

**AN ANALYSIS OF READING MATERIALS ON ENGLISH
TEXTBOOK IN THE SECOND GRADE STUDENTS' OF
SMAN 1 GEDONGTATAAN, PESAWARAN**

Undergraduate Script

By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

AN ANALYSIS OF READING MATERIALS ON ENGLISH TEXTBOOK IN THE SECOND GRADE OF SENIOR HIGH SCHOOL AT SMAN1 GEDONGTAATAN, PESAWARAN

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The purpose of this research were to analysis the quality of English textbook for second grade of senior high school, to identify textbook materials with 2013 curriculum of English syllabus and to give recommendation from textbook analysis. This research employed a descriptive analysis. The data were collected from the English textbook “Stop Bullying Now”. Furthermore, this research used a descriptive quantitative study. In collecting the data, the researcher used an interview, questionnaire, table checklist. The results of the questionnaire for language skills were 83.3%, topic 83% and language context 57%. The results for interviews from the teachers two as validated of the questionnaire, it can be concluded if the books used by the school meet the 2013 curriculum standards.

Keywords: *English Reading, English Textbooks, 2013 curriculum.*

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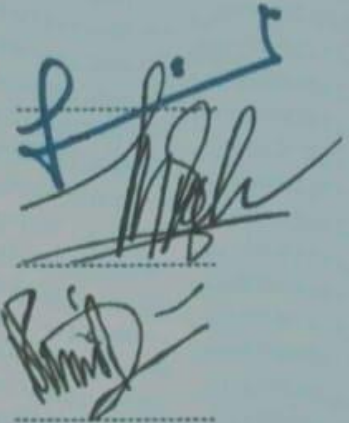
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan, saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Niloh Putu Sinta Oktavina was born in Gula Putih Mataram on October 28th, 1999. She is the first child from a genuine-warm-hearted couple—Ketut Sudarte and Sorta Butar Butar. She has two siblings' alive, younger brothers named Made Albert Maruba. And her younger sister Ni Komang Gabriel Jelita Glory.

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MOTTO

“Be strong and bold, have no fear or dread of them, because it is the lord your God who goes before you. He will be with you, He will not fail you or forsake you. Do not fear or be dismayed.”

-Deuteronomy 31:6-8

DEDICATION

This writing is fully dedicated to My Beloved Mother, Father, Brother and Sister who always keep on praying for my life and always support me in accomplishing this script.

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Praise is only for Jesus, for blessing the writer with health and determination to finish this script. So that the author can complete her undergraduate paper entitled “An Analysis of Reading Material on English Textbook in The Second Grade Students’ of SMAN 1 GEDONGTATAAN, Pesawaran” is present to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfilment of the requirements for S-1 degree.

Having completed this work, the author realized that there are some individuals who always supported and gave her a generous suggestion in conducting this paper; as that matter, the author would like to reveal her sincerest gratitude and honor to:

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Finally, the author hopes that this work will be beneficial to the readers and will be helpful as a reference for further researchers who want to conduct similar research.

Bandar Lampung, 25 Juli 2022

The Author,

Niloh Putu Sinta Oktavina

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I. INTRODUCTION

This chapter consists of several points to be investigated. They are background of the research, formulation of the research question, objectives of the research, uses of the research, scope of the research, and definition of terms. The contents of the chapter are present as follows.

1.1 Background of the Study

There are many factors influencing the success of the learning process; one of which is teaching materials. The importance of teaching material is assumed as being essential for both teachers and learners. It is due to the fact that even though teachers act as the core aspect of the learning process, one cannot be separated if the teaching material is a generic term to describe a resource for teachers to deliver the instruction to the learners. Obviously, it can support the teaching learning activity in terms of encouraging the learners to be more motivated and enhancing their curiosity so that their learning achievement can increase satisfyingly. Naturally, teaching materials come in many shapes and sizes, but they all have in

Common the ability to support learners' learning.

Generally, teaching materials widely used by teachers can be obtained from many sources: Online media, cassettes, videos, audio recorders, and also textbooks. However, regardless of whether various kinds of them are probably used by teachers, and various benefits they can offer, textbooks are believed to be the most important one in increasing learners' achievements. The government of Indonesia has arranged the 2103 Curriculum. It is an operational curriculum which is formed and practiced by almost each school in Indonesia. The 2013 curriculum is assumed to be different from the previous ones, one of which was KTSP. It can be seen from the purposes of the study. As a matter of fact, the purposes of the 2013 curriculum in the classroom are not only based on what learners learn from curriculum, but also to achieve certain values in terms of the religious and some characteristic building values in the learners 'characters. Moreover, teaching and learning methods also comprehensively change the process. For example asking the learners to analyze and the produce it with what they have already observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware with their friends, surrounding, and aesthetic factors are part of the changing method (The Ministry of Education of the Republic of Indonesia, 2013).

Accordingly, when a new curriculum is issued by the government, there must be lots of new English textbooks available in the market. This means that not only does the government via the Ministry of education strive to provide textbooks, therefore, teachers must be selective in choosing textbooks that will be used in teaching and learning activities. Reasonably, choosing an appropriate textbook is important because classroom teachers spend much time using textbooks in class (Miekley, 2005).

In line with that, the research conducted by Ena (2013) shows that many Indonesian EFL teachers use textbooks as the only materials in teaching. This indicates that they depend a lot on the commercial textbooks available in the market. Thus, it is true that in many cases teachers and learners rely heavily on textbooks, and textbooks determine the components and method of learning. It is also supported by Kitao and Kitao (1997:1) who state 'learners learn what is presented

in the textbooks and the way textbooks present materials, is the way the learner learns it.

The implication behind this problem above is that it limits the knowledge of the learners to whatever the textbook offers to them. The teachers do not make any extra effort to bring the supplementary materials for the learners to widen the horizon of their knowledge. Hence, teachers need to select the textbook with careful considerations. As a matter of fact, many English textbooks are available out there yet selecting the most suitable one is the problem (Fredriksson & Olsson, 2006:7).

Considerably, a text book must be of an acceptable quality, useful, and appropriate for the context and people with whom they are being used if a teacher is going to use it in language teaching (Tok, 2010:509). There is no doubt that no textbook is naturally regarded as being perfect and every single one may suffer from some shortcomings. McDonough et al (2003:52) stated that no textbook or set of criteria of procedure for evaluation. Hence, the potential to supplement a textbook with certain materials based on their learners' learning styles and needs is a must for teachers (Riasati & Zare, 2010:55). Furthermore, the selection of the textbook should also be based on the curriculum since Tarigan (1990:22) asserted that a good textbook should be relevant with the curriculum.

In relation to 2013 curriculum implementation, the Ministry of Education of Indonesia obviously provides textbooks from which teachers can use as the references in teaching and learning process, one of those is: Bahasa Inggris "Stop Bullying Now" used for high school learners. This textbook was launched in 2017 and was composed by Mahruk Bashir. The textbook, according to the Indonesian government, was designed to improve the learners' language skills. Moreover, it was designed to enable the learners to use English to communicate with other people. Besides, it is also aimed to support the learners in order to be able to produce oral or written texts with the correct language form, function, and others aspects of languages as stated in the specific learning objectives in the specific learning objectives in the 2013 curriculum (Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2013).

Reading is one of the most important skills students need to master as it enables them to understand what the text tells about. According to Nunan (2003:68) reading is a fluent process where in building the meaning, readers should combine information from the text with their own background of knowledge. Alyousef (2005:144) states that “Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency)”.

In the practice of teaching English as a foreign language in Indonesia, reading occurs as the most important skill to be mastered by students because the National Examination (Ujian Nasional) that they have to take at the end of their education consists mostly of reading questions. It makes the lack of reading habits among students become even more threatening to teachers and education policy makers alike. Considerable efforts have been made to solve that gap between students’ competency and the requirement of the examination which reflects the objectives of the course in its entirety. However, what really needs to be paid attention to is what is really going on in the classroom and what goes wrong in the learning process.

Mostly, teaching reading is giving or mentoring the students to gain some important message and get meaning from written text. Most students are interested in reading English written material such as; book, novel, newspaper, article, text, etc. In the English lesson of High School the development of reading skills, especially in analyzing kinds of text. In the teaching and learning process, teachers should consider the learning materials which are used in the class. Textbook is one of the learning materials which are commonly used. It is a kind of printed material which has an important part in the teaching and learning process.

According to Tomlinson (1999:2), a textbook is a main learning material which is usually used by teachers and students. Textbooks also have many advantages in the teaching and learning process. According to Richard (2001:249) the advantages of textbook are (1) supplying structure and a syllabus for a program; (2) helping standardized instruction; (3) caring quality; (4) supplying a variety of learning resources; (5) being efficient.

To make students able to attain the English materials, they need some English textbooks which are good quality. By learning those standard textbooks, they are able to improve their English skill productivity. There are certain categories of a good book. First, the contents of the textbook should deal with the current Curriculum; it might be from the genre which should be available in the textbook. Beyond that, the contents of the textbook also go with the level of study. The second category is that a textbook should have an interesting display because it can give motivation for readers to read the textbook. In addition, the language of the textbook should be correct in context and situation. It means that the language is not ambiguous, so the reader can understand it easily.

Therefore, this study is intended: to describe whether the reading materials in "Stop Bullying Now" textbook published by Department of National Education for eleventh graders of high school meet the aspect of contents suggested by book center, Ministry of National Education, to describe whether the reading materials in English Ministry of Education and Culture of the Republic of Indonesia 2017 by Department of National Education for eleventh graders high school meet the aspect of presentation suggested by book center, Ministry of National Education, to describe whether the reading materials in "Stop Bullying Now" textbook published by Department of National Education for seventh graders of junior high school meet the aspect of language use and readability suggested by center book, Ministry of National Education, and to describe whether the reading materials in "Stop Bullying Now" textbook published by Department of National Education for eleven graders of high school meet the aspect of relation between chapter suggested by book center, Ministry of National Education.

1.2 Formulation of the Research Question

After concerning the background and the problem, this research is guided by these one following research questions:

1. What extent does the textbook relevant with the 2013 curriculum?
2. What are the teachers' perceptions on the suitability of the textbook for

the eleven graders?

1.3 Research Objectives

Based on the research questions above, the objectives of this research are as follow:

1. To identify whether or not the textbook is relevant to the 2013 curriculum in terms of Basic competence.
2. To snapshots the teachers' perceptions on the suitability of the textbook for the eleven graders.

1.4 Uses of the study

The research useful for:

1. The Teacher
The teacher who has been or will be using the English Ministry of Education and Culture of the Republic of Indonesia 2017 textbook should be more selective in choosing English textbooks.
2. Other Researchers
The result of this research study can be used as a source for those who wish to conduct similar research, to get some insights of what aspects they should be concerned with.
3. To Book Publishers
This study could be a consideration for a book.

