

**AN ANALYSIS OF READING MATERIALS IN “BAHASA INGGRIS”
TEXTBOOK 2013 CURRICULUM 2016 REVISION FOR TENTH GRADE OF
SENIOR HIGH SCHOOL**

**PENELITIAN TENTANG BAHAN BACAAN DALAM BUKU “BAHASA
INGGRIS” KURIKULUM 2013 REVISI 2016 UNTUK KELAS SEPULUH
SEKOLAH MENENGAH ATAS**

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Abstract

Reading is one of the skills in English that has to be mastered by the students. To master English, the English teacher should be able to decide whether the contents of the textbook are suitable with the current curriculum or not. The purpose of this study is to know whether the reading text are appropriate with the syllabus 2013 curriculum. The research method was descriptive research. The result of this study is there are 100% of text types, 91.67% of the reading indicators, and 100% of generic structure and language features meet the requirements specified in the syllabus 2013 curriculum. It shows very good book as the criteria of conformity level and this textbook are already developed accordance with the requirement specified in the syllabus 2013 curriculum.

Key words : Reading Materials, Textbook, 2013 Curriculum

Abstrak

Membaca adalah salah satu keterampilan dalam bahasa Inggris yang harus dikuasai oleh para siswa. Untuk menguasai bahasa Inggris, guru bahasa Inggris harus dapat memutuskan apakah isi buku teks sesuai dengan kurikulum saat ini atau tidak. Tujuan dari penelitian ini adalah untuk mengetahui apakah bahan bacaan sesuai dengan silabus kurikulum

2013. Metode penelitian adalah penelitian deskriptif. Hasil dari penelitian ini adalah ada 100% jenis teks, 91,67% dari indikator bacaan, dan 100% dari struktur umum dan fitur bahasa memenuhi persyaratan yang ditentukan dalam kurikulum 2013 silabus. Ini menunjukkan buku yang sangat bagus sebagai kriteria tingkat kesesuaian dan buku teks ini sudah dikembangkan sesuai dengan persyaratan yang ditentukan dalam kurikulum 2013 silabus.

Kata Kunci : Bahan Bacaan, Buku teks, Kurikulum 2013

I. Introduction

Reading is one of the skills in English that has to be mastered by the students when they are learning English. Because of that, students have to learn reading as well as the other skills if they want to master English. 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.

Nowadays, the government decided to use the new designed Curriculum, the 2013 Curriculum. It is an operational Curriculum which is formed and practiced by each school Indonesia. 2013 Curriculum will make a lot of changes to the face of education system of this country.

One media which is ordinarily used is a textbook. Textbook is a book giving instruction in a subject, used especially in schools, etc. According to Thomson (2000:175), “the textbook is a stimulus or instrument for teaching and learning”.

Based on those explanations, the researcher analyzed the reading text found in “Bahasa Inggris” for grade tenth of Senior High School by Ministry of Education and Culture of Republik Indonesia. There are several reasons why the researcher chooses the book; First, “Bahasa Inggris” textbook is one of book that suitable with the current Curriculum. “Bahasa Inggris” textbook used for teaching English to tenth year’s students, and it is important to know whether the reading text are appropriate with the syllabus 2013 curriculum.

II. Research Method

The research method was descriptive research. Ary *et.al* (1985: 322) explained “Descriptive research method is used to obtain information about existing conditions and have been widely used in educational research”. This research use documentation data technique. The study began with preparation of the documentary aspects especially the reading materials (indicators, text types, generic structure and language features) in “Bahasa Inggris” textbook for the tenth grade of Senior High School. The main instrument of this research was the researcher herself and supporting instrument are “Bahasa Inggris” textbook and the reading text. The data was “Bahasa Inggris” textbook and it was limited on text type, indicator, generic structure, and language feature of reading text materials. The researcher calculating the percentage of conformity by this formula (Sudjono, 2010:43) :

$$\frac{\text{The Frequency}}{\text{The Sum of Frequency}} \times 100\% = \text{percentage (\%)}$$

III. Finding and discussion

In this step the researcher wrote the text types, generic structure, language features, and indicators compare between the textbook and the syllabus of 2013 curriculum, then calculating the level of conformity.

