

Analysis of the Reading Materials in Textbook “English In Focus” English for the Ninth .....

## ANALYSIS OF THE READING MATERIALS IN TEXTBOOK “ENGLISH IN FOCUS” ENGLISH FOR THE NINTH GRADERS OF JUNIOR HIGH SCHOOL PUBLISHED BY NATIONAL EDUCATION DEPARTMENT

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### Abstract

This study is conducted to describe the relevance of the reading materials to the 2006 English Standard Competence and to describe the relevance of the reading materials to the criteria of good reading material adapted from Depdiknas and BSNP. This study was designed as a documentary analysis in the form of descriptive qualitative research without any statistical calculation. The result of this analysis showed that all of the reading materials presented in the textbook are relevant to the 2006 English standard competence and the reading materials are fulfilled the criteria of the reading material adapted from Depdiknas and BSNP. The reading materials presented in the textbook are quite appropriate to be given to the students. It will be better if the teacher can be more creative to prepare the other materials from other sources. Also, they can add some contents or modify the activities presented in the textbook based on the students' need or ability.

**Keywords:** analysis, reading materials, textbook.

### Abstrak

Penelitian ini dilakukan untuk menggambarkan relevansi bahan bacaan dengan Standar Kompetensi Bahasa Inggris tahun 2006 dan untuk menggambarkan relevansi bahan bacaan dengan kriteria bahan bacaan yang baik yang diadaptasi dari Depdiknas dan BSNP. Penelitian ini dirancang sebagai analisis dokumenter dalam bentuk penelitian deskriptif kualitatif tanpa perhitungan statistik. Hasil analisis ini menunjukkan bahwa semua bahan bacaan yang disajikan dalam buku teks yang relevan dengan kompetensi 2006 standar bahasa Inggris dan bahan bacaan yang memenuhi kriteria bahan bacaan diadaptasi dari Depdiknas dan BSNP. Bahan bacaan yang disajikan dalam buku teks ini termasuk sudah tepat untuk diberikan kepada para siswa. Akan lebih baik lagi jika guru bisa lebih berkreasi untuk mempersiapkan bahan-bahan lain dari sumber lain. Mereka juga dapat menambahkan beberapa isi atau memodifikasi kegiatan yang disajikan dalam buku teks berdasarkan atas kebutuhan atau kemampuan siswa.

Kata kunci: analisis, bahan bacaan, buku teks.

### INTRODUCTION

English is an international language plays an important role to all aspects of human life, such as technology, education, culture, politics, social and commerce. English as a foreign language is being taught and learned in many countries, even in Indonesia. Government has added English as a compulsory subject in Elementary school until university. In teaching learning English in Junior High School, students are demanded to

develop and master the skills. The skills are listening, speaking, reading, and writing. Concord (1973:11) as cited in Nunan (2005:17) says that their relationship is very solid where the strenght of each will influence the whole. It means that all of the skills are integrated and cannot be separated from each other.

According to Revell & Sweeney (1993), the learners are all too frequently read a foreign language text with a painstaking dedication to deciphering every word in linear fashion, frequently spending more time to look a dictionary than reading the text. The result is at best highly

imperfect translation, at worst frustration and incomprehension. It means that reading ability is very important and teaching reading need much time in the school environment.

The Indonesian government especially the National education department has developed an English standard competence which is stated in Curriculum as the standard of teaching and learning English process. Curriculum is a set of program and arrangement of a goal, content, learning material, and process as the reference of teaching learning process to achieve the certain aim of education ( Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, Bab 1 Pasal 1 Ayat 13). Curriculum is develop based on the Indonesian learners' need. But the government ever made several curriculums. The government need to seek the most appropriate curriculum. Starting from Grammar Translation Based Curriculum ( 1945-1957), Audio Lingual Based Curriculum (1958-1983), Structure Based Curriculum (1984-1994), Communicative Curriculum (1994-2003), Competency Based Curriculum (2004-2005), and the recent Level of Educational Unit Curriculum (2006-present) which is also known as KTSP or 2006 Curriculum (Amirullah, 2006). The material is a part of the curriculum. The materials can be in the form of textbook. In fact, almost all of the teachers in Indonesia use textbook as teaching media to deliver the material. It is an important component because it can be used as a resource for teachers in the teaching and learning process. Nowadays, the curriculum that we used is the 2006 English standard competence, and the objective of the reading skill of the ninth graders are expected to be able to understand the meaning of short functional text and short simple essay text, in the form of procedure, narrative and report in a daily life context and in a short interaction.