1.5 Scope of the study

This research focused on analyzing the material of reading textbooks for high school students. The textbook analyzed in this research is the English textbook "Stop Bullying Now" used by eleven graders of high school published by curriculum and book center. Research focuses on reading material for reading test and explanation text, which is related with the curriculum of 2013 and syllabus of

the high school students.

1.6 Definition of Terms

In order to specify the topic of the research, the writer provides some definition of terms related to the research. These are some terms, which are related to the research:

1. Analysis, the process of breaking a concept down into more simple parts, so that its logical structure is displayed.
2. Textbook is a main learning material which is usually used by teachers and students. Textbooks also have many advantages in teaching and learning process (Tomlinson 1999:2). The advantages of textbooks are (1) supplying structure and a syllabus for a program; (2) helping standardized instruction; (3) caring quality; (4) supplying a variety of learning resources; (5) being efficient (Richard 2001:249).
3. Alyousef (2005:144) states that “Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency)”.
4. Stop Bullying Now Textbook

“Stop Bullying Now” for grade XI High School. It is published by Pusat Kurikulum and Perbukuan, Balitang, the Ministry of Education and Culture of Indonesia and is written by Mahrukh Bashir. The textbook consists of eight chapters and 170 pages.
5. The 2013 curriculum in this study focused on the standard and basic competence of English reading materials in the national English curriculum for senior high school. This chapter has discussed the background of the research, research question, objectives of the research, use of the research, scope of the research, and definitions of key terms.

II. LITERATURE REVIEW

2.1 Previous Research

In this research, there are seven previous studies, which are similar and different to this research. The readers with the underlying theories related to the problems of the research. The first was conducted by (Spratt, Pulverness, and William: 2005:21) “Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge”. The activity is done by the readers as they want to get information and lore from the text. In the process of getting information and knowledge the readers try to connect what they read in the written language to what they already know about the text. Making sense of a text is done by understanding the meaning of words, sentences, and even a text.

The second was conducted by (Grabe, 2009: 5) “Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education”. Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to know the text being read by interpreting, synthesizing, evaluating, and selecting the important information. Grabe (2009: 15) states that, “Reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.

The third was conducted by (Johnson, 2008: 110) “defines reading comprehension as the process of extracting and constructing meaning involving the written.

Language, states reading comprehension as the use of strategies in reading in retrieving information and constructing meaning of text done by the readers. Approaches that are used by the readers may be different from one another. It leans on the readers' aim in reading comprehension.

The fourth has been several studies on analyzing the content of textbooks as a curriculum product. According to Safitri (2014), the criteria of a good English textbook are related to the basic competence in curriculum used, and the materials in text are quite good based on vocabulary used on the text, organization of paragraph, and the text makes student better to understand

So, reading comprehension can be defined as the process in which the readers construct meaning from a text being read connected to the background knowledge they have.

2.2 Concept of Reading

Reading is the most important skill needed by the students. By reading, the students can get a lot of information based on what they are required to read, it is not easy to be a good reader, moreover if the English text is complicated. The students must understand the main ideas of the reading text. Brown (2004:189), reading is a process of negotiating meaning to the text for understanding. In this case, reading is a way or process to gain information from a text. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of potential sense of word, sentence and connected text. It is appropriate with McNamara (2007:28) who states that comprehension is the clarification of the information in the text, the use of prior knowledge to clarify this information and ultimately, the construction of a coherent representation or picture in the reader's brain of what the text is about. Best on Klingner (2007:2) reading comprehension is the process of construction meaning by coordinating a number of difficult processes consisting of word reading, word and world

knowledge, and fluency. From the affirmation the readers can create meaning from written text which makes them able to decide the information in it. Last, Elizabeth (as cited in Irwan 2010), reading is the process of constructing meaning from print and from other symbols. Reading is the instant recognition of various written symbols, a simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

Based on the statement above, it can be inferred that reading comprehension is important in the reading process. Reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose or the main idea of reading text to get the message and information from what they have read.

2.3 Reading Comprehension

Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language because reading includes one of the skills in learning language. According to Cristine Nuttal (1982:31) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the readers' language skill, cognitive skill and the knowledge of the world in the process the reader tries to recreate the meaning intended by the writer.

Reading is the prosperity to interpret meaning from the written languages. Grabe and Stoller (2011: 3) state that "reading is the ability to draw meaning from the printed page and interpret this information appropriately". Reading creates the meaning from the reader independently; of course it makes the argument that the reader should have an extra knowledge either vocabulary or another aspect to interpret meaning appropriately with the author. Tarigan (1998: 7) in Himayat (2014) defines "reading is a process that is carried and used by a reader to get a message to be conveyed by the author through texts". In addition, Dorn and Soffos (2005: 6) state that reading is a complex process involving a network of cognitive

actions that work together to construct meaning.

From several theories above, reading is an activity and interaction process between the reader and the texts. It should be an active process because reading creates meaning depending on the reader. However, the reader needs more knowledge and power to create meaning appropriately with the author in order to get the message appropriately. Moreover, the reader might read a novel, a short story, a newspaper, an article, etc., they have several purposes in reading. It is either to be entertained or to use the information for a particular purpose. According to Grabe and Stoller (2011: 6) define “the overall goal is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate. Comprehension is the ability to understand written language based on schemata of the reader. Dorn and Soffos (2005: 14) state that “comprehension is a complex regulated by cognitive, emotional, perceptual, and social experiences”. When individuals read, they apply a range of comprehension to sustain their meaning.

Comprehending involves interpreting and synthesizing ideas in the ways that influence the reader's mind. What we call deep reading has the potential to change the way we think and learn. In summary, reading comprehension is an understanding a text that is read of the process of constructing meaning from a text. Comprehension is construction process, because it involves all of the elements of the reading process. To create meaning from the text that read, it is needed a comprehension. According to Wolley (2011:15) “reading comprehension is the process of making meaning from text”. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In the process of reading, students need to comprehend the text. That is because by comprehension, the readers can recognize the author's purpose wrote those texts and of course can interpret the meaning of the texts. Meaning is thing or idea that a word or sentence represent.

Reading comprehension is the process of getting knowledge and information by using comprehension skills connected with the prior knowledge of the reader. Hudson (2007: 33-57) and Brown (2001: 298-299), there are three types of reading

processes. Those are presented below:

1. Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. The readers construct meanings by scanning from letters to letters. It is continued by recognizing the word from one to another. The process is furthered by associating among phrases, clause, and sentences. Finally, it is processed into phonemic units representing lexical meaning and attains some comprehension of the text. This process mainly focuses on linear processing which allows the readers' ability in recognizing words into mental lexicon. It concerns more in the way the readers read a text than that of comprehend it.

2. The top-down processing

In top-down processing, the process of reading is seen as the process happened inside of the readers. The readers involve their knowledge of syntax and semantics to create meaning of a text (Goodman cited in Hudson, 2007:37). At the beginning of the process, the readers make some predictions of the text. It is followed by taking samples which will confirm whether or not the predictions have been made. These are the processes, the readers do some correction on the predictions. The top-down processing, indeed, takes the background knowledge of the readers as the most important thing in reading.

3. Interactive processing

Interactive processing points the process of reading as the interaction between the information of a text with the readers' prior knowledge.

This process combines the two previous processes i.e. the bottom-up and top-down processing. As the process of reading happens, the readers arouse what they have on their background knowledge connected with the written information in the text. So, in an interactive process, the readers both recognize words and predict the implied information in creating meaning.

From this discussion above, it can be concluded that there are three types in

the process of reading. Those are bottom-up processing dealing with recognizing the word, top-down processing combining word recognition and background knowledge, and interactive processing combining word recognition and background knowledge of the readers. Those approaches help the readers in reading comprehension.

2.3.1 Aspect of Reading Comprehension

This subchapter will explain aspects of reading. Nuttal (1982) proposes five aspects of reading comprehension that should be mastered by the readers in order to deeply comprehend a text, as follows:

1. Determining Main Idea

The main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining the main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words.

2. Finding the Specific Information or Part of Text

It means looking at the information relevant to what goal in mind and trying to ignore the irrelevant ones. Supporting or specific information develops the topic sentence by giving definition, example, fact comparison, analogy, cause, and effect statistic, and quotation. The question of finding supporting detail is as follows: who is the character of the text?

3. Finding Reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. There are two types of reference; cataphoric and anaphoric reference. A cataphoric reference unit refers to what cataphoric reference we would

need to look ahead in the text. On the otherhand, an anaphoric reference unit refers to another unit that was introduced earlier in the text. To understand the unit reference to by anaphoric reference we would need to look back in the text.

4. Finding Inference

The inference is a good or conclusion drawn based on the logic of the passage. Finding inference means the readers implies the sentence or passage understand andconclude it logically.

5. Guessing Meaning of Vocabulary (Difficult Word)

It is unlikely that we will know every word in a text and even if we think that we have seen a particular word in its present context. Guessing the meaning of vocabulary (difficult word) refers to comprehending what the unfamiliar words mean by seeing its synonym related to the context. Besides that, we can also try to guess the meaning of the vocabulary (difficult word) by comprehending one or twoprevious sentences in the text.

Based on the theories above, those five reading sub-skills are important to be usedin comprehending a text. The writer uses all the reading sub-skills in the case of thereading test in this research.

2.4 Reading Material

Reading material submits to any texts or passage that brings certain messages or ideas to be shared to the reader through the process of reading activity. In preparing the material there are some aspects to be considered. The researcher emphasizes on the level of the reader's interest as well as the objectives of the reading activity. In this case, the reading material that I will use is textbooks. Thomson (2000: 175) stated that “the textbook is a stimulus or instrument for teaching and learning”. It means that a textbook can give instruction and stimulate a subject's use, especially

in school. Textbooks as the tools of teaching-learning are becoming main data in this research. As the tools of teaching learning in the classroom, textbooks can help the teacher in the teaching and learning process. Of course, textbooks also have some purposes in teaching learning, especially teaching reading. According to Cunningsworth (1995: 73), there are several different purposes of reading material. It consists of:

- Supporting reading strategies and skills
- Presenting grammar items
- Delivering vocabularies
- Stimulating speaking
- Providing models for writing
- Giving interest information for students

The use of materials in the learning and teaching process is pretty much influenced by several factors like Clarke (1989:73) argues that communicative methodology is important to be included in the learning materials. It means that a good learning material has to contain communicative aspects to be able to fulfill their role in the learning process. Moreover, Clarke argues that communicative methodology is based on the following aspects:

a. Authenticity

Authenticity means that a communicative learning material is strictly supposed to be authentic. Authentic here means that it is not some made up material that is created by the teachers especially to be used in the classroom but rather a reality that can be found in the real world. As often argued by lots of researchers, this authentic material will serve the needs of students better because they are already familiar with the form of the materials that they also find in real life, e.g. newspaper/magazine articles, announcements in the shopping mall or a traveling brochure.

b. Realism

Realism here has the definition that a communicative learning material

has to be real. So, a material has to be something that can be really seen and touched by the learners. This is important in increasing their curiosity as well as their understanding toward the subject or topic matter.

c. Context

As known, nothing can be real good or appropriate without the context match. Here, the context that communicative learning materials have to focus on includes the situation of the classroom, the students and also the subject being taught. Focus on the learner it is sure that everybody in the language teaching field is fully aware and understands that the focus of the learning process is indeed the learners and not the teachers. So, Communicative learning materials have to make the learner become its focus in the process of learning to achieve the best result expected.

