

**AN ANALYSIS OF READING MATERIALS
IN ENGLISH TEXTBOOK FORWARD FOR
VOCATIONAL HIGH SCHOOL GRADE X**



Thesis

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) i in English Department*

Written By:

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Reg. Number: 19 20 300056

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

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**TARBIYAH AND TEACHER TRAINING FACULTY
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Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Resti Rambe**, entitled "**An Analysis of Reading Materials in English Textbook Forward for Vocational High School Grade X**". So We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

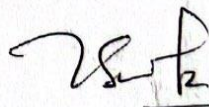
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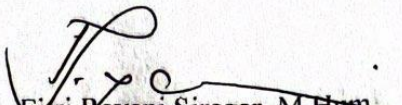
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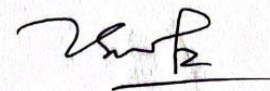
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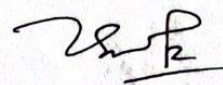
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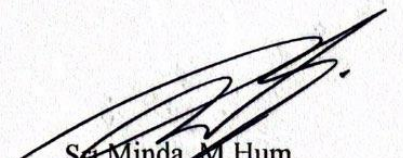

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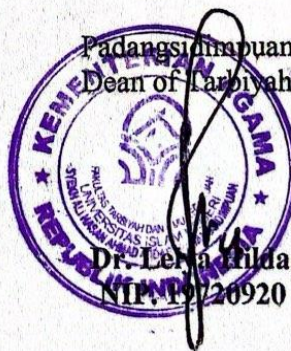
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ABSTRACT

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Title of Thesis : An Analysis of Reading Materials in English Textbook Forward for Vocational High School Grade X

The problem of this research is many textbooks are used by the school and the textbooks that used different publisher but the textbook must fulfil the criteria that suggested by Book Center Ministry Of national Education and Curriculum. Many textbooks are used by the school and the textbooks that used different publisher. So, the researcher needs to analyze the textbook that can meet aspect of content, aspect of language used and aspect of presentation purposed by Book Center, Ministry of National Education and Curriculum. The aims of this research are to find out the aspect of contents, language used, and presentation of the reading materials in English textbook Forward for Vocational High School at Grade X based on the good criteria of reading materials purposed by Book Center, Ministry of National Education and Curriculum. The study used descriptive qualitative method. The data collection technique used was document analysis and interview. The object of this research was an English textbook Forward for Vocational High School Grade X By Shyla K. Lande and Eka Mulya Astuti Published By Erlangga in 2014. The technique of data analysis divided into three they are: data reduction, data display and conclusion. The finding showed that the most of the reading materials presented in English textbook Forward For Vocational High School Grade X meet the criteria aspect of contents, aspect of the language use and aspect of presentation. there are five indicator that related to the reading materials, and only one of the indicator do not related. It means that the reading materials were good category based on the aspect of content. From aspect of language used, there are three indicators that compatible with the reading materials and only one indicator do not compatible. It means the reading materials in this textbook was good category based on the aspect of language used. It means the reading materials was good category.

Keywords: *reading materials, textbook, curriculum 2013*

ABSTRAK

Nama : Resti Rambe

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Judul Skripsi : Menganalisis Bahan Bacaan Dalam Buku Bahasa Inggris Forward untuk Sekolah Menengah Kejuruan Kelas X

Masalah dalam penelitian ini adalah ada banyak buku teks yang digunakan oleh sekolah dan buku teks yang digunakan penerbit yang berbeda akan tetapi buku teks tersebut harus memenuhi kriteria yang disarankan oleh Pusat Perbukuan Menteri Pendidikan dan Kurikulum Nasional. Jadi, peneliti perlu menganalisis buku teks yang dapat memenuhi aspek isi, aspek bahasa yang digunakan dan aspek penyajian yang disarankan oleh Pusat Buku, Departemen Pendidikan Nasional dan Kurikulum. Tujuan penelitian ini adalah untuk mendeskripsikan aspek isi, bahasa yang digunakan, dan penyajian bahan bacaan dalam buku teks Bahasa Inggris Forward untuk Sekolah Menengah Kejuruan di Kelas X berdasarkan kriteria baik bahan bacaan yang disarankan Pusat Buku, Departemen Pendidikan Nasional dan Kurikulum. Penelitian ini menggunakan metode kualitatif deskriptif. Teknik pengumpulan data yang digunakan adalah analisis dokumen dan wawancara. Objek penelitian ini adalah buku teks Bahasa Inggris Forward untuk Sekolah Menengah Kejuruan Kelas X Oleh Shyla K. Lande dan Eka Mulya Astuti Diterbitkan Oleh Erlangga pada tahun 2014. Teknik analisis data dibagi menjadi tiga yaitu: reduksi data, tampilan data dan kesimpulan. Hasil penelitian menunjukkan bahwa sebagian besar bahan bacaan yang disajikan dalam buku teks bahasa Inggris memenuhi kriteria aspek isi, aspek penggunaan bahasa dan aspek penyajian. namun, tidak memenuhi semua indikator kriteria yang baik yang disarankan oleh Pusat Perbukuan, Departemen Pendidikan Nasional. bahan bacaan merupakan kriteria yang baik dari aspek isi. Ada lima indikator yang relasi dengan bahan bacaan, dan hanya satu indikator yang tidak relas. Ini berarti bahwa bahan bacaan itu kategori baik berdasarkan aspek konten. Dari aspek bahasa yang digunakan, ada tiga indikator yang kompatibel dengan bahan bacaan dan hanya satu indikator yang tidak cocok. Artinya bahan bacaan dalam buku teks ini adalah kategori yang baik berdasarkan aspek bahasa yang digunakan. Dari aspek penyajian, terdapat semua indikator yang terpenuhi pada bahan bacaan dan hanya satu aspek yang tidak terpenuhi. Artinya bahan bacaan itu kategori bagus dari aspek penyajian.