According to Tarigan and Tarigan (1986:98), book has to be selected because it has an important role in supporting the teaching and learning process. A good textbook should represent material based on curriculum used because it will help teaching-learning process goes successfully. According to Richard (2001:254), textbooks also take a place as a syllabus. Therefore, a good textbook should fulfill the standard competence and relevant to the curriculum. According to Harsono (2006), textbook is a part of teaching and learning process which cannot be neglected. From the explanation by the experts above, it can be concluded that a good english textbook should be relevant to the 2006 English Standard Competence and fulfill the students' capability and capacity, students level, and teacher's need.

An English textbook, in which the ninth graders students used, has to fulfill the 2006 English Standard Competence of BSNP (BSNP, 2006:22). Recently, there are many English textbooks that are sold in many bookstores that are labeled "Based on the 2006 English Standard Competence". But the teacher should be careful and review the textbook when choosing a book because the word "Based on the 2006 English Standard Competence" does not always guarantee whether it is relevant to the 2006 English competence or not.

Based on the explanation above, an analysis of textbook can be an effective way to find out the most appropriate textbook to be used in teaching learning English. It is important to be done because the teacher needs to select the most appropriate material to teach English. By doing this study, the researcher will know about the relevancy of the materials in the textbook to the English Standard Competence. The researcher is concerned on analyzing the reading materials in "*English In Focus*" for the ninth of Junior High School published by National Education Department. There are two reasons why the researcher choose thi book. The first reason is, it is used as the main material to teach English in Junior High School. The second reason is, this book is claimed in line with 2006 English Standard Competence. Therefore, the researcher wants to figure out whether the reading materials in "*English In Focus*" are relevant to the 2006 English Standard Competence or not.

Based on the background of the study above, the research questions are formulated as follow:

1. How is the relevance of the reading materials in textbook entitled "*English in Focus: English for ninth graders of Junior High School*" to the 2006 English Standard Competence?
2. How is the relevance of the reading materials in textbook entitled "*English in Focus: English for ninth graders of Junior High School*" to the criteria of reading materials adapted from English Textbook development of Depdiknas and English textbook evaluation for junior high school of BSNP?

This study is conducted to describe the relevancies of the reading materials in textbook "*English In Focus*" for the ninth graders of Junior High School to the 2006 English standard competence. To describe the relevancies of the reading materials in textbook "*English In Focus*" to the criteria of good reading materials adapted from English textbook development of Depdiknas and english textbook evaluation for junior high school of BSNP.

Curriculum is developed based on the objective and the Indonesian learners' need. Because of that, the government can change the curriculum if the previous curriculum is not suitable with the objective and Indonesian learners' need. The recent curriculum which is applied by Indonesian government is called KTSP (Kurikulum Tingkat Satuan Pendidikan).The objective of KTSP is to improve the quality of education and to develop the competency and skill of the students in English. The 2006 English standard competence for ninth graders of Junior High School student is understanding the meaning of short functional text and simple monologue texts in the forms of procedure, narrative, and report in a daily life context and in a short interaction (Depdiknas:2007).

The Ministry of Education's states that a textbook is used as a prime reference that should be used by teachers and learners in learning process (Peraturan Menteri Pendidikan Nasional Nomor 11 Tahun 2005 Pasal 2). Based on the explanations above, the conclusion is a

textbook is the resource of the teaching materials which is used by the teacher and learner as a guideline in the teaching and learning process.

As a coin who has a two different sides, textbook also has it. Richard (2001) states that the commercial textbooks have positive and negative effects and they depend on how they are applied and the context they are used. The advantages of textbook are:

1. Providing structure and a syllabus for a program.
2. Helping standardize instruction.
3. Maintaining quality.
4. Providing a variety of learning resources.
5. It is efficient.
6. Providing effective language models and input.
7. Training teachers.
8. It is visually appealing.

The disadvantages of textbook, those are:

1. It may provide inauthentic material.
2. It may not reflect students' needs.
3. It is expensive.
4. It may provide distort content.
5. It can deskill teacher.

There are some criteria of choosing appropriate English textbook to be used in the teaching and learning process. According to Grant (1987:118) there are three conditions of a good textbook which are (1) it should suit the needs, interest, and abilities of the students, (2) it should suit the teachers, (3) it must meet the needs of official public teaching syllabuses or examinations.