Based on the various purposes above, the teacher should attend to the purpose of their teaching. The teacher should know the goal of teaching learning, especially teaching reading. It means that the teacher needs to know the objective of the syllabus that will help the teacher to teach reading material.

Textbook is written material that can be used to teach in the learning process. Reading is one skill that needs written language as the tool of teaching learning. There are 3 categories that should check in reading passage in the reading material (Cunningsworth, 1995: 73) it is consist of:

- a. The reading of passage real interest
- b. The reading passage as authentic in student's level
- c. The reading passage is appropriate with the reader's purposes that will help thereading process.

In short, reading material should be categorized in determinants above. The students need the material that is appropriate with their level. The students need authentic

material for reading passages to improve the students' reading skills. It means that the teacher should categorize the reading material before they use textbooks as the tools of teaching learning.

Reading is one of the skills that needs written language as an instrument in teaching learning. Course book is one of the written languages that can be used in teaching learning, to use course book as the tools it needs some review. According to Cunningsworth (1995: 74), there is some consideration to analyze reading material in general course books. There are:

- a. Quantity of reading material
- b. Type of reading passage
- c. How reading passages introduce in beginners' course
- d. The nature and range of exercise activities linked with the reading passage.

In summary, the consideration to choose course book is important. A course book should appropriate with the syllabus objective. Besides that, the quantity and type of reading passage become the main consideration to choose course book. In short, the teacher should be careful to choose a course book, it needs to align both the syllabus objective and reading material. Cunningsworth (1995) states that there are some numbers of dimensions that can considerably. It consists of ;

- Topic
It has become an interesting discussion in text. Because choosing an interesting topic is not easy.
- Presentation
Choosing a topic is important, here the presentation means that the reading passages can be covered by different types-faces.
- Authenticity
It means that the authenticity of the language is influenced to account level.
- Genre
Genre means the type of reading passage that has a presence. Exercise and activities.

The purpose of this activity is to measure the reader's comprehension. It can be concluded that a course book is an important tool in teaching learning. It has some criteria to choose the course book that is appropriate among the syllabus objectives, students, and reading material. So, the teacher should be careful to choose a course book.

2.5 Curriculum

The term Curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, Curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

An individual teacher's Curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course. Curriculum can also be designed as a design plan for learning that requires the purposeful and proactive organization, sequencing, and management of the interactions among the teacher, the students, and the content knowledge). Actually, anything and everything that the teacher teaches can be called a Curriculum. Humans are born learning, thus the learned Curriculum actually encompasses a combination of all.

a. 2013 Curriculum

Indonesia has changed its Curriculum ten times from 1947 to KTSP (<http://kupang.tribunnews.com>). Those are Curriculum 1947 called Planning of Teaching (Rencana Pengajaran), 1964 Curriculum was Basic Education Planning

(Rencana Pendidikan Dasar), 1968 Curriculum was Elementary School Curriculum (Kurikulum Sekolah Dasar), 1974 PPSP (Proyek Perintis Sekolah Pembangunan) Curriculum, in 1975 was Elementary School Curriculum, in 1984, it was called 1984 Designed Curriculum, in 1994: 1984 Designed Curriculum, in 1997 : 1994 Revised Curriculum, 2004 : Curriculum Basic of competence (Kurikulum Berbasis Kompetensi), 2006 : KTSP (Kurikulum Tingkat Satuan Pendidikan). The Ministry of Education and Culture of Indonesia has already published the new Curriculum for Indonesia's education. It is called the 2013 Curriculum. The 2013 Curriculum will change the last Curriculum KTSP. For a variety of reasons, the 2013 Curriculum is expected to be able to increase Indonesia's education in this globalization era. Now the 2013 Curriculum is still being discussed as a pro-contra issue. KTSP which now is implemented in Indonesia has significant differences in the 2013 Curriculum. The most distinguished thing is the structures of those curricula.

The 2013 Curriculum will have fewer subjects than KTSP. Total subjects for KTSP are 11, but in the 2013 Curriculum will just have 6 subjects. They are religion, civilization (PKn), Indonesian, mathematics, culture (SBK), and sport (PJOK). Together with the changed lesson science (IPA) and social (IPS) will be integrated into Indonesian subjects. Moreover, in the 2013 Curriculum will apply a thematic learning method starting from 1st grade until 6th grade, though KTSP applies thematic learning method for 1st grade until 3rd grade and for 4th grade uses a lesson approach. Furthermore, there is an additional time in the 2013 Curriculum for elementary school. It was 26 hours, but in the new Curriculum it will be 30 hours every week. On one hand, KTSP and the 2013 Curriculum also have similarities. First, they are discussed and arranged by the government, specifically the Department of National Education (Depdiknas).

Then the 2013 Curriculum might be mentioned as one fourth revision of the KTSP. The implementation of the 2013 Curriculum has some effects in several ways somehow. The effects must be positive or negative. The advantages are the good standard competence, the constructive approximation method, and the continuing competence from SD to SMA. Firstly, the graduation standard competence is

well-ordered. According to KTSP, the subjects had to be fixed to maintain it. On the contrary, the 2013 Curriculum, the determination of graduation standard competence had to be fixed first before the subjects. Secondly, the 2013 Curriculum completes the approximation method based on the students' creativity.

The new Curriculum fulfills three main components of education: knowledge, skill, and attitude. Knowledge is proved by the lesson in general. Skill is from their practical lessons like sports and attitude is reflected by implementing the additional time for religion subjects. In view of character building and religion subjects are inserted into the 2013 Curriculum more. Thirdly, the 2013 Curriculum is designed continuously from SD to SMA. Specifically, the SMA competence is a continuance from SD and SMP. In spite of those positive sides, the new Curriculum also has several weaknesses.

2.6 Textbook

Textbooks are the most frequently used of all printed educational materials. In the hands of a knowledgeable practitioner, the textbook becomes one of many aids to assist the student in acquiring clear concepts of subject matter. According to Richard (2001), textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skill, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking text might provide passages for students to read and discuss. A listening text together with audio cassettes or CDs might serve as the primary listening input in a listening course. The textbook is properly viewed as an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students achieve the goal of learning. It is used if it can do a better job than any of the other available materials of instruction. Teachers find significant advantages in the textbook which are important to be learned. It usually summarizes a great quantity

of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is usually in the possession of each student.

A medium is a means to help the teachers when the teaching and learning activities progress. A teacher usually uses some media to make him or her easier in explaining the teaching materials. One media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. Textbook is a book giving instruction in a subject, used especially in schools, etc. “Textbook is an instruction material which consists of context and material of the subject that is well organized and has a great contribution to the teaching and learning processes” (Yuli, 2011). “The textbook is a stimulus or instrument for teaching and learning” (Thomson 2000). In another definition, a textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions.

Based on the definition of above, it is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purpose and complementary textbooks that used to give additional material for the students.

A textbook has many functions. According to Thomson, the text book has many functions as follows:

1. Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

2. Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and questions. Written textbooks give unity to classroom interaction and are graded to

introduce new concepts or contents they build upon what has preceded.

3. Tutorial

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

4. Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

From the explanation above, textbooks are a kind of visual aid in teaching the learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by the teacher.

2.7 The Role of Textbook

A textbook is the main media of learning process. It plays an important role besides other modern tools of education. Textbook has a different functions for teachers and students even they learn in a single room. For teachers, textbook helps in designing an outline that used in teaching. It is easier for teacher to organize the information and activities based on the textbook systematically. For students, textbook helps understand and comprehend the material because the material includes the pictures, graph, maps and other illustrative materials. According to Ravith (2003) and Valverde et al, (2002) as cited by O'keeffe (2013) textbooks are vitally important, they play a significant role in shaping teachers', students' and families' views of school subjects. The student use textbook as the main source for preparing the student as an individual or group before teaching and learning process in the class, interacting with the others, doing assignments that are given by teacher, and preparing the student for the test and final examination. Whereas for teacher textbook use as the sources for give an assignment, make teaching design, materials

reserves, contextual references, and arrange the evaluation materials.

Besides, according to Martono (2005, as cited by Nisak, 2013) there are some central roles of a textbook in developing student's ability as follows;

- 1) Books play a role as information source, and teachers' role is the agent and information seller.
- 2) Books are able to attract students' interest and willingness to master all the information served with high motivation.
- 3) Books can be students' learning-manager, where it provides information on various difficulties, including tests and its related answers.
- 4) Books are able to fulfill curriculum demands and implement the curriculum messages or even more.
- 5) Books are able to be used as the tool of shaping student's instincts and forming the student's attitude in dealing with the relatively quick changes of the world by this 21st century.
- 6) Books provide essential and strategic information to solve problems.
- 7) Books provide communicative, interesting and non-monotone information.

To Richard (2001), textbooks are used in different ways in language programs. For example, a reading textbook might be the basis for a course on reading skill, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking text might provide passages for students to read and discuss. A listening text together with audio cassettes or CDs might serve as the primary listening input in a listening course. The textbook is properly viewed as an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students achieve the goal of learning. It is used if it can do a better job than any of the other available materials of instruction. Teachers find significant advantages in the

textbook which are important to be learned. It usually summarizes a great quantity of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is usually in the possession of each student.

2.8 The Criteria of a Good Textbook

According to Cunningsworth (1984:1) textbook is a book written by experienced and well-qualified people and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before publication. According to Richards (2001:254-255) the use of textbooks in teaching-learning has both advantages and disadvantages depending on how they are used and the context for their use. The evaluation is the important thing to know the purposes and the function of the textbook in the teaching-learning process. According to Cunningsworth (1995) in Richard (2001:258) proposes four criteria for evaluating textbook, that are: textbook should correspond to learner's needs, textbook should reflect the uses (present or future) which learner will make of the language, textbook should take account of student's needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method, and textbook should have a clear role as a support for learning.