Kata kunci: *Bahan Bacaan, Buku Ajar, Kurikulum 2013*

خلاصة

الإسم : رستي رمبي
رقم القيد : ١٩٢٠٣٠٠٠٥٦

الموضوع : تحليل مواد القراءة في كتاب اللغة الإنجليزية فرواد لمدرسة الوسطى المهنية في فصل العاشرة

المشكلة في هذا البحث هو كثير الكتب الذي يستخدم في المدرسة والكتب يستخدم ناشرون مختلفون ولكن الكتب لا بد يتم على المعايير الذي يقترح بمركز الكتب والمناهج الوطنية التابع لوزارة التربية والتعليم. الباحث يحتاج إلى تحليل الكتاب التي تبلى على جوانب المحتوى وجوانب اللغة التي يستخدم في جوانب العرض يقترح بمركز الكتب وزارة التربية الوطنية والمناهج الدراسية. اهداف من هذا التصميم جوانب المحتوى، اللغة يستخدم في عرض المواد القراءة، في كتاب اللغة الإنجليزية فرواد. للمدرسة الوسطى المهنية في الفصل العاشرة. بناء على معايير من القراءة التي يقترح مركز الكتب وزارة التربية الوطنية والمناهج. يستخدم هذا البحث بطريقة الوصفي النوعي، طريقة جمع البيانات يستخدم هو تحليل والوثائق والمقابلات. الغرض من هذا البحث هو كتاب المواد اللغة الإنجليزية فرواد للمدرسة الوسطى المهنية في الفصل العاشرة بشيلا ك. لندي وإيك مليا أستوتي الذي نشرة إيرلنغ في عام ٢٠١٤ البيانات والإستنتاج. نتائج هو البحث يدل أن مواد القراءة التي يقدم في كتاب اللغة الإنجليزية يتم على جوانب المحتوى وجوانب اللغة التي يستخدم في جوانب العرض. لكن لا يتم كل مؤشر معايير الجيد الذي يقترح بمركز الكتب والمناهج الوطنية التابع لوزارة التربية والتعليم. مواد القراءة هي معايير الجيد من جوانب المواد. هناك خمسة مؤشرات مرتبطة بمواد القراءة ومؤشر واحد فقط غير مريح. هذا يعني تم تصنيف مواد القراءة بشكل جيد، بناء على جانب المحتوى، من حيث اللغة يستخدم وهناك أيضا ثلاثة مؤشرات متوافقة مع مواد القراءة ومؤشرات واحد فقط غير مناسب. هذا يعني أن مادة القراءة في هذا الكتاب المدرسي هي فئة جيدة تعتمد على جانب اللغة المستخدمة. من جانب العرض التقديمي هناك جميع المؤشرات التي يتم الوفاء بها في مادة القراءة ولا يتم استباق جانب واحد فقط. هذا يعني مادة القراءة هي فئة جيدة من حيث العرض التقديمي. طريقة جمع البيانات ينقسم إلى ثلاثة وهي : تقليل البيانات، وعرض

الكلمة المفتوحة: مواد القراءة ، الكتب، والمنهج ٢٠١٣

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I never realize this thesis cannot be considered perfect without critiques and suggestion. Therefore, it such as pleasure for me to get critiques and suggestion from the readers to make this better.

Padangsidempuan, 02th January 2024

Researcher

Resti Rambe

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the skills in English language, that is very important to students and teacher while proses learning. Mikulecky and Jeffries stated that reading is not just understanding the words or the grammar. It is not just translating. Reading is thinking¹. It means when you read well in English you must thinking in English. Reading is a process wich is done and used by the reader get a message which delivered by the writer trough written language. Reading also make the people know many information around the world. Bye the reading the people can get more knowledge, and also many people make reading as hobby because reading make our brain fresh such as reading al-qur'an, magazine and each other.

Further, Harida, et. al. stated that reading is a process to understand a text². It means reading is a process how to get message from the text when the reader do reading. Reading is activity where we need to focus to take information from sentences. Reading without comprehension is nothing because reading has purposed to get message from the text. Book contains information that can be used to find out what happened in the past, present, and

¹ Beatrice. S Mikulecky and Linda Jeffries, *More Reading Power*, 1998, https://dosen.ikipsiliwangi.ac.id/wp-content/uploads/sites/6/2021/02/1a.-More-Reading-Power_-Reading-Faster-Thinking-Skills-Reading-for-Pleasure-Comprehension-Skills-PDFDrive-.pdf.

² Eka Sustri Harida, Siti Nur Hamidah, Syahid Muammar Pulungan, "The Analys of Teachers' Strategies in Teaching Reading Comprehension at SMAN 2 Padang Bolak" 04, no. 2 (2018): 299–312, <http://www.researchgate.net/publication.333851428>.

possibly in the future come. In this case the book serves to boarden the horizon of its readers.

Book can be a source of inspiration for new ideas. Book can contain science, technology, and art that are useful in improve the ability to live a better quality. Information in the book can also provide refreshing entertainment. However, book can also contain propaganda imformation or stimulate thought or influence reader's negative emotions. Even worse, book can contain reading material which destroys the moral and mentality of its readers.

Akhmad, et. al. stated that the standard of students work during a textbook is usually correspondents to student's knowledge competence³. It means the textbook must use the language, conten, and presentation and they are easy to understand. Reading materials is contents in the textbooks that used by the teacher to teach the students⁴. Materials in textbooks form text or exercises, so the teacher teaches the materials on the textbooks must be creative, active and innovated, its purpose to make student interested in studying about. Textbooks also can help teacher to make affectively and more confidence in process of learning, because the teacher have studied from textbooks before teaches materials to students in the classroom.

In reading materials there are types of text, like descriptive text, narrative text, recount text and ect. Reading materials must be related to curriculum that

³ Enni Akhmad, Yuwin R. Saleh, and Susanti Pakaya, "The Criteria of Good English Textbook for Students: A Senior English Textbook Analysis," *Eloquence - Journal of Foreign Language* 1, no. 3 (2022): 114–24, <http://ejurnal.iaingorontalo.ac.id>.

⁴ Emelda Syafrina, "Features Of English Textbooks for the First- Year of Senior High School Implementing the 2013-Curriculum" 2 (2017): 1–13, <http://doi.org/10.33369/joall.v2i2.5950>.

have been set by the Ministry of Education Indonesia. Syafrina stated that curriculum is a set of planning and organization of aim, content and learning materials as the key to learning activity achieve a particular education objective⁵. The direction in goals of education are regulated in the curriculum so that the designing, implementing, evaluating learning the teacher will be based on the curriculum use in the education unit.

Curriculum in Indonesia has changed many times but now Indonesia uses curriculum 2013. With the change in curriculum, teachers must look at points that are important in curriculum 2013. Teachers know what is curriculum 2013, teachers make lesson plans based on the curriculum 2013. It purposes to make students easy to study materials that have on English textbooks.

Tomlinson stated that textbooks are fundamental learning resources that are frequently utilized by instructors and students⁶. Through the explanation above, textbooks play a very important role in the school room. In this area so many textbooks used by the school and the textbooks that used different publishers. In addition, reading is an essential skill of learning English. From this the researcher needs to analyze the textbook can meet the aspect of contents, aspect of language used and readability and the aspect of presentation.

There are many textbooks that have been published, it makes publishers strive to make the books that have been published suitable for students. To overcome the problem, the researcher is interested in raising the title "An Analysis of reading

⁵ Syafrina.

