

# AN ANALYSIS OF READING MATERIAL IN THE ENGLISH TEXTBOOK BAHASA INGGRIS TINGKAT LANJUT FOR ELEVENTH GRADERS SENIOR HIGH SCHOOL

Hasna Fitri Labibah<sup>1)</sup>, Januarius Mujiyanto<sup>2)</sup>, Dwi Rukmini<sup>3)</sup>, Widhiyanto<sup>4)</sup>

Universitas Negeri Semarang, Ilmu Pendidikan Bahasa

Unnes

CanaChan77@gmail.com

## Abstract

This study is aimed to describe and indentify the reading materials presented in the English textbook for eleventh graders published by Ministry of Education and culture. The data were gained from the reading material presented in the textboook “Bahasa Inggris tingkat lanjut”.The descriptive qualitative is designed for this study. Based on the results of the study gained, the researcher concludes; there are five reading materials found in the textbook, include the linguistic elements and skill focus. , the learning activities in this textbook also facilitate students to integrate the values of character as outlined in the Pancasila Student Profile, 21st-century skills, literacy, HOTS (Higher Order Thinking Skills), and the skills of the 4.0 industrial revolution as the main purpose of merdeka belajar.

**Keywords:** Textbook, Reading Material, Merdeka Belajar

## Introduction

Teaching materials are just one of the numerous aspects that affect how well students learn. It is believed that instructional materials are crucial for both teachers and students. The reason for this is that, despite the fact that teachers are the central figure in the learning process, the teaching material a phrase used to refer to any resource that teachers use to give instruction to students and the teacher are inextricably linked. Of course, it can help with the teaching-learning process by boosting students' motivation and piquing their curiosity, which will lead to a satisfactory rise in learning outcomes.

Teaching resources, regardless of their form, universally possess the capacity to facilitate learners' education. Teaching resources commonly utilized by educators can be sourced from various mediums: online platforms, cassettes, movies, audio recorders, and textbooks.

Nonetheless, irrespective of the diverse types utilized by educators and the myriad advantages they may provide, textbooks are regarded as the paramount resource for enhancing learners' successes.

The rationale for utilizing textbooks is that they provide a structured framework that

organizes and schedules educational activities. From the perspective of learners, the absence of a textbook implies a lack of purpose; without one, students may perceive their education as lacking seriousness (Heinle, 2000).

Meanwhile for teachers, textbooks serve as practical options since they can enhance or modify the content according to the requirements of their students. Furthermore, adapting or enhancing content is advantageous for teachers since it eliminates the necessity to create resources from the ground up.

When choosing reading activities, it is essential to consider specific factors. Harmer (2007) asserts that reading activities should possess a clear objective and provide learners with opportunity to understand the material they have read. Collaborative activities can be employed to enhance knowledge sharing among learners.

Moreover, students are more inclined to engage in reading when textual materials are varied, engaging, and readily available (Grabe & Stoller, 2014).

Educators ought to devise methods to enhance engagement. Consequently, it is imperative to offer suitable reading activities.

Educators must enhance the teaching and learning process by selecting an appropriate textbook that aligns with students' needs and assessing the curriculum. According to Cunningsworth's assertion (1995), reviewing curricula plays a crucial part in the EFL teaching process, enabling the identification of textbook strengths and shortcomings. Optimal use may be made of the strengths, while the flaws can be supplemented with resources from other textbooks.

In the context of curriculum reform borderless curriculum, it is essential to comprehend the concept of the Merdeka curriculum. The existing curriculum is focused on the student and built on competencies, similar to its predecessor (Ariestina & Haryanto, 2022).

Despite the government's publication of these textbooks, the imperative to assess and evaluate them arose from their widespread national usage. They were newly designed, and their strengths and limitations will significantly influence Indonesian students' English learning. Textbook evaluation is regarded as essential, as EFL teachers exhibit a reliance on textbooks in the classroom. Indonesian EFL educators utilized textbooks as the sole instructional resources in the teaching-learning process. It signifies that they heavily depend on the accessible textbook. The textbook's quality should be high. Consequently, educators must assess the textbook to ascertain the appropriate course of action, whether to adopt, alter, or augment it.

According to the aforementioned rationale, textbooks play a significant function in the classroom. The majority of educators utilize textbooks as instructional resources. Consequently, educators must be adept at selecting appropriate textbooks for their students. Subsequently, the researcher

intends to examine the identified reading resources from the Bahasa Inggris Tingkat Lanjut as the students' source textbook

### **Methodology**

The study would be designed a descriptive analysis. The qualitative research design would be implemented.