Tomlinson proposed criteria of good material which relates to some basic principles of Second Language Acquisition. Tomlinson (1998:7-21) mentions that a good English textbook has the following criteria, the criteria are: materials should achieve impact, materials should help learners to feel at ease, materials should help learners to develop confidence, what is being taught should be perceived by learners as relevant and useful, materials should require and facilitate learner self-investment, learners must be ready to acquire the points being taught, materials should expose the learners to language in authentic use, the learners' attention should be drawn to linguistic features of the input, materials should provide the learners with opportunities to use the target language to achieve communicative purpose, materials should take into account that the positive effects of instruction

are usually delayed, materials should take into account that learners differ in learning style, materials should take into account that learners differs in effective attitude, materials should permit a silent period at the beginning of instruction, materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, materials should not rely too much on controlled practice, and is materials should provide opportunities for outcome feedback.

According to Ornstein (1990) a good textbook has many desirable characteristics. They were all organized, relatively up to date, and accurate. A good textbook must be well organized. Here, the textbook must have a good composition of instructional materials. The materials must be organized clearly and contain all English skills. A good textbook is relatively up to date. It means that the material of the textbook must contain the newest things, so it will give some new news or information to the students. A good textbook should be accurate. In this case materials in the textbook should not present wrong information or be presented in error grammatical language and incorrect words.

According to Murcia (2001) a textbook is categorized as good if it is viewed from all aspects of the textbook. They are subject matter, vocabulary and structure, exercises, illustration, and physical appearance. The first aspect is subject matter. A textbook is good if: The subject matter covers a variety of topics which are suitable with the curriculum, in this case is the 2006 curriculum; The ordering of materials are arranged in logical form; the content grades are appropriate with the students' need; And the materials are accurate up to date. The second aspect is vocabulary and structure. A good textbook is if : The vocabulary and structure which is used is appropriate with the students' grade; The vocabulary items are controlled from the simple to complex one; The new vocabularies are repeated in the next chapter to make the students' memory stronger; The sentences length is suitable with the students' level; The structures gradually increase in difficulty level to suit the growing ability of the students; The words that are used are the daily words, and the sentence structures follow normal word order; The sentence and paragraph follow one another in logical sequence; And linguistic items are

introduced in meaningful situation. The third aspect is exercises. A textbook can be said good if the exercises: Develop comprehension and test knowledge of main ideas; involve vocabulary, structures, and language skills which build up the students' ability; Provide practice in difference types of written work (like sentence completion, spelling and dictation, guided composition, and others); cumulatively test new materials; and develop meaningful communication by referring to realistic activities. The fourth aspect is illustration. The illustration of a good textbook should: Create a favorable atmosphere by depicting realism and reaction; be clear, simple, free, and interesting; and directly related to the content to help the learners in understanding the text. The last aspect is physical appearance. A good textbook is good if: the cover is durable enough; the text is attractive; the picture on the cover can make the students interested; and the size is suitable with the students' handle. In a broad sense, a textbook or course book is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Although most textbooks are only published in printed format, many are now available as online electronic books.

Textbook is one of the teaching tools which present the subject matter defined by the curriculum. A textbook is required to contain the complete overview of the subject, including the theories, as well as to be of a more permanent character. Brown (2000: 141) states, textbooks are one type of text, a book for use in an educational curriculum. At the very least, a textbook can be used as a guideline to achieve the success of the teaching and learning process. One of the most popular textbooks used in our education is the ones published by Book Center of the Ministry of National Education written by Artono Wardiman, Masduki B. Johor, M. Sukirman Djusma. As Tarigan (2009) said the criteria of a good textbook help the assessor to make textbooks' evaluation instruments that will be used to assess the aspects being evaluated. He added some criteria as follow: textbook has base, principal, and certain viewpoint base on the concepts that used in textbook clearly, textbook should be relevant with curriculum, textbook is interesting and increasing reader enthusiasm, textbook gives motivation to reader, textbook can stimulate students' activity, textbook has interesting illustration for reader, the understanding should be preceded by correct communications, the content of the

textbook supports the other subject, textbook appreciates individual diversity, textbook tries to reinforce the value that is applied in society, and textbook has clear viewpoint.

2.9 Center Book, Ministry of National Education

Book Center, Ministry of National Education defines several criteria for quality textbooks. Some aspects suggested by Book Center, Ministry of National Education consist of:

1) Aspect of content

According to Book Center, aspect of content has;

- a. the conformity between reading materials and curriculum,
- b. kind of genres found in the reading materials,
- c. the arrangement of reading materials based on the level of difficulty,
- d. reading tasks which are given to develop students' ability,
- e. the reading materials which are considered about the respects of gender, religion, and race.

2) Aspect of presentation

The criteria of a good textbook in aspect of presentation are;

- a. learning purpose which stated explicitly and leads to mastery of communication competence,
- b. the presentation of each chapter reflects the logical path and coherence,
- c. the presentation of each chapter arranged from easy to difficult materials,
- d. the conformity between tasks and materials,
- e. the presentation of each chapter engaging students to communicate using English actively,
- f. the presentation of each chapter supporting students to interest in English subject, and

- g. The presentation of each chapter supporting students to reflect and evaluate themselves.

3) Aspect of language use and readability

The criteria of a good textbook in Aspect of language use readability.

- a. The standard of English language use according to the language rules.
- b. The use of English which is appropriate with the needs of communication learning.
- c. The presentation of paragraphs which are presented effectively by considering coherences and cohesiveness.
- d. The use of illustrations which are functional and relevant with the materials

4) Aspects of the relation between chapters

The criteria of a good textbook in Aspect of the relation between chapters.

- a. The relevancy between the materials with education purposes
- b. The relevancy between the materials with the development of knowledge, technology and arts.
- c. The relationship between materials in the textbook.
- d. The relationship between materials, and anatomy, norms/ ethics and the completeness of a textbook.

Byrd (2001, as cited by Suryani, 2018) describes several criteria for choosing and evaluating textbooks. First is the suitability between the material and the curriculum. Second is the suitability between the material and the students. The third is the suitability between the material and the teacher because it is used by the teacher as guidance to teach students. Thus as mentioned, researchers focus on point one in Language center criteria and all the criteria by Byrd because it is related to the study need.

2.10 BSNP (Badan Standar Nasional Pendidikan)

Based on the basic criteria governing the juridical quality of textbooks namely: PP No. 19/2005 article 43 verse (5): "The eligibility of the contents, language, representation, and the graphic's textbook lesson rated by BSNP and defined by regulation of the Minister." Badan Standar Nasional Pendidikan (BSNP) is an independent agency, professional, independent and carries out a mission to develop, monitor and evaluate the implementation, the implementation of national education standards. BSNP defines several criteria for quality textbooks are eligible eligibility, which includes some components, which are:

Eligibility of the contents the eligibility criteria in assessing the quality of the content writing textbook includes several components, consist of:

- 1) Suitability of the material with a standard Competency (SK) and BasicCompetence (KD)
- 2) Suitability of the material to the curriculum
- 3) Accuracy of content
- 4) Date material
- 5) Encourage curiosity
- 6) Scientific Substance and life skill
- 7) Enrichment
- 8) Diversity value

b. The Appropriateness of Language

The language used in a textbook should overcome some principal, such as:

- 1) Straightforward

The language used in the textbook must be straightforward, not convoluted, just list the basic material elaboration, important, and necessary.

- 2) Communicative

A textbook should use communicative language, so it is easy to

understand and is understood by students.

3) Dialogic and interactive

A good textbook to use language that can motivate students, language used evoked a sense of pleasure when learners read them and encouraged them to learn it thoroughly. Besides textbooks should also encourage students to think critically, the language used is capable of stimulating the students to question things further, and seek the answer independently from text books or other sources of information.

4) Conformity with the development of the learners

A textbook should be the glaring discrepancy with the level of intellectual development of the learners; the language used in describing a concept should correspond to the level of cognitive development of learners. Compliance with the level of development of the learner is also an emotional thing to note in textbooks.

5) Compliance with the rules of English

In the writing of textbooks, especially English-subject textbooks, we must pay attention to the rules of English that are good and right.

6) The use of terms, symbols, and icons

The use of the term and depiction of the symbol or icon that represents a concept in a textbook should be consistent between sections consistently

III. RESEARCH METHOD

This chapter discusses the following points: research design, population and sample, research instruments, data collecting technique, data analysis, and credibility of the data.

3.1 Research Design

This research was quantitative descriptive. Quantitative research explains phenomena by collecting numerical unchanging detailed data that are analyzed using mathematically based methods, in particular statistics that pose questions of who, what, when, where, how much, how many, and how. It deals in numbers, logic, and an objective stance. It is original research in which the researcher decides what to study, asks a specific, narrow question, collects quantifiable data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner [Creswell, 2011].

While the survey research is the research used to explain the causal relationship and hypothesis testing. According to Sugiyono (2015) understanding of survey research is a study conducted on large and small populations, but the data studied is data

From samples taken from the population, so that found relative events, distribution, and relationships between sociological and psychological variables.

This descriptive research is conducted to describe systematically about the fact and characteristics of the subject (the students of SMAN 1 GEDONG TATAAN). The researcher used the descriptive research method because she tried to describe kinds of textbook that should consider the learning materials which are commonly used.

3.2 Population and Sample

The population of the research was the second grade of SMAN1 GEDONGTATAAN period 2020/2021. For this research, I used textbooks from the Ministry of Education and Culture 2017. The 2017 teaching book from the Ministry of Education and Culture which consists of 117 pages to analyze the book is suitable not to be used for students of SMAN1 GEDONG TATAAN. And for the sample is grade XII science 1, with this it can be seen to what extent students understand text books that are easier for students to use.

3.3 Data Collection

In conducting this research, researchers need several instruments to obtain data to be analyzed. The instruments for this study were questionnaires and interviews. This questionnaire is for measuring the variables of textbooks and students' understanding of the textbooks they use, the researchers used guided interviews to get deeper information and in accordance with the researcher's purposes.

3.4 Instrument

Several instruments were applied in completing the research. The instruments were textbook evaluation checklist, questionnaire, and interview. Third elaboration on each instrument is discussed below.

1. Textbook Evaluation Checklist

Textbook evaluation checklist was obtained from qualitative checklist adopted from Cunningsworth (1995) covering five criteria; aims and approach, design and organization, language content, language skills, and topics. The checklist consists of 42 items checked by the researcher to evaluate the quality of the textbook.