⁶ Brian Tomlinson, *Materials Development in Language Teaching: Edition 2*, 2nd ed. (Cambridge: Tomlinson, 2011AD).

materials in English textbook” based on the good criteria suggested by Ministry of National Education, Book center and Curriculum.

B. The Focus of the Problem

In English, there are 4 fundamental skills in mastering English, namely speaking, listening, reading and writing, which the researcher focuses on reading materials, how are the reading materials of English textbook Forward for Vocational High School at Grade X based on the good criteria of learning materials purposed by Book Center, Ministry of National Education and curriculum.

C. The Formulations of the Research

The formulation of reading materials at X grade students SMK LMC Model Industry Sipirok on to how find out the answer of the following question:

1. How are aspects of content for reading materials in English textbook forward for Vocational High School grade X based on the good criteria of learning materials purposed by Book Center, Ministry of National Education and curriculum?
2. How are aspects of language used for reading materials in in English textbook forward for Vocational High School grade X based on the good criteria of learning materials purposed by Book Center, Ministry of National Education and curriculum?
3. How are aspects of presentation for reading materials in in English textbook forward for Vocational High School grade X based on the good

criteria of learning materials purposed by Book Center, Ministry of National Education and curriculum?

D. The Objectives of the Research

Based on the formulation of the research above, the objectives of this research is:

1. To describe aspects of content for reading materials in in English textbook forward for Vocational High School X based on the good criteria of learning materials purposed by Book Center, Ministry of National Education and curriculum?
2. How are aspects of language used for reading materials in in English textbook forward for Vocational High School grade X based on the good criteria of learning materials purposed by Book Center, Ministry of National Education and curriculum?
3. To describe aspects of presentation for reading materials in in English textbook forward for Vocational High School grade X based on the good criteria of learning materials purposed by Book Center, Ministry of National Education and curriculum?

E. The Significances of the Research

The result of this research is expected to give some significance not only theoretichally in the classroom but practically. With this research the teacher knows the good textbook to students while them teaching in the classroom. This research also has purpose for another researcher, this research can be as reference for another researcher.

F. The Definitions of Key Terms

To better understand of this research, here are the various terms used:

1. Reading

Reading is process to take information or message from the text while the reader does the reading. It means while the reader does the reading, they need to comprehend the content of text.

2. Textbook

In Indonesia, using textbook is a must for every school and every major to support the learning process.

3. Reading Material

In teaching reading materials, of course we have to have the just material. Reading materials are taught in teaching or teaching materials used by teachers in teaching reading materials. The good reading materials includes interaction between students and teacher as a communication language learning procces. So, teachers need to know a good materials used in classroom.

4. Curriculum

Curriculum is statement of goals and outcomes, learning arrangment, evaluation, and documentation relating to management of program with in an education institution.

From the definitions of key terms above, the researcher would like to analyzed English textbook under the title is “An Analysis of Reading Materials in English Textbook for Vocational High School at Grade X”. It

means the reading materials in English textbook Forward for Vocational High School must be analyzed, so that the teachers can find out whether the book meets the quality of the textbook that have purposed by Book Center, Ministry of National Education and Curriculum.

G. Outline of the Thesis

The thesis will be described in five chapters, each of which is a chapter contains several subtopics with the following details; chapter I contains the background of the problem, the focus of the problem, formulation of problem, objectives of the research, significances of the research and definition of the key terms. Chapter II contains a review of related findings. It talks about reading, reading material, textbook, curriculum in Indonesia, book center, ministry of national education, review of related findings and conceptual frame work.

Chapter III talks about research methodology. It contains the place and time of the research, the research object, the research instrument, the technique of data collection, the technique of the data analysis and trustworthiness. Chapter IV contains of findings and discussion. Chapter V talks about Conclusion, implication and suggestion.

CHAPTER II

LITERATURE REVIEW

A. The Review of Related Theory

1. Reading

Reading is one of the subjects to get information and knowledge about everything readers need from the written.⁷ Reading is an activity that is did by people, for reach some information or knowledge. Reading is a process to comprehend information that important from the text. Harida state reading is a proccess of recognition symbols. it is the proccess of cognition, interpretation and perception of writing or printed material⁸. Furthermore reading is one important way to improve your general language skills in English⁹. It also when reading is to understand the materials that have the people read in the textbook. It is mean that the people read will know what happen in the world, and how the way to resolve the happen in the world, if they do not comprehend what they read, without comprehend reading is not.

Grabe states

Reading is a strategic process in that a number of skills and processes used in learning. It also implies efforts on the part of the reader to anticipate the text information, selecting the key information, determine the title, mentally compile and summarize the story, monitor

⁷ Risky Amelia Nurdiana, *Interperative Reading* (Pekan Baru: Kreasi Edukasi, 2017), <https://repository.uin.suska.ac.id/49373/1>.

⁸ Eka Sustri Harida, "Authentic Assessment For Reading Comprehension" 03 (2015), <http://doi.org/10.24952/ee.v3i02.1202>.

⁹ Beatrice. S Mikulecky and Linda Jeffries, *More Reading Power*, 1998, https://dosen.ikipsiliwangi.ac.id/wp-content/uploads/sites/6/2021/02/1a.-More-Reading-Power_-Reading-Faster-Thinking-Skills-Reading-for-Pleasure-Comprehension-Skills-PDFDrive-.pdf.

comprehension, correct distractions, and also adjust understanding for the reader's purpose¹⁰.

The readers could combine their background knowledge with the additional information from the text, draw the meaning of words and connect it to construct meaning from a text which such skill.

Spartt, et. al. explain that reading is an activity that readers respond and to and make sense of a text being read then connected to their prior knowledge¹¹. Reading is not simple. Reading needs to think, feel, imagine and understand. We should understand the text that we read and get the knowledge from. In addition reading is considered as an important aspect for students in their language learning because reading is constantly developing skill. It also supposed to be an aspect to develop self-confidence and motivation within the students in dealing with difficulties in academic reading, especially in learning English in Junior High School.

Grabe states that reading can also be interpreted as process where readers can learn something from reading and include it in an academic background as part of education¹². When thinking changes from not knowing to know, it is called learning, because reading is included in learning, the brain tries and masters the text that is being read by explaining, evaluating, and selecting important information. It means that the reading is a process to get

¹⁰ Grabe William, *Reading in a Second Language*, ed. Grabe William, *Nation and Narration* (Cambridge, 2020), <https://doi.org/10.4324/9780203823064-19>.
<http://scholarspace.manoa.hawaii.edu/bitstream>

¹¹ Mary. Spratt, Alan. Pulverness, and Melanie Williams, *TKT : Teaching Knowledge Test*, Cambridge University Press, 2005.