According to Depdiknas and BSNP, there are eighteen main criteria when choosing reading text to be used, as follows :

1. The reading materials are based on the 2006 English Standard Competence.
2. The reading materials are integrated with the writing materials.
3. The reading materials contain several examples of genre or the other discourse.
4. The reading materials and/or exercises are sequenced based on the level of difficulty (from easy one to difficult one).
5. The reading exercises train the students to enhance the reading skill.

6. The reading materials include knowledge that supports the students' skill, and life skill.
7. The reading materials consider aspect of gender, ethnic, religion, race, technology, and group.
8. The objectives of reading materials are presented in each chapter.
9. The reading materials are presented logically and well ordered.
10. The reading exercises are relevant with the reading materials.
11. The reading materials in chapter one are integrated with the other materials in the same unit.
12. The reading materials topics are presented to enhance the students' enthusiasm to read.
13. The reading materials vocabularies are presented based on the students' grade.
14. The reading materials in one chapter are strengthened and integrated with the other materials in the different chapter.

The relationship between textbook and curriculum are close, because when the author makes a textbook the author has to match the materials with the curriculum, and the materials for each level is different. Nunan (1989:99) states that materials on a textbook should be linked to the curriculum. It means that when an author creates a textbook it has to be in line with the curriculum. Therefore, the textbook materials have to be relevant to the 2006 English Standard Competence.

There are many definition about reading given by the experts. Nunan (2003:68) states that reading is a fluent process of the readers combining information from a text and their knowledge to build meaning. It means that there are not only symbols but also the meaning of language in reading. The most important thing in choosing a good textbook is the materials in textbook have to in line with the 2006 English Standard Competence.

By conducting this study, the researcher expects that the result of this study will be valuable for teacher who uses it and the textbook's authors. For the teacher, it provides information about the relevancy of this textbook especially the reading materials to the 2006 English standard competence and to the criteria of good reading materials, and it can be used as a guideline in selecting and choosing the reading materials that are used in the teaching learning process. While for the textbook authors, this study is expected can give a valuable contribution in making, revising and developing a better textbook based on 2006 English standard competence.

## METODE

This study is concerned with analyzing the relevance of the reading materials in textbook “English in Focus” English for the Ninth Graders of Junior High School Published by National

Education Department, to the 2006 English standard competence and criteria of good reading materials adapted from Depdiknas and BSNP. Therefore, this study was conducted in the form of descriptive qualitative research. Firstly, the researcher analyzed the relevancy of the reading materials to the 2006 English Standard Competence. Secondly, the researcher analyzed the relevancy of the reading materials to the criteria of reading materials adapted from English Textbook development of Depdiknas and English textbook evaluation for junior high school of BSNP. The textbook is written by Artono Wardiman, Masduki B Jahur, M Sukiman Djusma and published by National Education Department in 2008. The result of this study will be explored in the form of words without using statistical calculation.

The object of this study is the BSE (Buku Sekolah Elektronik) English textbook entitled "*English in Focus: English for ninth graders of Junior High School*". This textbook is written by Artono Wardiman, Masduki B Jahur, M Sukiman Djusma which is published by Pusbuk of National Education Department. There are 5 chapters in 148 pages. The materials of each unit are organized into six parts, (1) Listening, (2) Speaking, (3) Reading, (4) Writing, (5) Learning essential, (6) Learning review. The researcher only focuses on the reading materials. By focusing on just one textbook, it is hoped that the information could be obtained as complete as possible.

There are two reasons why the researcher choose this book. The first reason is, it is used as the main material to teach English in Junior High School. The second reason is, 1) this book is claimed in line with 2006 English Standard 2) Competence. Therefore, the researcher wants to figure out whether the reading materials in "*English In Focus*" are relevant to the 2006 English Standard Competence or not. 3)

The reading materials in "English In Focus" are organized based on the skills. Each unit divided into five sub unit, such as (1) speaking, (2) listening, (3) reading, 4) and (4) writing. There are five units in this textbook.

Source of data of this study is taken from BSE (Buku Sekolah Elektronik) English textbook entitled "*English in Focus: English for the ninth graders of Junior High School*". Published by national education department. The data are all of the reading materials in all units. 5)

The researcher used an instrument to analyse the data in this study. The instrument is observation checklists. The first observation check First, the researcher analyzed the relevancies of reading materials to the 2006 English standard competence by using observation checklist. It consists of four columns, the first column is the sub basic competence, the second column is the reading indicators based on 2006 English standard competence and SKL UN 2012 while the materials in the textbook were stated in third column and the last column was the relevancy column on which the researcher checks the result of the conformity between the indicators stated and the reading materials.