2. Questionnaire

A questionnaire is a list of questionnaires in case asking the students' opinion. In this research, researchers applied close form questionnaires to be fulfilled students'. The questionnaire was adopted from "Cunningsworth 1995". The questionnaire consist of 15 item, here are the indicators questionnaire as shown on the table below:

Table 3.1 questionnaire

NO	Indicator	Total	Key Number
1	Language Skills	5	1,2,3,4,5
2	Topic	5	6,7,8,9,10
3	Language Content	5	11,12,13,14,15
Total Items		15	

The questionnaire used is Likert Scale Form; a scale with a number of points or spaces, usually at least three but no more than seven. Five points of scale ranging are used, they are: Strongly Agree (Sangat Setuju, SS), Agree (Setuju, S), Neutral

(Netral, N) Disagree (Tidak Setuju, TS), and Strongly Disagree (Sangat Tidak Setuju, STS). The degree of scale was described in the table below:

Table 3.2 scale score

Scale	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strong Disagree	1

To measure the quality of the questionnaire, there are a couple of criteria for a good questionnaire.

3. Interview

Interviews were qualitative. Interviews could be used to gather the data on respondents' opinion, beliefs, and feelings about the situation in their own words. Therefore, in this research, the interview was used as a tool for the review section to find out the thoughts, opinion, and also judgment about the textbook which were obtained from both students and teachers as the participants or respondents. The interview was conducted in order to find out students and teachers opinions or perspective toward the textbook. The interview took 5 students' who got low scores for the questionnaire and 2 English teachers' in SMAN1 Gedongtataan who had used the textbook, and then it was conducted within 5 to 20 minutes for the students' and teacher. The researcher makes interview questions with direction and opinions from plp teacher and English lecturers, the interview question already validated. The interview was used to get more detailed information in order to support the data from the questionnaire.

Interview Protocol:

1. Prepared the interview question.
2. Researchers meet up with students and teachers.
3. Introduced the purpose and the format of the interview.
4. The researcher started to ask students and teachers.
5. During the interview, researcher recorded the student and teacher interviews

Based on the explanation above, this research used two kinds of instruments in order to support and strengthen the data analysis from the textbook by seeing the students and teacher point of view.

3.5 Data Analysis

After collecting the data, analyzing data was done. The first step of analyzing data was the writer classified the categorization of learning style from the questionnaire. For collecting the data used Likert scale, A Likert scale assumes that the strength/intensity of an attitude is linear, i.e. on a continuum from strongly agree to strongly disagree, and makes the assumption that attitudes can be measured. For example, each of the five (or seven) responses would have a numerical value which would be used to measure the attitude under investigation. The response categories in Likert scales have a rank order, but the intervals between values cannot be presumed equal. Therefore, the mean (and standard deviation) are inappropriate for ordinal data (Jamieson, 2004) Likert Scales have the advantage that they do not expect simple yes/no answer from the respondent, but rather allow for degrees of opinion, and even no opinion at all.

Therefore quantitative data is obtained, which means that the data can be analyzed with relative ease. Offering anonymity on self-administered questionnaires should

further reduce social pressure, and thus may likewise reduce social desirability bias. Paulus (1984) found that more desirable personality characteristics were reported when people were asked to write their names, addresses and telephone numbers on their questionnaire than when they told not to put identifying information on the questionnaire.

3.6 Research Procedure

This subchapter explained the procedures of the research which clearly mentioned below:

a. Determining the problem

This study came from the problems with analyzing English reading material. In general, it can be said that most of the students become anxious, afraid, and insecure every time they read the textbook. Students think that reading books is not interesting, it is quite reasonable that some students lack ideas; they don't know what to do, even though by reading students can find ideas for learning in class. In addition, students also need to read textbooks to help them learn and find ideas that can be conveyed or applied in their daily lives. Thus, the researchers take this as a serious issue that has to be maintained.

b. Determining the population and selecting the sample

The research was conducted in the fresh year of Senior High School 1 GEDONG TATAAN period 2020/2021. To emphasize the researcher used one class of eleven grades as the sample of the research which consists of 35 students of senior high school.

c. Distributing the questionnaire

The researcher gave students a questionnaire regarding their analysis of English reading material. The students were asked to fill the questionnaire

which consists of 15 items.

d. Analyzing Questionnaires

Research analyzed students' answers about teaching books analysis using Likert Scale. Data analysis uses three classification factors that contribute to students understanding the textbooks used.

3.7 Data Displayed

After the data is reduced to the most important, then the data is presented in the form of calculation results using Scala Likert. Researchers categorize students' understanding of the textbooks they use. To get the percentage, the researcher uses the formula:

<p>T x Pn</p> <p>T = Total number of respondent who chose</p> <p>Pn = Choice of Likert score numbers</p>

- Respondents who answered strongly agree (5) = x 5 =
- Respondents who agree (4) = x 4 =
- Respondents who neutral (3) = x 3 =
- Respondents who answered disagree (2) = x 2 =
- Respondents who answered strongly disagree (1) = x 1 =
- All results add up, total score =

Calculation Score Interpretation

In order to get the interpretation results, it must first be known the highest score (X) and the lowest score (Y) for the assessment item with the following formula:

- $Y = \text{Likert's highest score} \times \text{number of respondents}$

- $X = \text{the lowest score Likert} \times \text{number of respondents}$ Index formula $\% =$
- $\text{Total Score} / Y \times 100$

Pre Completion

Before solving it, we also have to know the interval (range of distance) and the percent interpretation in order to know the assessment using the method of finding the percent score interval (I).

Interval Formula

$I = \dots / \text{Total Score}$

(Likert) Then $= \dots / 5$

$=$

Result (I) $=$

(This is the interval from the lowest 0% to the highest 100%)

The following are the criteria for interpreting the scores based on intervals:

- Score 0% – 19.99% = Strongly Disagree (bad/very less)
- Score 20% – 39.99% = Disagree (not good)
- Score 40% – 59.99% = Natural (Neutral)
- Score 60% – 79.99% = Agree (Good/Like)
- Score 80% – 100% = Strong Agree (Good/Like)

Final completion

$= \text{Total score} / Y \times 100$

$= X / Y \times 100$

$=$

V. CONCLUSION

In this very last chapter, the conclusion chapter consists of two parts namely, the conclusion and suggestions. The research found some drawbacks. Therefore, besides presenting the conclusion, this very final chapter is also presenting suggestions for future research.

5.1 Conclusion

In general, the analysis textbook remained appropriated as a textbook used in SMAN 1 Gedongtataan. By the standard of curriculum 2013, the researcher draws the conclusion based on the result of the data.

1. The textbook is published by the government via the ministry of education and culture, it accordingly has already well corresponded to the 2013 competency and program objectives which emphasizes on learners productive skill; to develop learners' communicative competence by encouraging the learners to build text; to initiate role in using language; to focusing on meaning, and to build positive affective aspects through teaching and learning process. Textbook was written according to the newest curriculum in Indonesia called C13. This textbook has been in line with what C13 suggested as the approach to be employed namely scientific approach. This is manifested in the steps of learning the textbook provides: observing, asking questions. Collecting information, communicating, and associating. Besides, the textbook is suited with teaching and learning

Situation. However, the textbook does not cover all learners need by not providing any grammar references or exercises for learners to work individually. Related to the relevancy of the material presented in the textbook with 2013 curriculum shows that the whole material has been relevant since each material in each chapter has matched, Thus, the textbook material can be concluded as relevant to 2013 curriculum.

2. The respondents of this textbook appreciate the organization, the level of complexity, and the sequence of the textbook. The textbook has accompanied by teachers' manual, students and work book for learners and also audio media like CDs. In addition, the review section has been provided in the end of each chapter: the textbook also has a good layout and colorful pictures. This research highly recommends that by the trend of Indonesia's government to keep changing the curriculum.

5.2 Suggestion

For the teachers who use this textbook.

1. For the teachers who use this textbook as the source of learning, the result of this study is beneficial to give the information on areas where this textbook can achieve its goals and on what parts will they need to use supplementary materials. It informs them where they can make adoption of the materials to make it best fit to the students' needs. The teachers in Indonesia should be able to conduct autonomous textbook evaluation to make decisions in choosing teaching materials in the class. Thus, teachers in Indonesia are not depending on unreliable and effective materials. To do so, the teachers must improve the knowledge in ELT teaching and learning as well as materials development. The teachers should be creative in encouraging learners' motivation during the teaching learning process by giving visual or audio materials, also the teachers should be creative in combining the source book as well as trying not to rely on the materials

provided on the book as finding any supplementary materials.

2. For researchers, the analysis of this research paper is not perfect yet. There are still many weaknesses dealing with the theory or method or maybe the idea because of the limited skill of the researchers. It is also suggested to the further researchers who want to analyze the analysis of the English reading textbook, it would be better to analyze with different aspects of this research. This research can support the result of the last research and this research can give new inspiration to the next researcher. Furthermore, the researcher hopes the researcher will apply a strategy or method.

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APPENDICES

Appendix 1: Researcher Letter



SURAT KETERANGAN PENELITIAN Nomor : 421.3/1023/V.01/SMAN1/2022

Berdasarkan surat dari Universitas Lampung Fakultas Keguruan dan Ilmu Pendidikan Nomor : 551/UN26.13/PN.01.00/2022 Tanggal 27 Januari 2022 Tentang Izin Penelitian.

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Gedongtataan Kabupaten Pesawaran Tahun Pelajaran 2020/2021 menerangkan bahwa :

Nama : Niloh Putu Sinta Oktaviana
NPM : 1813042018
Program studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMA Negeri 1 Gedongtataan Kabupaten Pesawaran Tanggal 04 s/d 09 Februari 2022 sebagai persyaratan untuk penyusunan tesis dengan judul :

"AN ANALYSIS OF ENGLISH READING MATERIALS ON ENGLISH TEXTBOOK IN THE SECOND GRADE OF SENIOR HIGH SCHOOL AT SMAN1 GEDONGTATAAN, PESAWARAN"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Gedongtataan, 15 Maret 2022
Kepala Sekolah

ACHMAD IMANUDDIN, S.Pd.MM
NIP. 19700705 199804 1 001



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS LAMPUNG

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Prof. Dr. Sumantri Brojonegoro No.1 Gedong Meneng - Bandar Lampung Telp./Fax: (0721) 704624
e-mail: fkip@unila.ac.id, laman: http://fkip.unila.ac.id

Nomor : 551/UN26.13/PN.01.00/2022
Lampiran : satu berkas
Perihal : Izin Penelitian

27 Januari 2022

Yth. Kepala SMA Negeri 1 Gedongtataan
Kabupaten Pesawaran
di
Gedongtataan

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung mohon izin mahasiswa :

nama : Niloh Putu Sinta Oktavina
NPM : 1813042018
jurusan : Pendidikan Bahasa dan Seni
program studi : Pendidikan Bahasa Inggris
semester : VIII (delapan)
untuk melaksanakan izin penelitian di SMA Negeri 1 Gedongtataan Kabupaten Pesawaran sebagai syarat menyelesaikan studi.

Bersama ini kami lampirkan proposal penelitian mahasiswa tersebut.