Hammersley (2013) views qualitative research as a form of social inquiry that tends to adopt a flexible and data-driven research design, to use relatively unstructured data, to emphasize the essential role of subjectivity in the research process, to study a small number of naturally occurring cases in detail, and to use verbal rather than statistical forms of analysis. Further, the phrase 'flexible research design' means that qualitative researchers prioritize creating and developing descriptions and explanations than testing pre-determined hypotheses. As a result, at the analysis stage, the focus is to generate categories instead of testing the pre-determined ones.

Qualitative research possesses remarkable attributes at every step of investigation. Creswell and Guetterman (2019) assert that researchers investigate a problem and do a literature review in the initial phase.

The study's findings will be articulated in verbal form, devoid of any statistical analysis. The subject of this study is an English textbook for eleventh-grade students, issued by the Ministry of Culture and Education of Indonesia, titled "Bahasa Inggris Tingkat Lanjut" 2021. This 216-page booklet comprises five chapters. Each chapter has four skills: writing, speaking, reading, and listening, which are presented separately within each chapter. The study concentrated solely on a single action inside the textbook concerning reading materials. The researcher selected this textbook for analysis due to two factors. (1) This textbook is endorsed by the national department of education and utilized by practically all public and private schools.

(2) It remains uncommon to assess student textbooks that are founded on a borderless curriculum. The data for this study consist of the reading materials. This was obtained from the English textbook for eleventh graders published by the Ministry of Culture and Education of Indonesia, titled "Bahasa Inggris Tingkat Lanjut."

This study employs the instrument: the study analyzes a paper in which the researcher collects data through textbook observation.

### **Finding and Discussion**

The researcher found that there were five chapters in the textbook written by Rida Afrilyasanti . In order to ease the teachers to deliver and the students to understand the material, every chapter is divided into linguistic elements consist of vocabulary, grammar and skills focus reading, listening, writing and speaking. In the end of chapter conclude the formative test, enrichment, summary and project.

In the first chapter titled "Legend," reading activities predominated, with nine activities employed utilizing the reading material. The reading activities in Chapter 1 consisted of discussions, opinion-sharing, and scrambled sentences. Additionally, vocabulary enhancement, reading a legend, understanding the structure of a legend, and reflection are included.

Conversely, Chapter 2 (Fairy Tale) primarily featured reading tasks that involved opinion-sharing, information transfer, and scrambled phrases.

Elementary tasks include vocabulary enhancement, reading a fable, phrase matching, cataloging expressions for character or scene introductions, and reflective exercises. These activities did not necessitate sophisticated cognitive skills and fostered minimal connection.

The reading activities in chapter 3 (Fantasy) consisted of opinion-sharing, information transfer, separated sentences, and reasoning students in accordance with the social environment and teaching context. Additionally, teachers are also expected to

gaps. The remaining activities were non-communicative, including vocabulary development, reflection, and the perusal of a fantasy novel.

Nevertheless, the activities materials in Unit 4 (Analytical Exposition Text) include discussion, reasoning-gap, and opinion sharing. The remaining five reading activities were non-communicative, including vocabulary development, filling in the blanks, reading an analytical exposition text, acquiring an understanding of the structure of analytical text, and classifying sentences as factual or opinion. In Unit 5 (Hortatory Exposition Text), the materials activities were scarcely present, with only one communicative activity, discussion. The linguistic component of this chapter covers a variety of activities, including the development of vocabulary, the completion of spaces, the reading of a hortatory text, the acquisition of its structure and language features, the identification of action verbs, and the discovery of abstract nouns.

The reading activity in this book is categorized as task-completion activities. Students collaborate in couples on a task concerning sacred objects in their residence. They must also address tolerance and traditional instruments in Indonesia.

This activity necessitates personal knowledge and critical thinking skills. The practice is pleasurable, as it aids kids in acquiring a deeper comprehension of their environment. The emphasis on utilizing language resources categorizes it as a task-completion activity.

Both directly and indirectly, the learning activities in this textbook also facilitate students to integrate the values of character as outlined in the Pancasila Student Profile, 21st-century skills, literacy, HOTS (Higher Order Thinking Skills), and the skills of the 4.0 industrial revolution. In using this book, teachers are expected to facilitate learning activities for

enrich the content of the book by creating learning activities that meet the individual learning needs of each student.

## Conclusions

The researcher found: 1) five reading materials in the textbook for eleventh graders published by Ministry of Culture and Education that conform to the current curriculum. Nevertheless, each chapter has some indicators unfulfilled still. This study concentrates on the reading activities pertinent to the contextualization of the subject matter; nonetheless, it is crucial to acknowledge that the results about the reading activities in "Bahasa Inggris Tingkat Lanjut" may not accurately reflect all activities within the textbook. Consequently, the researcher recommends undertaking additional investigation on a related subject by examining all the activities included in the textbook. This will facilitate the identification of the distributions of reading criteria in the textbook that use the Merdeka curriculum.

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