¹² Grabe William, *Reading in a Second Language*.

information or understand ideas, which are symbolized by a written or printed language as a piece of communication.

Reading has important role in learning. Reading is also one of the four language skills students must learn. This is considered to be the most common means of learning new info and getting various explanations. The ability to read has also made a very important contribution to human life. Through reading, individuals will get useful information, ideas and inspiration that will enrich their knowledge and they will learn about the latest events in the world.

Wijayanti, et. al state that reading is an excellent skill that can provide many benefits in many fields of life without limits, especially in education¹³. Reading books are activity very important to all of the people who like reading, because by the reading can make brain enjoyed, it is helps stress low. Siregar et.al stated that reading is an activity specific purpose, meaning that readers have something that will be reached by doing the reading activity itself.¹⁴ Besides that reading also good for improve concentration and focus, to improve memorize, to add our vocabulary. By reading we can changes the world. As we know so many people in our country and others countries are successful because they love to read. Reading very important, it is why we have been studying reading while we a child. Beside writing and counting reading is a subject important. We know more only reading something.

¹³ Etri Wijayanti, Yan Mujiyanto, and Hendi Pratama, "The Influence of The Teachers ' Reading Habit On Their Teaching Practice : A Narrative Inquiry" 12, no. 2 (2022): 205–14. <http://journal.unnes.ac.id/sju/index.php.eej/article>

¹⁴ Fitri Rayani Siregar et al., "The Implementation of REAP Strategy to Improve Students Reading Comprehension of Analytical Expository Text in Digital Era," *KnE Social Sciences* 2023 (2023): 208–15, <https://doi.org/10.18502/kss.v8i4.12901>.

From the definition above, it can be concluded that the reading is how someone fills his brain through what he reads. Someone will be less confident if he does not have knowledge or information that he wants to say. Someone will be confident if he has the knowledge and information. Such discussing in the class, the students who read many sources will be more confident to present their paper than the students who do not read many sources. Reading is also a process of guessing what is the meaning of the text that involves guessing, predicting, checking, and asking questions.

2. Reading Material

Reading material is the content that there are in the textbooks and it is divided into some unit in the textbooks. Aslamiah, et. al. state that reading material in English textbooks used in the teaching learning process can support teachers and helps students understand and efficiently¹⁵. Reading materials are content of textbook that can be presented or explained by teacher and something that is important to study. Reading materials that there are in textbooks students know the materials will be study in next meeting. It can help students and teacher to easy when they do process teaching learning in the classroom.

Tomlinson¹⁶ stated that there are sixteen criteria to fulfill good instructional materials. These are the following criteria:

¹⁵ Radiatul Aslamiah, Akhmad Ali Mirza, and Hesty Widiastuty, "An Analysis of Reading Materials in 'Bahasa Inggris' Textbook for Vocational High School Students" 5, no. 2 (2022): 395–402, <http://digilib.iain-palangkaraya.ac.id/id/eprint/4375>.

¹⁶ Brian Tomlinson, *Materials Development in Language Teaching*, Second (Cambridge University Press, 2011), <http://ztcprep.com/library>.

a. Materials should achieve impact.

This means that the materials should have interesting presentation and content to achieve the target of learners. Then, materials should have big obvious impact on learners' curiosity, interest and attention which are attracted, with this the students also focus to material that have been given by the teacher.

b. Materials should help learners feel at easy.

This means that the materials should have text and illustration that there are some relationship with to the material which can make the students feel comfortable, relaxed and being supportive. Materials can help learners feel at easy when the materials have lots of white space, texts and illustration.

c. Materials should help learners to develop confidence.

This means that the materials should make learners feel successful and support the learners to improve their skills. The learners who have self-confidence tend to speak more and know how to get their point across.

d. What is being taught should be perceived by learners as relevant and useful?

This means that materials should be relevant and useful to be used in teaching and learning process. Sometimes, the English teacher can easily get the materials that have relation with the topics and tasks. It helps students receive the material easy.

- e. Material should require and facilitate learners' self-investment.

This seems that the learners profit most if they invest interest, effort, and attention in learning activity.

- f. Learners must be ready to acquire the points being taught.

Each learner learns from the new input that they are ready to learn. It needs variation features not previously taught. Then, materials should be developed so teachers can easily do initial and on-going assessment.

- g. Materials should expose learners to language in authentic use.

A lot of teaching materials provide authentic input through some instructions, advices, and activities, spoken and written texts in the materials.

- h. The learners' attention should be drawn to linguistic features of the input

In this principle, the learners should focus on linguistic features that which are needed to make a generalization related with the function of the language features based on the main materials

- i. Materials should provide learners with opportunities to use

This means that the learners have to practice their language to communicative someone in real life not in the classroom that controlled by the teacher. Communicative is important thing to measure their ability n language used.

- j. Materials should take into account the positive effects of instruction are usually delayed

This means that learners who want to learn language cannot an instantaneous process but a gradual one.

k. Materials should take in account that learners differ in learning style

This means that the materials should provide a variety of activities and support all learning activities. Every learning has different style in learning process, for example learners prefer experiential learning more likely to achieve in some information from reading a story with a predominant grammatical feature (for example reported speech). There are some styles to be fulfilled in language learning material, such as visual learners, auditory learners, kinaesthetic learners, experiential learners, analytical learners and global learners.

l. Materials should take in account that differ in affective attitudes

Ideally language learners should have strong and consistent motivation, because it can determine the success in students learning. Then, learning without motivation, it is so difficult to succeed.

m. Materials should permit a silent period at the beginning of instruction

This means that materials should not force learners to speak until they are ready, they should not force silence either. Communication in a second language makes the learners cannot explore the language like their first language.

n. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left-brain activities

This means that this principle can stimulate the learners to learn the same lesson involving different cerebral process and different states of consciousness in many different part of the brain.

- o. Materials should not rely too much on controlled practice which means they should focus on language use

This means that the materials should focus on language use. Actually the purpose of this principle to state it is still controversial to say that controlled practice activities are valuable.

- p. Materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of use of language rather than accuracy of language

This means that the materials should focus on the effectiveness of the outcome rather than accuracy of the output. Then, the learners who are successful to achieve a particular communicative purpose will get positive feedback on the effectiveness of the language use for further language outcomes.