Table 3.1 The distribution of the Text Type in the Textbook

No.	Text Types	Text Types in the Textbook														
		Unit														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Descriptive text				Text 1 Text 2	Text 1										
2	Recount text							Text 1	Text 1	Text 1	Text 1					
3	Narrative												Text	Text		

	text														1	1					
4	Announcement						Text 1														
The score = $f/n \times 100\% = 4/4 \times 100\% = 100\%$																					

Based on the table, In this textbook, the author has already followed the requirement in 2013 curriculum. The conformity of text types reached 100%. It means all of text types that specified in the syllabus develop well in the textbook. There are four text types which have been developed by the author in the syllabus. They are descriptive text, recount text, narrative text, and announcement. Descriptive text has three passages, recount text has four passages, narrative text has two passages, and announcement has two passages. That is good enough to require material for the student.

Table 3.2 The Distribution of the Generic structure of Descriptive text and Recount text in the “Bahasa Inggris” textbook

Descriptive Text		Recount Text	
Generic Structure	Stated in the Textbook	Generic Structure	Stated in the Textbook
1. Identification	<ul style="list-style-type: none"> • Unit 4 text 1 • Unit 4 text 2 • Unit 5 text 1 	1. Orientation	<ul style="list-style-type: none"> • Unit 8 text 1 • Unit 9 text 1 • Unit 10 text 1 • Unit 11 text 1
2. Description	<ul style="list-style-type: none"> • Unit 4 text 1 • Unit 4 text 2 • Unit 5 text 1 	2. Events	<ul style="list-style-type: none"> • Unit 8 text 1 • Unit 9 text 1 • Unit 10 text 1 • Unit 11 text 1
		3. Reorientation	<ul style="list-style-type: none"> • Unit 8 text 1 • Unit 9 text 1 • Unit 10 text 1 • Unit 11 text 1
The score = $f/n \times 100\% = 2/2 \times 100\% = 100\%$		The score = $f/n \times 100\% = 3/3 \times 100\% = 100\%$	

Based on the table above generic structure of descriptive text and recount text are developed in the textbook. As many as in the syllabus. There are three passages of descriptive text, each of them has same generic structure. There are four passages of recount text and most of them has same generic structure.

Table 3.3 The Distribution of the Generic structure of Narrative text and Announcement text in the “Bahasa Inggris” textbook

Narrative Text		Announcement	
Generic Structure	Stated in the Textbook	Generic Structure	Stated in the Textbook
1.Orientation	<ul style="list-style-type: none"> Unit 12 text 1 Unit 13 text 1 	1.Stating Purpose	<ul style="list-style-type: none"> Unit 6 text 1 Unit 6 text 2
2.Complication	<ul style="list-style-type: none"> Unit 12 text 1 Unit 13 text 1 	2. Stating Day and Date and time	<ul style="list-style-type: none"> Unit 6 text 1 Unit 6 text 2
3.Resolution	<ul style="list-style-type: none"> Unit 12 text 1 Unit 13 text 1 	3. Stating Place	<ul style="list-style-type: none"> Unit 6 text 1 Unit 6 text 2
4.ReOrientation	<ul style="list-style-type: none"> Unit 12 text 1 Unit 13 text 1 	4. Informing Sender	<ul style="list-style-type: none"> Unit 6 text 1 Unit 6 text 2
The score= $f/n \times 100\% = 4/4 \times 100\% = 100\%$		The score= $f/n \times 100\% = 4/4 \times 100\% = 100\%$	

Based on the table 3.2 and 3.3, the data collecting of generic structure of the text in “Bahasa Inggris” textbook, there are two generic structure for descriptive text, three generic structures for recount text, five generic structures for narrative text, and two generic structures for announcement. Those generic structures are developed in the passages in the textbook and reached 100% of conformity level.