While, in order to answer the second research question which is to describe the relevance of the reading materials to the criteria of reading materials adapted from Depdiknas and BSNP, the researcher also used a checklist. The checklist consists of three columns, the first column was used to state the number, the second column stated the criteria of reading materials and the last column contains was the relevancy column on which the researcher checks

the result of the conformity between the criteria stated and the reading materials in the textbook. To remark whether the reading of the textbook are materials relevant or not to the criteria of reading materials adapted from Depdiknas and BSNP, the researcher also applied two kinds of signs: (√) and (-).

The technique that the researcher used to collect the data from textbook entitled "*English In Focus: English for ninth graders of Junior High School*" is observation. The observation dealt with the reading materials in the textbook and the relevance of reading materials in the textbook based on the 2006 English standard competence. The researcher observed the relevance of reading materials to the reading indicators based on the 2006 English standard competence by using observation checklist. Next, the researcher observed the relevance of the reading materials in the textbook to the criteria of good reading materials adapted from Depdiknas and BSNP by using observation checklist. The last, the researcher collected the data then analyzed them.

The data of this study were collected from English textbook for ninth grader students of junior high school entitled "*English in Focus: English for ninth graders of Junior High School*" published by Pusbuk of National Education Department of Indonesia. There were several steps that the researcher used to analyze the data. They were:

1. The researcher selected materials in the textbook.
2. The researcher analyzed the relevance of reading materials in the textbook based on the reading indicators based on 2006 English standard competence.
3. The researcher analyzed the relevance of the reading materials in the textbook based on the criteria of reading materials adapted from Depdiknas and BSNP.
4. The researcher described and elaborated the finding of the analysis and conformity.
5. The researcher determined the conclusion.

## RESULT AND DISCUSSION

### RESULT

This part presents the result and discussion of this study. The teacher use observation checklist to get the data about the relevance of the reading materials to the 2006 English Standard Competence and to the criteria of good reading materials adapted from Depdiknas and BSNP.

### The Relevance of the Reading Materials to the 2006 English Standard Competence

The 2006 English standard competence for ninth graders of Junior High School student is understanding the meaning of short functional text and simple monologue texts in the forms of procedure, narrative, and report in a daily life context and in a short interaction. The Standard competences above are broken down into several basic competences as follows:

1. Responding to the meaning and the steps in the simple monologue texts accurately, fluently, and acceptably for interaction in a daily life context in the form of procedure text and report text.

2. Responding to the meaning in written short functional text accurately, fluently, and acceptably for interaction in a daily life context.
3. Reading aloud to the meaning in short functional text and simple monologue text fluently and acceptably in the form of procedure text.
4. Reading aloud to the meaning in short functional text and simple monologue text with a good pronunciation, spelling and acceptably intonation for interaction in a daily life context in the form of narrative and report text.
5. Responding to the meaning short functional text accurately, fluently, and acceptably for interaction in a daily life context.
6. Responding to the meaning and the steps in simple monologue text accurately, fluently, and acceptably for interaction in a daily life context in the form of narrative and report text.
7. Reading aloud to the meaning in short functional text and simple monologue text with a good pronunciation, spelling, and acceptable intonation in a daily life context in the form of narrative and report.

According to Tarigan and Tarigan (1986:98), book has to be selected because it has an important role in supporting the teaching and learning process. As Richard (2001:245), textbooks also take a place as a syllabus. Therefore a good textbook should fulfill the standard competence and relevant to the curriculum. English textbook development of Depdiknas and English textbook evaluation for Junior high school of BSNP, adds that criteria of good reading material consists of fourteen points. Therefore, in order to analyze the reading materials in textbook, the researcher was conducted in the form of descriptive qualitative research. Firstly, the researcher analyzed the relevancy of the reading materials to the 2006 English Standard Competence by using observation checklist. It consist of four columns, the first column is the sub basic competence, the second column is the reading indicators, the third is the materials in the textbook, and the last column on which the researcher checks the result of the conformity between the indicators stated and the reading materials. Secondly, the researcher analyzed the relevancy of the reading materials to the criteria of reading materials adapted from English textbook evaluation for junior high school of BSNP. The observation checklist consist of three column, the first column is the number, the second column stated the criteria of reading material, and the last column on which the researcher check the result oh the conformity between the criteria stated and the reading materials stated in the textbook.