Table. II.1 Characteristic of good Textbook¹⁷

No	Characteristic of Good Textbook	
	Aspect	Sub Aspect
1	Materials should achieve impact	a. Interesting presentation b. Achieve the target of learners c. Big obvious impact or learners' curiosity

¹⁷ Brian Tomlinson, *Materials Development in Language Teaching*, Second (Cambridge University Press, 2011)

No	Characteristic of Good Textbook	
	Aspect	Sub Aspect
2	Materials should help learners feel at easy	a. Have text and illustration b. White space
3	Materials should help learners to develop confidence	a. Feel successful b. Supports the learners to improve their skill
4	What is being taught should be perceived by learners as relevant and useful?	a. Relevant b. Useful
5	Materials should require and facilitate learners' self-investment	a. Textbook b. Photographs
6	Learners must be ready to acquire the points being taught	a. Variation features b. Materials should to develop
7	Materials should expose learners to language in authentic use	a. Instruction b. Advices and activities c. Spoken and written text
8	The learners' attention should be drawn to linguistic features of the input	a. Focus on linguistic
9	Materials should provide learners with opportunities to use	a. Practice their language b. Given opportunities to use language
10	Materials should take into account the positive effects of instruction are usually delayed	a. Asked to produced language b. Studied once on every chapter
11	Materials should take in account that learners differ in learning style	a. Provide a variety b. Support all learning activities
12	Materials should take in account that differ in affective attitudes	a. Strong motivation b. Consistent motivation
13	Materials should permit a silent period at the beginning of instruction	a. Should not force learners to speak until they are ready b. Should not silence either
14	Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities	a. Stimulate the learners

No	Characteristic of Good Textbook	
	Aspect	Sub Aspect
15	Materials should not rely too much on controlled practice which means they should focus on language use	a. Focus on language use
16	Materials should provide opportunities for outcome feedback, especially feedback on the effectiveness of use of language rather than accuracy of language	a. Focus on the effectiveness

Selecting textbook is an important thing. A textbook should be suitable not only with the curriculum but also for the students. In Indonesia it-self, textbook becomes a controversial thing in education. Now days, many cases are reported that textbooks contain unsuitable content or the text for the students.

3. Textbook

A textbook is described as an instructional tool that aids in the teaching and learning process. Graves stated the textbook is a book that serves a standard source of knowledge for formal study of a subject as well as tool for teaching and learning¹⁸. From this definition, it can be viewed that the makes a textbook different from other books is that it is used informal study. The selection of it has gone through a special study and analysis. It also should be viewed as one of many resources teachers might use to create a successful lesson, and it may provide a frame work for direction and orientation.

¹⁸ Kathleen Graves, "Designing Language Courses: A Guide For Teachers" (Heinle & Heinle, 2000).

Tomlinson states textbooks is a book that contains all of the necessary elements for a language class¹⁹. It means to deliver as much information as possible in a single volume and to be the sole book that students must used during a course. As we can see from the textbook use of English language learning in schools, it crucial that those language skills and component to be covered in a textbook, as the curriculum for language learning has stated concerning the acquisition of the language skills and components.

A textbook is defined as a book that teaches a particular subject and that is used especially in school and colleges. Aslamiyah, et.al. state that textbook as commonly important guidance or source media in teaching and learning to assist teacher and students in meeting course's objective²⁰. It is mean textbooks very important to teacher and students while study in the classroom. Mulyarti stated that "textbooks as one of the learning materials play a very significant role in the success of teaching"²¹. Textbooks also main source to teacher.

Wengrum state that textbook refers to materials used in teaching English as a subject matter in specific educational context²². Textbook is content that material has written on. In other hand, textbooks are media visual that used to make the teacher more easier to teach in front of the class and

¹⁹ Tomlinson, *Materials Development in Language Teaching*.

²⁰ Aslamiyah, Mirza, and Widiastuty, "An Analysis of Reading Materials in 'Bahasa Inggris' Tesxtbook for Vocational High School Students."

²¹ Mulyarti, "The Analysis Of Reading Materials In English Textbook Based On 2013 Curriculum For The First Grade Of Vocational High Schools," 2013, <http://emprints.unm.ac.id/15148/1/artikel> Mulyarti.

²² Tyas Desita Wengrum, "An Analysis of English Textbook in the First Grade of Junior High School" 1, no. 1 (2020): 26–30, <http://ejurnal.teknokrat.ac.id/index.php/jorle/article>.

also the students can review the materials in their house or out the school that have been studied in the classroom. It helps students more understand about materials in textbooks.

a. The Role of Textbook

In the teaching method, textbooks play a very important role in handling the materials which will be delivered to learners. Richard²³ mentioning the role of the material in a textbook in language teaching includes:

- 1) A resource for presentation materials (spoken and written), textbooks are a sign that students are subjects that need to be taken seriously.
- 2) A supply of activities for learners follows and communicative interaction. One of the reasons students learn is because of the book. They have no purpose for learning if they do not have books. If there are no learning books, they will believe that there is nothing to learn.
- 3) A reference supply for learners on grammar, vocabulary, pronunciation, and so on. Without textbooks, students will also not find a clear focus. They will then increase their dependence on their educators. That way, educators will have a very heavy task because they are used as the focus of learning.

²³ Jack C. Richards, *Curriculum Development in Language Teaching* (Press Syndicate of the University of Cambridge, 2005), <http://www.cambridge.org>.

- 4) A supply of stimulation and ideas for room activities, the book can be used to create a framework that organizes and schedules the time for teaching program activities.
- 5) A syllabus (where they mirror learning objectives that have already been determined), means in many situations, textbooks serve a dual purpose, such as serving as a syllabus and providing teaching texts and learning assignments. Furthermore, the availability of this book facilitates the work of educators and students due to its ready-to-use format.
- 6) Support for inexperienced teachers who have not yet gained confidence, for teachers especially those who do not have much experience, textbooks serve as a weapon that secures, provides guidance, and assists in carrying out their work.

Textbooks are learning tools that are usually used in schools and in university to support a teaching program in a modern and generally understand sense. Beside that textbook also as references for teacher and students.

Materials in the textbook are very important for teacher and students, help participants in doing curriculum because it is complied based on the curriculum that established in Indonesia, and also teacher can determine method of lesson, it gives students to review or to study future lesson. Beside that if the teachers don't have textbook, they will have difficulties in teaching in the classroom. Not different with students without textbook they can't able

to study effectively, so therefore textbook very important to process learning. Suryani stated that textbooks may contain in authentic languages, because it can present the old fashioned or in authentic language such as, words, dialects or text, which are especially written to suit the teaching method, but they are not representing the real use of language in daily life²⁴. It means the language in the texetbook muat suitable to teaching methode.

