkai Pustaka Mandiri				CEFR Reading for Correspondence	
Chptr	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
7	Providing information about drug	C.7/ATQ/P.204	Paragraph one describes how drug addiction happens. How does addiction happen?	Can scan longer texts in order to locate desired information, and gather information from different parts of a texts, or from different texts in order to fulfil a species task.	B1
		C7/MTC/P.204	Match the drug names on the left column with the characteristics on the right	longer texts in order to locate desired information, and gather information from different parts of a texts, or from different texts in order to fulfil a species task.	B1

Reading Tasks in Reading for Information and Argument

Reading Task in English Textbook Contextual English Published by Tiga Serangkai Pustaka Mandiri				CEFR Reading for Correspondence	
Chptr	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
1	Providing news item	C1/RAS/P.13	Read the text and make a summary in one paragrap h!	Can understand straightforward, factual texts on subjects the are familiar or of current interest, in which people give their points of view	B1
3	Providing description text about entrepreneur	C3/CCO(b)/P.89	The writer of the text mainly tells about...	Can understa nd a short factual descripti on or reporter within their own field, provided simple language is used and that it does not contain unpredict able detail.	A2
4	Providing factual report in newspaper	C4/CMP(a)/P.105	Entry 1 contains informati on about...	Can identify specific informati on in simpler material they encounter such as letters, brochures and short news	A2

				articles describing events.	
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Reading Tasks in Reading Instructions

Reading Task in English Textbook Contextual English Published by Tiga Serangkai Pustaka Mandiri				CEFR Reading for Correspondence	
Chppter	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
7	Procedure to do something	C7/ATQ/ P.207	If you have history of heart attack, what should you do before taking drug?	Can understand instructions and procedures in the form of a continuous text, for instance in a manual, provided they are familiar with the type of process or product concerned	B1

Reading Tasks in Reading for Leisure Activity

Reading Task in English Textbook Contextual English Published by Tiga Serangkai Pustaka Mandiri				CEFR Reading for Correspondence	
Chpptr	Social Function	Task Instruction	Example of Task	Relevant Criteria on CEFR	CEFR Level
1	Providing news related what is in the news today	C1/GSA(a)/ P.6	Where we usually find a text like the one above?	Can read newspaper/magazine accounts of films, books, concert, etc. Produced for a wider audience and	B1

				understand the main points.	
2	Providing poem	C2/GC(1)/P.35	How many stanzas does the poem have?	Can understand simple poems and song lyric provide these employ straightforward language and style.	B1
5	Proving song lyric and poem	C5/CMP(b)/P.146	Identify the message of the song	Can understand simple poems and song lyric provide these employ straightforward language and style.	B1
		C5/ATQ/P.163	What is the surprise in the poem	Can understand simple poems and song lyric provide these employ straightforward language and style.	B1
6	Providing a summary of novel entitled The Red Badge of Courage	C6/GSA(1)/P.172	What is the story about?	Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.	B2
		C6/ CCO/ P.173	Saying "he was like a proverbial chicken , the narrator describes henry as..	Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.	B2
	Providing a poem entitled <i>The Man He Killed</i>	C6/ATQ/P. 191	Try to appreciate the poem	Can understand simple poems and song lyric provide	B1

			by read the paraphrase in the right column	these employ straightforward language and style.	
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Reading Tasks in Overall Reading Comprehension

CEFR :Overall Reading Comprehension		Reading Task in English Textbook	
Level	Descriptions	Tasks Instruction	Explanation
Pre-A1	Can recognize familiar word/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary	-	-
A1	Can understand very short, simple text a single phrase at a time, picking up familiar names, words and basic phrase and rereading as required	C6/ATQ/P.184 C8/GSA/P.246	Tasks that encourage students to understand short sentences, for example, caption sentences in pictures and outside pictures are available in Chapter 6 The task in Chapter 8 Give short answer, ask students what are the keys to success, students can easily

			understand through the simple text provided
A2	<p>- Can understand short, Simple texts on familiar matters of a concert type which consist of high frequency everyday job-related language</p> <p>- Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items</p>	<p>C1/GSA(a)/P.6 C1/CCO(c)/P.7 C3/CCO(b)/P.89 C4/CMP(a)/P.105 C8/GSA/ P.246 C8/CCO/ P.247</p>	The task from Chapter that consists of material about information in news and formal letter
B1	Can read straight forward factual texts on subject related to their field of interest with satisfactory level of Comprehension	<p>C1/GSA(a)/P.6 C1/RAS//P.13 C2/GC(1)/P.35 C5/CMP(b)/P.146 C6/ATQ/P.163 C6/ATQ/P.191 C7/MTC/P.204 C7/ATQ/P.204 C7/CCA/P.205</p>	The task that commands the students to read short texts and look for the meaning of words
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purpose, and using	<p>C3/CMP/P.88 C3/CCO(b)/P.89 C3/TM(c)/P.92</p>	Task that commands the student to read a factual text, ex: News Item

	appropriate reference source selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.		
C1	<p>- Can understand in detail lengthy, complex texts. Whether or not these relate to their own area of specialty, provided they can reread difficult sections.</p> <p>- Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.</p>	<p>C6/GSA(1)/ P.172</p> <p>C6/CCO/ P.173</p>	The tasks that command students to look for detailed information in complex text

Appendix 2

VALIDATION

Herby declare that the research entitled "**An Analysis of Reading Tasks Quality In Contextual English Textbook Published By Tiga Serangkai Pustaka Mandiri Refers To CEFR (Common European Framework of Reference For Languages) Criteria**" by:

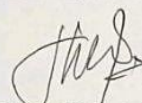
Name : Eryana Putri Ulimaz

SRN : 196121149

Semester : 9

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

Surakarta, 05 December 2023



Maria Wulandari, M.Pd