From the observation the researcher found the results of the first research question is most of the reading materials or activities that are presented are relevant to the reading indicators in 2006 English standard competence. Unfortunately there are two sub basic competences that are not covered in the textbook, they are the reading materials

The result for the first research question is most of the reading materials in textbook “English In Focus” English for the Ninth Graders of Junior High School Published by National Education Department are relevant to the 2006 English Standard Competence. Unfortunately, there are two sub basic competence that are not covered in all unit in the textbook.

The result for the second research question is all of the reading materials in textbook “English In Focus” English for the Ninth Graders of Junior High School Published by National Education Department are relevant to the criteria of good reading materials adapted from Depdiknas and BSNP. All unit in the textbook are fullfilled all criteria.

## DISCUSSION

Some researcher findings presented that “Analysis of the Reading Material in Textbook” helped the teacher to find out the most appropriate textbook to be used in the teaching learning English. A good English textbook should be relevant to the 2006 English Standard Competence and fullfill the criteria of good reading material adapted from English textbook development of Depdiknas and English textbook evaluation for Junior High School of BSNP.

of short functional text. Whereas based on the Richard (2001:245), textbooks also take a place as a syllabus. From the explanation above the researcher concluded that the reading material of the textbook are relevant to the 2006 English standard competence.

Moreover, in order to answer the second reseach question. The data analysis shows that all of the reading materials in each unit fullfill the criteria of good reading materials that are adapted from Depdiknas and BSNP .

## CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of this study. The conclusions are derived from the result and data analysis that have been elaborated in the previous chapter. Whereas, the suggestions are contributed by the researcher to guide what should be done by National Education Department which recommends this textbook in teaching learning process at school, the textbook’s authors who compose the materials and English teachers who uses the textbook.

### Conclusion

Textbook is one of the main instruments of teaching and learning process for both teacher and students that should contain materials about the competence that are relevant to the curriculum. Thus, this study is conducted to describe the relevance of the reading materials in textbook “*English In Focus*” to the reading indicators of the 2006 English Standard Competence and the relevance of the reading materials in the textbook to the good reading materials criteria adapted from English textbook development of Depdiknas and English textbook evaluation for junior high school of BSNP.

The results and data analysis of the two main problems that have been presented that the answer of first research question is most of the reading materials or activities that are presented in the textbook are relevant to the reading indicators in the 2006 English standard competence. It means that, almost of the reading materials can represent the reading indicators and they can be used to help the students to achieve the competences that are stated in those indicators. But, there are some basic competences that are not covered in the textbook, they are the reading materials of short functional text.

Moreover, in order to answer the second research question, the conclusion of data analysis shows that all units can cover criteria of good reading materials completely. It is because most of the reading materials presented in this textbook can represent the good reading materials criteria that are adapted from Depdiknas and BSNP. In summary, it can be asserted that the reading materials in the textbook are relevant.

### Suggestions

Dealing with the result of the study, some suggestions are presented in attempt to give better contributions for many sides. The suggestions of this study are divided into three parts, as follows:

#### *For the National Education Department*

Since this textbook is one of the textbook that has a BSE (Buku Sekolah Elektronik) label, it means that the National Education Department is the publisher which recommends this textbook to be used as teaching materials at school. On the other hand, the reading materials in the textbook do not cover all the basic competences that are stated in the 2006 English standard competence. These will disadvantage both the teacher and the students in the future. Therefore, the National Education Department should be more selective in recommending a textbook to be used in teaching and learning process.

#### *For the Textbook Author*

The first issues the textbook's authors should consider most in writing a textbook is the relevance of the materials to the standard competence. The content of the materials of the reading materials that are presented in the textbook should be completely relevant to the 2006 English standard competence.

#### *For the English Teacher*

The English teacher should be more selective in choosing and applying an English textbook in the teaching and learning process. Moreover in now days, there are so many textbooks from various publisher that can easily be found but it does not guarantee that they are perfect to be used even the textbook is recommended by the National Education Department, Because of those reasons, the English teacher should be able to analyze the relevance of the materials in the textbook to the 2006 English standard competence and the relevance of the certain materials to the criteria of good materials before deciding to apply the textbook in the classroom.

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