Table 3.4 The distribution of language features of descriptive text and recount text in “Bahasa Inggris” textbook

Descriptive Text		Recount Text	
Language Features	Stated in the Textbook	Language Features	Stated in the Textbook
1.Using Specific object	<ul style="list-style-type: none"> Unit 4 text 1 Unit 4 text 2 Unit 5 text 1 	1.Using personal participant	<ul style="list-style-type: none"> Unit 8 text 1

2.using adjective	<ul style="list-style-type: none"> •Unit 4 text 1 •Unit 4 text 2 •Unit 5 text 1 	2.Using chronological connection	<ul style="list-style-type: none"> • Unit 8 text 1 • Unit 10 text 1 • Unit 11 text1
3.using simple past tense	<ul style="list-style-type: none"> • Unit 4 text 1 • Unit 4 text 2 • Unit 5 text 1 	3.Using linking verb	<ul style="list-style-type: none"> • Unit 8 text 1 • Unit 9 text 1 • Unit 10 text 1 • Unit 11 text 1
		4.Using action verb	<ul style="list-style-type: none"> • Unit 8 text 1 • Unit 9 text 1 • Unit 10 text 1 • Unit 11 text 1
		5.Using simple past tense	<ul style="list-style-type: none"> • Unit 8 text 1 • Unit 9 text 1 • Unit 10 text 1 • Unit 11 text 1
The score= f/n x 100% = 2/2 x 100% = 100%		The score= f/n x 100% = 5/5 x 100% = 100%	

Based on the table above, descriptive text has two language features. All of parts are developed in the textbook and also in each passages in the textbook. Then, recount text has five language features, four passages of recount text only one passage which has personal participant that is Unit 8 text 1 which is personal recount. While Unit 9, 10, 11 has no personal participant because they are factual recount and biography recount.

Table 3.5 The distribution of language features of narrative text, and announcement in “Bahasa Inggris” textbook

Narrative text		Announcement	
Language Features	Stated in the Textbook	Language Features	Stated in the Textbook
1.Using specific character	<ul style="list-style-type: none"> • Unit 12 text 1 • Unit 13 text 1 	1. Using simple present tense	<ul style="list-style-type: none"> • Unit 6 text 1 • Unit 6 text 2
2.Using adjective	<ul style="list-style-type: none"> • Unit 12 text 1 • Unit 13 text 1 	2. Using simple future tense	<ul style="list-style-type: none"> • Unit 6 text 2
3.Using time connection	<ul style="list-style-type: none"> • Unit 12 text 1 • Unit 13 text 1 		

4.action verb	<ul style="list-style-type: none"> • Unit 12 text 1 • Unit 13 text 1 		
The score= $f/n \times 100\% = 4/4 \times 100\% = 100\%$		The score= $f/n \times 100\% = 2/2 \times 100\% = 100\%$	

Based on the table 3.4 and 3.5 language features are also part of the analysis. In “Bahasa Inggris” textbook there are three language features to construct descriptive text. For recount text there are five language features. Narrative text has four language features. And announcement has two language features. The conformity level of the language features for all text types are 100%. It means all language features are stated in the textbook, but in recount text there are some passages which has no personal participant for Unit 9 text 1, Unit 10 text 1, Unit 11text 1. This case can be normal because not all passages of recount are personal experience recount but they are factual recount and biography recount.

In this textbook, there are eleven indicators of twelve indicators required in the syllabus of English subject for the tenth grade students of SMAN 1 Wonoayu. The conformity of reading indicators reached 91.67% it means very good. The reading indicator which is not developed in the textbook is *Menyusun paragraph acak dari teks naratif ke dalam teks narrative yang baik dan benar* . there is no activity in the textbook which give command to students to arrange narrative text from random to better text. But other indicators has enough activity for student to improve student’s skill. Each indicators at least has two command to develop the student’s skill.

IV.Conclusion

Based on the finding and data analysis, the text types, reading indicators, generic structure, and language feature of the text in “Bahasa Inggris” textbook reached 97.92% in percentage. It can be concluded that reading text materials in “Bahasa Inggris” textbook 2013 curriculum 2016 revision by Ministry of Education and Culture

of Republik Indonesia is in conformity with the requirement of 2013 curriculum. Moreover, physically, this book is interesting because full of colors and pictures

Thus, teacher can use this book because most of reading materials which required in 2013 curriculum are developed in the textbook; each text types developed at least two passages in the textbook, eleven from twelve indicators are developed in the activities of reading materials in the textbook and the aspects of the accuracy of the material (generic structure and language features) developed well in all passages

V. References

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