Atas bantuan Saudara, kami ucapkan terima kasih.

a.n. Dekan
Wakil Dekan Bidang Akademik dan
Kerjasama,



Prof. Dr. Sunyono, M.Si.
NIP. 196512301991111001



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Appendix 2: The Checklist fulfilled by researcher

Categories	Questions		YES	NO
Aim and approaches	1	Does the aims of the textbook correspond closely with the aim of the curriculum?	✓	
	2	Does the aim of textbook correspond with the needs of learners?	✓	
	3	Do the aims of textbook correspond closely with the aims of the teaching program and with the needs of the learners?	✓	
	4	Is the textbook suited to the learning/teaching situation?	✓	
	5	Does it cover most of all what is needed?		✓
	6	Is it good resource for students and teachers?		✓
	7	Is the textbook flexible? Does it allow teaching and learning styles	✓	
Categories	Questions		YES	NO
Design and Organization	10	Does that textbook support media such as CD, workbook, and teacher's manual?	✓	
	11	Is the content is well sequenced on the basis of complexity?	✓	
	12	Is there any adequate review (for example there is always review after finishing 3units)?		✓
	13	Is there any reference section of grammar in the textbook?		✓
	14	Does the he materials promote individual study?		✓
	15	Does the textbook have a good layout?	✓	
	16	Is it easy for students to find his/her way around textbook?	✓	
Categories	Questions		YES	NO
Language Content	17	Does textbook cover the main grammar items appropriate to each level, taking learners' need into account		✓
	18	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary?		✓
	19	Does the textbook include material for pronunciation work?	✓	
	20	Does the pronunciation work cover word stress?	✓	
	21	Does the pronunciation work cover sentence stress?		✓

	22	Does the pronunciation work cover intonation?		✓
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Categories	Questions		YES	NO
Skills	23	Does textbook covers the reading skills?	✓	
	24	Is the level of difficulty of reading passages appropriate to the student?	✓	
	25	Is there sufficient reading material?	✓	
	26	Does the textbook cover the writing skills?	✓	
	27	Is the level of writing activities appropriate to the students?	✓	
	28	Does the textbook covers the listening skills?	✓	
	29	Is the listening material authentic?		✓
	30	Is listening material as authentic as possible, accompanied by background information, questions and activities which help comprehension?		✓
	31	Is the listening skill material accompanied by questions and activities which help the comprehension?		✓
	32	Does the textbook covers reading skill?	✓	
	33	Is material for spoken English (dialogues, roleplays, etc) well designed equip learners for real-life interactions?	✓	
	34	Is material for spoken English (dialogues, roleplays, ect) well designed rto equip learners for real-life interactions?	✓	
Categories	Questions		YES	NO
Topics	35	Is there sufficient material of genuine interest to learners?	✓	
	36	Is there enough variety and range of topic?	✓	
	37	Is the topic present content wise enough for learners language level?	✓	
	38	Will your students be able to relate the social cultural contacts presented in the course book?	✓	
	39	Are women portrayed and represented equally with men?	✓	
	40	Do characters in the textbook represent people from different region in Indonesia?	✓	
	41	Are different ethnic groups are well represented?	✓	
	42	Are other groups represented, with reference to ethnic, origin, occupation, disability, etc?	✓	

Appendix 3: Questionnaire students' result

Questionnaires of the Research

Name: Shah Ismail

Direction: Give checklist (✓) or cross (x) on one of alternative answers which suitable with your condition for each statements below!

Note: SA - Strongly Agree (Sangat Setuju)
A - Agree (Setuju)
D - Disagree (Tidak Setuju)
SD - Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa	✓			
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya	✓			
3	Material used in the book are authentic and up-to-date to an acceptable level. Bahan-bahan yang digunakan dalam buku itu asli mutakhir sampai tingkat yang di terima	✓			
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai	✓			
5	Does the material discuss and identify areas of student need? Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa	✓			
6	Is the book sensitive to what students need in order to learn well? Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik	✓			
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik	✓			
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri	✓			
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya	✓			
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar	✓			
11	I meet an item more than one in a book to keep it in my long term memory Saya bertemu lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang	✓			
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar	✓			
13	There are mechanisms (reviews task) for giving regular feedback to students Ada mekanisme (reviews tugas) untuk diberikan umpan balik kepada siswa	✓			
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca	✓			
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku	✓			

Questionnaires of the Research

Name: Shah Ismail

Direction: Give checklist (✓) or cross (x) on one of alternative answers which suitable with your condition for each statements below!

Note: SA - Strongly Agree (Sangat Setuju)
A - Agree (Setuju)
D - Disagree (Tidak Setuju)
SD - Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa	✓			
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya	✓			
3	Material used in the book are authentic and up-to-date to an acceptable level. Bahan-bahan yang digunakan dalam buku itu asli mutakhir sampai tingkat yang di terima	✓			
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai	✓			
5	Does the material discuss and identify areas of student need? Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa	✓			
6	Is the book sensitive to what students need in order to learn well? Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik	✓			
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik	✓			
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri	✓			
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya	✓			
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar	✓			
11	I meet an item more than one in a book to keep it in my long term memory Saya bertemu lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang	✓			
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar	✓			
13	There are mechanisms (reviews task) for giving regular feedback to students Ada mekanisme (reviews tugas) untuk diberikan umpan balik kepada siswa	✓			
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca	✓			
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku	✓			

Questionnaires of the Research

Name: Shah Ismail

Direction: Give checklist (✓) or cross (x) on one of alternative answers which suitable with your condition for each statements below!

Note: SA - Strongly Agree (Sangat Setuju)
A - Agree (Setuju)
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SD - Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa	✓			
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya	✓			
3	Material used in the book are authentic and up-to-date to an acceptable level. Bahan-bahan yang digunakan dalam buku itu asli mutakhir sampai tingkat yang di terima	✓			
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai	✓			
5	Does the material discuss and identify areas of student need? Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa	✓			
6	Is the book sensitive to what students need in order to learn well? Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik	✓			
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik	✓			
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri	✓			
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya	✓			
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar	✓			
11	I meet an item more than one in a book to keep it in my long term memory Saya bertemu lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang	✓			
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar	✓			
13	There are mechanisms (reviews task) for giving regular feedback to students Ada mekanisme (reviews tugas) untuk diberikan umpan balik kepada siswa	✓			
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca	✓			
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku	✓			

Questionnaires of the Research

Name: Shah Ismail

Direction: Give checklist (✓) or cross (x) on one of alternative answers which suitable with your condition for each statements below!

Note: SA - Strongly Agree (Sangat Setuju)
A - Agree (Setuju)
D - Disagree (Tidak Setuju)
SD - Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa	✓			
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya	✓			
3	Material used in the book are authentic and up-to-date to an acceptable level. Bahan-bahan yang digunakan dalam buku itu asli mutakhir sampai tingkat yang di terima	✓			
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai	✓			
5	Does the material discuss and identify areas of student need? Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa	✓			
6	Is the book sensitive to what students need in order to learn well? Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik	✓			
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik	✓			
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri	✓			
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya	✓			
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar	✓			
11	I meet an item more than one in a book to keep it in my long term memory Saya bertemu lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang	✓			
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar	✓			
13	There are mechanisms (reviews task) for giving regular feedback to students Ada mekanisme (reviews tugas) untuk diberikan umpan balik kepada siswa	✓			
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca	✓			
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku	✓			

Questionnaire of the Research

Name : YUDH

Direction
Give checked (X) or cross (X) on one of alternative answers which suitable with your condition for each statements below!

Note:
SA : Strongly Agree (Sangat Setuju)
A : Agree (Setuju)
D : Disagree (Tidak Setuju)
SD : Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa		<input checked="" type="checkbox"/>		
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya		<input checked="" type="checkbox"/>		
3	Material used in the book are authentic and up-to-date to an acceptable level. Bahan-bahan yang digunakan dalam buku itu asli mutakhir sampai tingkat yang di terima		<input checked="" type="checkbox"/>		
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai		<input checked="" type="checkbox"/>		
5	Does the material discuss and identify areas of student need? Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa		<input checked="" type="checkbox"/>		
6	Is the book sensitive to what students need in order to learn well? Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik		<input checked="" type="checkbox"/>		
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik		<input checked="" type="checkbox"/>		
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri		<input checked="" type="checkbox"/>		
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya		<input checked="" type="checkbox"/>		
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar		<input checked="" type="checkbox"/>		
11	I must use more than one in a book to keep it in my long term memory Saya butuh lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang		<input checked="" type="checkbox"/>		
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar		<input checked="" type="checkbox"/>		
13	There are mechanisms (reviews) for giving regular feedback to students Ada mekanisme (review) untuk diberikan umpan balik kepada siswa		<input checked="" type="checkbox"/>		
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca		<input checked="" type="checkbox"/>		
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku			<input checked="" type="checkbox"/>	

Questionnaire of the Research

Name : YUDA

Direction
Give checked (X) or cross (X) on one of alternative answers which suitable with your condition for each statements below!

Note:
SA : Strongly Agree (Sangat Setuju)
A : Agree (Setuju)
D : Disagree (Tidak Setuju)
SD : Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa	<input checked="" type="checkbox"/>			
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya	<input checked="" type="checkbox"/>			
3	Material used in the book are authentic and up-to-date to an acceptable level. Bahan-bahan yang digunakan dalam buku itu asli mutakhir sampai tingkat yang di terima		<input checked="" type="checkbox"/>		
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai		<input checked="" type="checkbox"/>		
5	Does the material discuss and identify areas of student need? Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa		<input checked="" type="checkbox"/>		
6	Is the book sensitive to what students need in order to learn well? Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik		<input checked="" type="checkbox"/>		
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik	<input checked="" type="checkbox"/>			
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri	<input checked="" type="checkbox"/>			
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya	<input checked="" type="checkbox"/>			
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar	<input checked="" type="checkbox"/>			
11	I must use more than one in a book to keep it in my long term memory Saya butuh lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang	<input checked="" type="checkbox"/>			
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar	<input checked="" type="checkbox"/>			
13	There are mechanisms (reviews) for giving regular feedback to students Ada mekanisme (review) untuk diberikan umpan balik kepada siswa	<input checked="" type="checkbox"/>			
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca	<input checked="" type="checkbox"/>			
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku			<input checked="" type="checkbox"/>	

Questionnaire of the Research

Name : K

Direction
Give checked (X) or cross (X) on one of alternative answers which suitable with your condition for each statements below!