Teacher can choose the materials in the textbook regularly from the first chapter until the last chapter, the process learning in the classroom effectively and students can enjoyed while learning.

b. The Criteria of the Good Quality Textbook

Ministry of National Education, Book center and Curriculum on Mulyarti²⁵ defines several criteria for quality textbooks. Some aspects of them are:

1. Aspect of content
 1. The conformity between reading materials and curriculum
 2. Kind of genres found in the reading materials
 3. The arrangement of reading materials based on the level of difficulty
 4. Reading tasks which are given to develop students' ability
 5. The reading materials which are supporting life skills.
 6. The reading materials which are consider about the aspects of gender, religion, and race.
2. Aspect of language use
 - a) The standard of English language use according to the language rules.
 - b) The use of English which is appropriate with needs communication learning.

²⁴ Rias Wita Suryani, “‘ When English Rings the Bell ’ : An English Textbook Analysis” 2, no. 1 (2018): 258–68, <http://ejurnal.unp.ac.id/index.php/eltar/article/view/102669/0>.

²⁵ Mulyarti, “*The Analysis of Reading Materials in English Textbook Based on 2013 Curriculum for the First Grade of Vocational High Schools*”. (2019), 4

- 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 material
3. Aspect of presentation
- a) Learning purpose which stated explicitly and lead 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 material.
 - e) The presentation of each chapter engaging students to communication using English actively.
 - f) The presentation of each chapter supporting students to be interested in English subject.
 - g) The presentation of each chapter supporting students to reflect and evaluate themselves.

Based on the aspects above the researcher will analyze the reading materials in English textbook by Erlangga based on aspects of the content, aspect of language and aspect of presentation. These aspects also suggested by Book Center, Ministry of National Education.

4. Textbook for Vocational High School

Textbook for Vocational High School is the textbook that used for Vocational High School, where this textbook based on the curriculum 2013. A good English textbook for Vocational is designed based on the analysis students' needs. Textbook for Vocational focus on communicative learning activities have been prescribed, the students develop proficiency in functional English for Vocational purposes. Learning centered textbook provide opportunities for students to interact with each other and practice language skill in simulated situation.

5. Curriculum in Indonesia

Gunawan stated that “curriculum is a set of plans and arrangements concerning the purpose, content and learning materials and how to use as a guide for learning activities to achieve specific educational goals”²⁶. Curriculum is something that have planned as a guide to achieve the goals of education. Wulandari stated that ²⁷ the curriculum defines the graduated competency standar (SKL) as they should be, namely a criterion regarding the qualifications of graduation abilities including attitudes, Knowledge and skill. It is mean curriculum 2013 that used in the classroom it is about plans to arrange the materials in the classroom, which the students have qualifications ability and attitude while process learning. curriculum 2013 will shape character of students through the teacher must be creative and inovatif so that the student interest to study.

From explanation above, curriculum is a tool that very important in teaching process, because by the curriculum the education can be more effective. The rule of the education can be controlled by ministry of education. So, the learning process is more advanced and organized.

²⁶ Imam Gunawan, “Indonesian Curriculum 2013 : Instructional Management , Obstacles Faced by Teachers in Implementation and the Way Forward” 128, no. Icet (2017): 56–63. http://www.researchgate.net/publication/320203782-Indonesian_Curriculum_2013

²⁷ Ayu Wulandari, “Implementation of the 2013 Curriculum Based on a Scientific Approach (Case Study at SD Cluster II Kintamani),” *International Journal of Elementary Education* 4, no. 3 (2020): 422, <https://doi.org/10.23887/ijee.v4i3.28172>.

B. The Review of Related Findings

The research finding of Ekowati²⁸ showed that reading materials in this textbook are appropriate to the syllabus KTSP curriculum. The researcher found some is not relevant with the syllabus KTSP in the textbook “get along with English”, and the researcher found some strengths and weakness in the textbook “Get along with English” they are: 9 strengths and 3 weakness. The strengths are vocabulary language daily, the structure of the book is together, there are some evaluation of each unit, the book contain unit learning objective, there is a glossary of that contain difficult vocabularies and their meaning, the combination of of colors of each unit on the book is slightly, there image of each unit that make students understand the materials early, at the beginning of the book there is guide book, in each unit there is an image. The weakness are some materials are not relevant with the syllabus, not provided sheets liable in any existing text, the book does not include the answer sheet. Teacher and students can use this textbook as media to support teaching learning process.

The result of research from Muniroh²⁹ sated that English textbook has fulfilled the criteria of contents appropriateness, persentation appropriateness, linguistic appropriateness, and grapichs appropriateness determined by BSNP by achieving average score 90% with conerage 83% for the appropriateness of materials with standard of competence and basic competence, 100% for the material accuracy. 90% for supporting materials, 100% for language

²⁸ Ekowati, “An Analysis Of Rading Materials Get Along With English Based On Curriculum KTSP”(2017)

²⁹ Muniroh, “A Content Analysis of the English Textbook “When English Rings A Bell” for grade VII Junior High School”. (2018)<http://ejournal.upi.edu/index.php/ije/article>

appropriateness, 75% for teaching and learning technique, 100% for book size, 100% for cover design, 92 for content design.

The result of research from Safitri³⁰ that the result from this analysis can seen from each step. When the writer read the text, she read all text from the textbook. The she identified the text, from the structure, from the vocabulary, and the relation between the based competences in the new curriculum. After that the reseacher tried to classified in to the genre of the text. Most of the textbook is descriptive text, because it has been adapted by the students “ need for the grade VII students. From this analysis the writer found that content materials quite good, relevant, and appropriate to use in grade VII. By using this textbook, the students can understand the materials easily. They liked to have discussion with their friend.

The result research from Kinasih³¹ the objective this study is to describe weather the reading materials in English in focus textbook for grade VII Junior High School can meet aspect of the content, presentation and aspect of the language and readability aspect relation between chapters suggested by National Standard Education Agency (BSNP). The book was written by Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma. This study was designed as a documentary analysis in the form of descriptive qualitative research, which the result would be described in the form of words without any statistical

³⁰ Safitri, “ An Analysis Of Eading Materials On The Quality Of English Text Book Head Line English Published By Sewu For Grade VII Students Of Junior High School” <http://eprints.uny.ac.id/18512/1/lis%20Safitri>

³¹ Kinasih, “An Analysis Of Reading Materials In English Textbook In The Seven Grade Junior High School In Focus”(2014)

calculation. The data were collected from the reading section in the textbook. The result show that the reading materials in English in Focus textbook were 95% appropriate with the criteria of qualified English textbook suggested by National Education Standard Agency(BSNP).

The result of research from Syafniar³², the object this study was to describe clearly about the conformity of reading materials in English Alive textbook for second grade students of Senior High School and the questionnaire. The total score for the all of aspects in reading materials are 93%. It shows very good as the criteria of conforms level. Based on the result, the reading indicators, reading text types, and features of reading text types (generic structures and linguistics futures) in English Alive textbook are already developed in accordance with the requirements specified in the School-Based Curriculum (KTSP). Meanwhile the result of student's questionnaire about student's perception toward English Alive textbook was opposite, because most of student did not like reading materials in the textbook that they use.