Note:
SA : Strongly Agree (Sangat Setuju)
A : Agree (Setuju)
D : Disagree (Tidak Setuju)
SD : Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa		<input checked="" type="checkbox"/>		
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya		<input checked="" type="checkbox"/>		
3	Material used in the book are authentic and up-to-date to an acceptable level. Bahan-bahan yang digunakan dalam buku itu asli mutakhir sampai tingkat yang di terima		<input checked="" type="checkbox"/>		
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai		<input checked="" type="checkbox"/>		
5	Does the material discuss and identify areas of student need? Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa		<input checked="" type="checkbox"/>		
6	Is the book sensitive to what students need in order to learn well? Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik		<input checked="" type="checkbox"/>		
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik		<input checked="" type="checkbox"/>		
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri		<input checked="" type="checkbox"/>		
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya		<input checked="" type="checkbox"/>		
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar		<input checked="" type="checkbox"/>		
11	I must use more than one in a book to keep it in my long term memory Saya butuh lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang		<input checked="" type="checkbox"/>		
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar		<input checked="" type="checkbox"/>		
13	There are mechanisms (reviews) for giving regular feedback to students Ada mekanisme (review) untuk diberikan umpan balik kepada siswa		<input checked="" type="checkbox"/>		
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca		<input checked="" type="checkbox"/>		
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku	<input checked="" type="checkbox"/>			

Questionnaire of the Research

Name : GAMAL

Direction
Give checked (X) or cross (X) on one of alternative answers which suitable with your condition for each statements below!

Note:
SA : Strongly Agree (Sangat Setuju)
A : Agree (Setuju)
D : Disagree (Tidak Setuju)
SD : Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa	<input checked="" type="checkbox"/>			
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya	<input checked="" type="checkbox"/>			
3	Material used in the book are authentic and up-to-date to an acceptable level. Bahan-bahan yang digunakan dalam buku itu asli mutakhir sampai tingkat yang di terima		<input checked="" type="checkbox"/>		
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai		<input checked="" type="checkbox"/>		
5	Does the material discuss and identify areas of student need? Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa		<input checked="" type="checkbox"/>		
6	Is the book sensitive to what students need in order to learn well? Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik		<input checked="" type="checkbox"/>		
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik	<input checked="" type="checkbox"/>			
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri	<input checked="" type="checkbox"/>			
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya	<input checked="" type="checkbox"/>			
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar	<input checked="" type="checkbox"/>			
11	I must use more than one in a book to keep it in my long term memory Saya butuh lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang	<input checked="" type="checkbox"/>			
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar	<input checked="" type="checkbox"/>			
13	There are mechanisms (reviews) for giving regular feedback to students Ada mekanisme (review) untuk diberikan umpan balik kepada siswa	<input checked="" type="checkbox"/>			
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca	<input checked="" type="checkbox"/>			
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku			<input checked="" type="checkbox"/>	

Questionnaires of the Research

Name : L. A.

Direction
Give checklist (✓) or cross (x) on one of alternative answers which suitable with your condition for each statements below!
Note:
SA - Strongly Agree (Sangat Setuju)
A - Agree (Setuju)
D - Disagree (Tidak Setuju)
SD - Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa	✓			
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya	✓			
3	Material used in the book are authentic and up-to-date to an acceptable. Bahan-bahan yang digunakan dalam buku ini asli mutakhir sampai tingkat yang di terima		✓		
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai	✓			
5	Does the material discuss and identify areas of student need Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa	✓			
6	Is the book sensitive to what students need in order to learn well Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik	✓			
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik	✓			
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri		✓		
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya	✓			
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar	✓			
11	I meet an item more than one in a book to keep it in my long term memory Saya bertemu lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang	✓			
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar	✓			
13	There are mechanisms (reviews task) for giving regular feedback to students Ada mekanisme (review tugas) untuk diberikan umpan balik kepada siswa	✓			
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca	✓			
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku				✓

Questionnaires of the Research

Name : ANGGA

Direction
Give checklist (✓) or cross (x) on one of alternative answers which suitable with your condition for each statements below!
Note:
SA - Strongly Agree (Sangat Setuju)
A - Agree (Setuju)
D - Disagree (Tidak Setuju)
SD - Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa	✓			
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya	✓			
3	Material used in the book are authentic and up-to-date to an acceptable. Bahan-bahan yang digunakan dalam buku ini asli mutakhir sampai tingkat yang di terima	✓			
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai	✓			
5	Does the material discuss and identify areas of student need Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa	✓			
6	Is the book sensitive to what students need in order to learn well Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik	✓			
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik	✓			
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri	✓			
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya	✓			
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar	✓			
11	I meet an item more than one in a book to keep it in my long term memory Saya bertemu lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang	✓			
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar	✓			
13	There are mechanisms (reviews task) for giving regular feedback to students Ada mekanisme (review tugas) untuk diberikan umpan balik kepada siswa	✓			
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca	✓			
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku				✓

Questionnaires of the Research

Name : K.

Direction
Give checklist (✓) or cross (x) on one of alternative answers which suitable with your condition for each statements below!
Note:
SA - Strongly Agree (Sangat Setuju)
A - Agree (Setuju)
D - Disagree (Tidak Setuju)
SD - Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa				✓
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya	✓			
3	Material used in the book are authentic and up-to-date to an acceptable. Bahan-bahan yang digunakan dalam buku ini asli mutakhir sampai tingkat yang di terima	✓			
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai	✓			
5	Does the material discuss and identify areas of student need Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa	✓			
6	Is the book sensitive to what students need in order to learn well Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik				✓
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik				✓
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri	✓			
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya				✓
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar				✓
11	I meet an item more than one in a book to keep it in my long term memory Saya bertemu lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang				✓
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar	✓			
13	There are mechanisms (reviews task) for giving regular feedback to students Ada mekanisme (review tugas) untuk diberikan umpan balik kepada siswa	✓			
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca				✓
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku	✓			

Questionnaires of the Research

Name : DEVI

Direction
Give checklist (✓) or cross (x) on one of alternative answers which suitable with your condition for each statements below!
Note:
SA - Strongly Agree (Sangat Setuju)
A - Agree (Setuju)
D - Disagree (Tidak Setuju)
SD - Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa	✓			
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri sangat cocok dengan isinya	✓			
3	Material used in the book are authentic and up-to-date to an acceptable. Bahan-bahan yang digunakan dalam buku ini asli mutakhir sampai tingkat yang di terima	✓			
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan autentik pada tingkat yang sesuai	✓			
5	Does the material discuss and identify areas of student need Apakah materi membahas dan mengidentifikasi bidang kebutuhan siswa	✓			
6	Is the book sensitive to what students need in order to learn well Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik	✓			
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik	✓			
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri	✓			
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya	✓			
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar	✓			
11	I meet an item more than one in a book to keep it in my long term memory Saya bertemu lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang	✓			
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar	✓			
13	There are mechanisms (reviews task) for giving regular feedback to students Ada mekanisme (review tugas) untuk diberikan umpan balik kepada siswa	✓			
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca	✓			
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku				✓

Questionnaire of the Research

Name : M. Irfan

Direction
Give check (x) or cross (x) on one of alternative answers which suitable with your condition for each statements below!

Note:
SA : Strongly Agree (Sangat Setuju)
A : Agree (Setuju)
D : Disagree (Tidak Setuju)
SD : Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa		<input checked="" type="checkbox"/>		
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri tampak cocok dengan isinya		<input checked="" type="checkbox"/>		
3	Material used in the book are authentic and up to date to an acceptable. Bahan-bahan yang digunakan dalam buku ini asli mutakhir sampai tingkat yang di terima		<input checked="" type="checkbox"/>		
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan audio untuk pada tingkat yang sesuai		<input checked="" type="checkbox"/>		
5	Does the material discuss and identify areas of student need? Apakah materi membahas dan mengidentifikasi (menyebut) kebutuhan siswa		<input checked="" type="checkbox"/>		
6	Is the book sensitive to what students need in order to learn well? Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik		<input checked="" type="checkbox"/>		
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik		<input checked="" type="checkbox"/>		
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri		<input checked="" type="checkbox"/>		
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya		<input checked="" type="checkbox"/>		
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar		<input checked="" type="checkbox"/>		
11	I meet an item more than one in a book to keep it in my long term memory Saya bertemu lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang		<input checked="" type="checkbox"/>		
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar		<input checked="" type="checkbox"/>		
13	There are mechanisms (reviewers task) for giving regular feedback to students Ada mekanisme (reviewer tugas) untuk diberikan umpan balik kepada siswa		<input checked="" type="checkbox"/>		
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca		<input checked="" type="checkbox"/>		
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku		<input checked="" type="checkbox"/>		

Questionnaire of the Research

Name : Baiti

Direction
Give check (x) or cross (x) on one of alternative answers which suitable with your condition for each statements below!

Note:
SA : Strongly Agree (Sangat Setuju)
A : Agree (Setuju)
D : Disagree (Tidak Setuju)
SD : Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa	<input checked="" type="checkbox"/>			
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri tampak cocok dengan isinya		<input checked="" type="checkbox"/>		
3	Material used in the book are authentic and up to date to an acceptable. Bahan-bahan yang digunakan dalam buku ini asli mutakhir sampai tingkat yang di terima		<input checked="" type="checkbox"/>		
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan audio untuk pada tingkat yang sesuai		<input checked="" type="checkbox"/>		
5	Does the material discuss and identify areas of student need? Apakah materi membahas dan mengidentifikasi (menyebut) kebutuhan siswa		<input checked="" type="checkbox"/>		
6	Is the book sensitive to what students need in order to learn well? Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik		<input checked="" type="checkbox"/>		
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik		<input checked="" type="checkbox"/>		
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri		<input checked="" type="checkbox"/>		
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya		<input checked="" type="checkbox"/>		
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar		<input checked="" type="checkbox"/>		
11	I meet an item more than one in a book to keep it in my long term memory Saya bertemu lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang		<input checked="" type="checkbox"/>		
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar		<input checked="" type="checkbox"/>		
13	There are mechanisms (reviewers task) for giving regular feedback to students Ada mekanisme (reviewer tugas) untuk diberikan umpan balik kepada siswa		<input checked="" type="checkbox"/>		
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca		<input checked="" type="checkbox"/>		
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku				<input checked="" type="checkbox"/>

Questionnaire of the Research

Name : N.A.

Direction
Give check (x) or cross (x) on one of alternative answers which suitable with your condition for each statements below!

Note:
SA : Strongly Agree (Sangat Setuju)
A : Agree (Setuju)
D : Disagree (Tidak Setuju)
SD : Strongly Disagree (Sangat Tidak Setuju)

NO	STATEMENTS	SA	A	D	SD
1	Overall the book appearance is attractive and will be appealing to students. Keseluruhan tampilan buku menarik bagi siswa dan akan menarik bagi siswa		<input checked="" type="checkbox"/>		
2	The book's description of itself appears to match the contents. Deskripsi buku itu sendiri tampak cocok dengan isinya		<input checked="" type="checkbox"/>		
3	Material used in the book are authentic and up to date to an acceptable. Bahan-bahan yang digunakan dalam buku ini asli mutakhir sampai tingkat yang di terima		<input checked="" type="checkbox"/>		
4	Does the course book use authentic listening material at an appropriate level? Apakah buku pelajaran menggunakan materi mendengarkan audio untuk pada tingkat yang sesuai		<input checked="" type="checkbox"/>		
5	Does the material discuss and identify areas of student need? Apakah materi membahas dan mengidentifikasi (menyebut) kebutuhan siswa		<input checked="" type="checkbox"/>		
6	Is the book sensitive to what students need in order to learn well? Apakah buku peka terhadap apa yang di butuhkan siswa agar dapat belajar dengan baik		<input checked="" type="checkbox"/>		
7	Does the textbook encourage students to study better Apakah buku mendorong siswa untuk belajar lebih baik		<input checked="" type="checkbox"/>		
8	Is the material suitable for use in a self study mode Apakah materi cocok untuk digunakan dalam mode belajar mandiri		<input checked="" type="checkbox"/>		
9	Do you feel that the material in the book fits my learning style Apakah anda merasa bahwa materi buku tersebut cocok untuk gaya belajar saya		<input checked="" type="checkbox"/>		
10	Do the textbook I read motivate me to study Apakah buku pelajaran yang saya baca memotivasi saya dalam belajar		<input checked="" type="checkbox"/>		
11	I meet an item more than one in a book to keep it in my long term memory Saya bertemu lebih dari satu item dalam buku pelajaran untuk dapat disimpan dalam jangka memori panjang		<input checked="" type="checkbox"/>		
12	Has this book helped me in studying Apakah buku ini membantu saya dalam belajar		<input checked="" type="checkbox"/>		
13	There are mechanisms (reviewers task) for giving regular feedback to students Ada mekanisme (reviewer tugas) untuk diberikan umpan balik kepada siswa		<input checked="" type="checkbox"/>		
14	Is the book used interesting for me to read Apakah buku yang digunakan menarik untuk saya baca		<input checked="" type="checkbox"/>		
15	Do I feel bored when I read the book Apakah saya merasa bosan tiap kali membaca buku		<input checked="" type="checkbox"/>		

Appendix 4: Data Interview from the Teachers Interview Section 1

RESEARCHERS AND TEACHER

1. Genral Overview

Researcher : What do you think about the conclusion of this book, mam?
(Mam, bagaimana kesimpulan buku ini menurut mam?)

T1 : In my opinion, this book is good enough, but I don't know according to mam bestu, because mam bestu don't use this book. (Kalo menurut saya buku ini sudah cukup bagus, tapi tidak tau menurut mam bestu, sepertinya mam bestu tidak memakai buku ini).

Researcher : Why is it like that mam, is it not suitable? (mengapa seperti itu mam, apa tidak cocok?)

T1 : I don't know, maybe not suitable for students. (tidak tau, mungkin tidak cocok untuk siswanya)

2. The 2013 Curriculum and Its Approach

Researcher : Do you think this book is compatible with the 2013 curriculum? (menurut mam, buku ini sudah cocok dengan kurikulum ya mam?)

T1 : Already, if I have because the learning stages have changed, there are five stages in the curriculum. Right, it fits and that's the chronology. Indeed there are some that are lacking but overall is good enough and students understand. (Sudah, kalo saya sudah karena kan langkah tahap pembelajaran sudah berubah, ada lima tahap di dalam

kurikulum. Kan itu sudah cocok dan memang seperti itu kronologinya. Memang sih masih ada beberapa yang kurang tapi keseluruhan sudah cukup baik. Dan siswa lebih memahami).

Researcher : This book is adapted from the curriculum, do you think there is something wrong with the curriculum? (Buku inikan menyesuaikan dari kurikulum, apakah menurut mam ada yang salah dari kurikulum?)

T1 : The curriculum is correct (Kurikulumnya sudah benar).

Researcher : In your opinion, the 2013 curriculum in English learning is appropriate or not? (Menurut mam kurikulum 2013 dalam pembelajaran bahasa inggris itu cocok?)

T1 : It's appropriate, right, the 2013 curriculum applies students who are more active in learning so that it is easier for teachers to teach students.

(Sudah cocok sih, kan kurikulum 2013 itu menerapkan siswanya yang lebih aktif dalam pembelajaran sehingga guru lebih gampang untuk mengajari siswa).

3. Textbook and Its design and Organization

Researchers : What do you think of the instructions? In this book, there are a lot of story texts and questions, what do you think, mam? (Menurut mam instruksinya gimana mam? Di buku ini menggunakan bahasa inggris dan banyak soal cerita, bagaimana menurut mam?)

T1 : The instructions are quite clear, it might be a bit difficult in some parts of the book because all the contents of the book are in full English.

(Instruksinya sudah cukup jelas, mungkin agak kesulitan dibeberapa bagian bukukarna semua isi bukunya full bahasa inggris).

Interview Section 2 RESEARCHERS AND TEACHER

1. General Overview

Researcher : What do you think about the conclusion of this book, mam?
(Mam, bagaimana kesimpulan buku ini menurut mam?)

T2 : This book has many shortcomings, a few explanations for most of the questions, even though students do not understand the contents of this book, it should be explained in detail so that students understand and understand. (Buku ini banyak kekurangannya, sedikit penjelasan kebanyakan soal padahal siswa saja belum mengerti dengan isi buku ini, harusnya dijelaskan secara detail supaya siswa mengerti dan paham).

Researcher : Why is it like that mam, is it not suitable? (mengapa seperti itu mam, apa tidak cocok?)

T2 : Suitable for students who already understand grammar.
(cocok bagi siswa yang sudah paham grammar.)

2. The 2013 Curriculum and Its Approach

Researcher : Do you think this book is compatible with the 2013 curriculum? (menurut mam, buku ini sudah cocok dengan kurikulum ya mam?)

T2 : Yes, it doesn't fit and doesn't fit the exam. In theory, all teachers use the 2013 curriculum, but in reality, the method is lecture. The

teacher chatted and kept the students quiet. In C13, it required active students, but in reality it was just a theory. Moreover, in English lessons, students must be told to "let's do this" that's what works the most. Only a few students, others don't care.

(Iya kurang pas dan gak cocok dengan ujian, nih ya, dalam teorinya, semua guru memakai kurikulum 2013, tapi dalam kenyataannya, metodenya ceramah. Gurunya ngoceh siswanya diem aja, kan di K13 itu menuntut siswanya yang aktif, tapi dalam kenyataannya itu hanya teori doang. Apalagi dalam pelajaran bahasa Inggris siswa harus disuruh "ayo kerjakan ini" itu yang paling ngerjain. Cuma sedikit siswa, yang lain ga peduli).

Researcher : This book is adapted from the curriculum, do you think there is something wrong with the curriculum? (Buku inikan menyesuaikan dari kurikulum, apakah menurut mam ada yang salah dari kurikulum?)

T2 : The curriculum is correct (Kurikulumnya sudah benar).

Researcher : In your opinion, the 2013 curriculum in English learning is appropriate or not? (Menurut mam kurikulum 2013 dalam pembelajaran bahasa Inggris itu cocok?)

T2 : I don't think it's suitable, because students don't understand this English book, if I tell you no one understands maybe they understand a little. (Menurut saya ga cocok, yaa karna siswa kurang paham tentang buku bahasa Inggris ini, kalo saya kasih tau juga ga ada yg paham mungkin yang paham sedikit).

3. Textbook and Its design and Organization

Researchers : What do you think of the instructions? In this book, there are a lot of story texts and questions, what do you think, mam? (Menurut mam instruksinya gimana mam? Di buku ini menggunakan bahasa inggris dan banyak soal cerita, bagaimana menurut mam?)

T2 : As I said before, the instructions are not all in English, there should be a little Indonesian so that students can understand. (Seperti yang saya sampaikan sebelumnya, instruksinya kurang karan menggunakan bahsa inggris semuanya, harusnya ada sedikit bahasa indonesia supaya siswa dapat memahami).

Researcher : So mam, you prefer this book from school to teach? (Jadi mam lebih mengajurkan menggunakan buku dari sekolah untuk dipakai mengajar?)

T2 : No (tidak)

Appendix 5: Students' Interview Result

1. What is your mother language? (Apa Bahasa ibu anda?)

MAD: *Jawa* (Javanese)

ZY: *Jawa* (Javanese)

RY: *Indonesia* (Indonesian)

MAP: *Jawa* (Javanese)

NS: *Jawa* (Javanese)

2. Do you like English lessons? (Apakah kalian menyukai pelajaran Bahasa Inggris?)

MAD: *no* (tidak)

ZY: *not really* (tidak seberapa)

RY: *no*, but want to learn it (tidak, tapi mau mempelajarinya)

MAP: *no* (tidak)

NS: *no* (tidak)

3. Since when did you know English? (Sejak kapan kalian belajar Bahasa Inggris?)

MAD: *Elementary* (*sd*)

ZY: *Elementary* (*sd*)

RY: *Elementary* (*sd*)

MAP: *Elementary* (*sd*)

NS: *Elementary* (*sd*)

4. What do you think about the books you use in class? (Bagaimana pendapat kalian tentang buku yang kalian gunakan dikelas?)

MAD: not really understand (*kurang paham*).

ZY: I don't understand because it's all in English (*ga ngerti karna Bahasa inggris semua*).

RY: the book is not interesting to me (bukunya bagi saya kurang menarik).

MAP: same as the others, less interesting (*sama kaya yang lain kurang menarik*).

NS: I don't know because I don't understand (*ga tau, karna saya tidak mengerti*).

5. This book is based on the curriculum, do you think this book is suitable for you to use in class or not? (Buku ini dibuat sesuai kurikulum, menurut kalian buku ini sudah layak kalian gunakan dikelas?)

MAD: *I don't know* (*saya ga tau*)

ZY: *maybe, to someone understand about this book* (mungkin, untuk seseorang yang mengerti buku ini)

RY: I don't know because I don't understand about this book (saya ga tau, karna saya tidak mengerti tentang buku ini).

MAP: *yes* (iya)

NS: *maybe* (mungkin)

6. While using this book, have you often read or worked on the questions in this book? (Selama menggunakan buku ini, apakah kalian sering

membacanya atau mengerjakan soal-soal yang ada dibuku ini?)

MAD: *no* (tidak)

ZY: *sometimes* (kadang kadang)

RY: not really (enggga juga)

MAP: *no* (tidak)

NS: *no* (tidak)

Appendix 6: Documentation