Based on the previous findings above, the researcher can conclude that the smiliarties in this research is analyzing English book, and the difference is several types of books that still used KTSP while in this study the book to be exmine are based on the curriculum2013. And this study also the reseacher will

³² Syafniar, "The Analysis Of Reading Materials In English Alive Textbook Based On School- Based Curriculum For Second Grade Students Of Senior High School" (2014)

be analyzed about the materials in English textbook meet aspect of content, aspect of language and aspect persentation.

C. The Conceptual Framework

This study begins with the problem that occurs in reading materrials process. The problem is do the reading materials in English textbook can meet aspect of the content, aspect of persentation, aspect of language based on BSNP. So, for that we must know the good textbook to used in the classroom when we teaching procces. As the researcher know reading material is one of the skill that very important in English textbook, but he reality is not expected, teachers are not able to used it well.

In this case the researcher using checklist suggested by Book Center, Ministry National Education to know the materials in English textbook meet aspect of content, aspect of persentation and aspect of language. This technique suitable to do the research, because checklist is the simple technique to use. There will be one kind of instrument used in this research, namely document analysis.

Based on the explanation above, the reseacher tries to discover wether the materials in English textbook by Erlangga at Grade X Senior High School can meet the aspect of the content, aspect of lpersentation and aspect of language suggested by Book Center, Ministry of National Education.

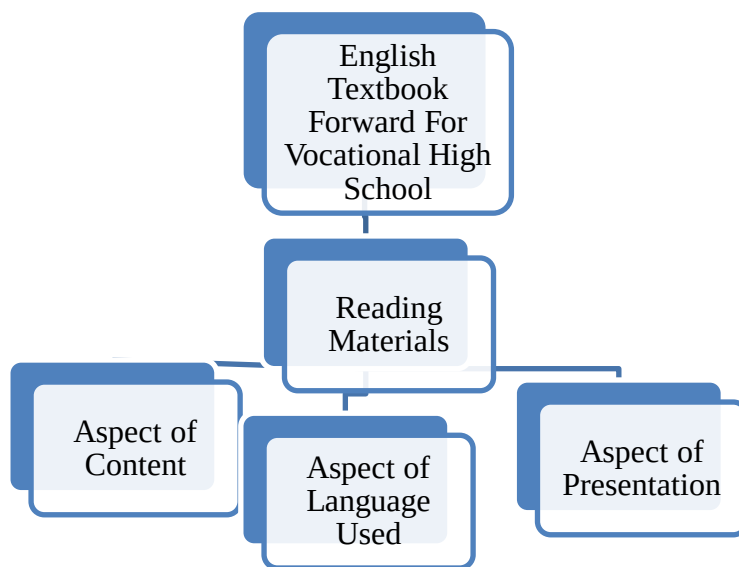


Figure II.1. Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research was conducted at SMK LMC Model Industry. It's located at jl. Desa Marisi Km 26 Padang Sidempuan, North Sumatera, Indonesia. The researcher started on April 2023 until January 2024

B. The kinds of Research

This study is qualitative categorized as content analysis research. In concern in analyzed the content of an English textbook Forward For Vocational School By Erlangga. Furthermore, based on the objective study, the kind of this research used descriptive qualitative.

C. The Source of the Data

The source the data of this research is an English textbooks Forward For Vocational School Grade X By Shyla K. Lande And Eka Mulya Astuti Published By Erlangga In 2014³³. This textbook was developed based on curriculum 2013. The researcher chose Erlangga book for the object of this research because Erlangga group is one of the famous publishers. The source of this research also interview with the English teacher of SMK LMC Model Industry. So, the researcher interested to see the quality of the textbook meet aspect of content, aspect of language used and aspect of presentation.

³³ Shyla K, Lande And Eka Mulya Astuti, Forward For Vocational School Grade X, Published By Erlangga

D. The Research Instrument

This research was used some techniques in collecting the data. It aims to obtain valid information about an analysis of reading materials in English textbook Forward for Vocational High School grade X.

1. Document Analysis

Documents analysis is documents that may be used for systematic evaluation as a part of study take a variety of forms. The instrument which used to collect the data in this study is use checklists sheet.

Table III.1
Indicator of documents analysis³⁴

Aspect	No	Indicators	Yes	No
Content	1	Kinds of genre found in the reading materials		
	2	The arrangement of reading materials on the level of difficulty		
	3	The reading task Which are given to student's ability		
	4	The reading materials which are supporting life skill		
	5	The reading material which considered the aspect of genre, religion and race		
Language Used	1	The standard of English language use according to the language rules		
	2	The use of English language which is appropriate with needs of communication learning		
	3	The presentation or paragraphs which are presented effectively by the considering coherence and cohesiveness		

³⁴ Mulyarti, "The Analysis of Reading Materials in English Textbook Based on 2013 Curriculum for the First Grade of Vocational High Schools". (2019), 4

Aspect	No	Indicators	Yes	No
	4	The use of illustration which are functional and relevant with the materials		
Persentation	1	Learning purpose which are stated explicitly and lead to mastery of communication competence		
	2	The presentation of each chapter reflect to logical path and coherence		
	3	The presentation of each chapter was arranged from easy to difficult materials		
	4	The conformity between text and material		
	5	The presentation of each chapter language students to communicate using English actively		
	6	The presentation of each chapter supports students to be interested in English subject		
	7	The presentation of each chapter supports to reflect and evaluate them		

2. Interview

The researcher did interview the teacher about the conformity between reading materials and curriculum, are the reading materials in English textbook Forward for Vocational High School Grade X confirms with the curriculum.

Table III.2
Indicators of interview

Aspect	No	Indicator	Yes	No
content	1	The conformity between reading material with curriculum		

E. The Technique of Data Collection

The technique to collect the data in this study is by using documentation analysis, interview and reading texts available on the English textbooks for grade ten of Senior High School students published by Erlangga and the steps of collecting the data are follows:

1. Documents Analysis

- a. Make checklist of documents analysis
- b. Read the textbook Forward for Vocational High School Grade X
- c. Search the aspect that make in indicator that purposed by Book Center, Ministry of National Education.

2. Interview

- a) Preparing questions design according to research
- b) Studying the problem related to interview topic
- c) Compiling outline of questions to be ask to the resource person
- d) Making appointments with resources person

F. The Technique of Data Analysis

The data were analyzed by using miles & Huberman's method. They provided by following three steps for the data analysis as follow.

1. Data Reduction

As a process of selection, simplification, abstractions and modification of preexisting data from a written record in the filed data reduction is interrupted. To put it another way, process such as making

conclusions, codifying them, grouping them. The researcher chose the data that were relevant to focus on when minorizing the data.

2. Data Display

Data display is a collection of information complied and given the possibility to conclude. In this step, the researcher analyzed reading materials in English textbook Forward for Vocational High School Grade X. The researcher displayed the data by categorizing them based on the principle of reading materials

3. Conclusion Drawing/ Verification

After reduction and displaying the data, the final step was concluding and verifying the data.³⁵ In this activity, the researcher made conclusion and described them in narration form. This conclusion is drawn after the analysis the activity. Data taken places in the field. In addition, the conclusion must be based on the data analysis.

G. The Checking of Data Trustworthiness

To accept the validity of the data, researchers used a triangulation technique. Burns argues that triangulation is one of the most generic techniques used and known means of checking validity.³⁶ The purpose of this activity is to gather multiple perspectives on the situation being studied. To check trustworthiness of the data, there some methods to check

³⁵ Matthew B. Mileas & A. Michael Huberman, *Qualitative Data Analysis*, Second Edi (London New Delhi: Thousand Oaks, 1994).

³⁶ Anne Burns and Anne Burns, "Collaborative Action Research for English Teachers 052163895X - Collaborative Action Research for English Language Teachers More Information Collaborative Action Research for English Language Teachers © Cambridge University Press," no. January 1999 (2015).

trustworthiness they are: credibility, transferability, dependability and conformability.

Credibility is a construction on the part of the reporter (s) and reader (s). One method of promoting credibility is through the various processes of triangulation. In this research, the researcher used credibility through process data triangulation as the technique of checking data trustworthiness. Where the researcher got the data through more than one type data establish finding. In this research get the data from documents analysis and interview.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This part presents findings of the research entitled an analysis of reading materials in English textbook Forward for Vocational High School. The data were collected through preliminary study, read the textbook, interview, make the checklist of document analysis, and search aspects that made in indicators that suggested from Book Center, Ministry of National Education and Curriculum. The researcher did the interview with the English teacher to know the first indicator about the conformity between reading materials and curriculum. The teacher is Mrs. Putri Maya Siregar.

Furthermore for others aspects the researcher did analyzed of reading materials from the chapter 1 until 11. The aspects are: aspect of content, aspect of language use and readability and the last aspect of presentation.

1. Aspect of Content

Related to the aspects of content, there are six indicators analyzed. The description of those six indicators is elaborated below.

a. The Conformity Between Reading Materials and Curriculum

For this indicator, the researcher describes the data that obtain based on the table below

Table IV.1
The Conformity between Reading
Material and Curriculum

No	Chapter	Conformity Between Reading Materials and Curriculum	Yes	No
1	Chapter 1	Daily activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	how do we show that we care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to congratulate someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are The World		✓

Based on the interview, there are ten chapters of reading materials that confirms with curriculum³⁷. This is an explanation of the table above, reading material in chapter 1 is about *Daily Activity* confirms with the curriculum. Chapter 2 in the curriculum k-13 there is about expression and respond, and in this textbook *Giving Compliments* is about responses to compliments like thank you. Chapter 3 confirms with the curriculum because the reading material, *How Do We Show that We Care*. It is mean the reading material about responses. In curriculum also study about it. Chapter 4 the reading material is about *Skycar M400: Car*

³⁷ Putri Maya Siregar, English Teacher at SMK LMC Sipirok on November 27th 2023

of the Future is consists of to be going to, where the reading material in this textbook confirms to the curriculum 2013 of English language.

In chapter 5, the reading material is about *How to Congratulate Someone* confirms to the curriculum because in curriculum there is also about giving congratulation and responses. In chapter 6, the reading material is about history of *Prambanan* temple, it confirms to the curriculum 2013 because in curriculum 2013 the students study about past tense in based competence. Chapter 7, 9 and 10 the reading material in English textbook Forward confirms to curriculum 2013. Although in curriculum 2013 the narrative text must short, but in the textbook the text very long.

Based on table and description above, there are 10 chapters that confirms with the curriculum. So, the reading materials in this textbook were good category, because only one from eleven chapters did not confirms with the curriculum.

b. Kinds of Genre Found in Reading Materials

For this indicator, the researcher describes the data that obtain based on the table below.

Table IV.2
Kinds of Genre Found in Reading Material

No	Chapter	Genre Found Reading Materials	Types of Genre
1	Chapter 1	Daily activity	Descriptive text

No	Chapter	Genre Found Reading Materials	Types of Genre
2	Chapter 2	Giving Compliments	Explanation text
3	Chapter 3	How do we show that we care?	Procedure text
4	Chapter 4	Skycar M400: Car of the Future	Explanation text
5	Chapter 5	How to congratulate someone	Procedure text
6	Chapter 6	Prambanan	Descriptive text
7	Chapter 7	Kuta Beach	Descriptive text
8	Chapter 8	Announcement	News item
9	Chapter 9	A Trip to the Zoo	Recount text
10	Chapter 10	Sangkuriang	Narrative text
11	Chapter 11	We Are The World	Report text

Form the table above, all of chapters that related to kinds of genre found in reading materials. Below is the result of analyzed from each chapter. Chapter 1 talks about the *Daily Activities* text. It text is descriptive text, because the text describe the *Daily Activities* of someone. Chapter 2 the students read the text about *Giving Compliments*. This text is explanation text, the reading material is about differences of compliments in Indonesia and America because different of cultures and the material was explained by the text. In chapter 3, students read the materials about *How Do We Show That We Care?*, this text related to kinds of genre found in reading materials because this text is procedure

text. The text talks about *How Do We Show that We Care Someone*. Then there some tips to do to show you care. These reading materials related to genre found in reading materials the genre is procedure text.

In chapter 4, students read material about *Skycar M400: Car of the Future* as kind of genre of text in reading materials because this text is explanation. So this text related to aspect of content about kinds of genre found in reading material. Chapter 5 the reading material are *How to Congratulate someone*. It also found the kinds of genre in reading material. This text is about procedure text. The text talks about how someone to congratulate each other. Chapter 6 talks about *Prambanan*. This text found related to kinds of genre in reading materials. This text is descriptive text because this text described about history of Prambanan.

In chapter 7, talking about *Kuta Beach*, this text is related to the kinds of genre found in reading materials, because this text describing place and the genre is descriptive text. The reading materials can be seen in appendix 1. Chapter 8 the reading materials is *Announcement*. This text category is news item text. From the text, it related to kind of genre found in reading materials. The text can be seen in appendix. Chapter 9 talks about recount text. It means the genre of reading materials found in reading materials. The material about *A trip to the Zoo* and it is recount text. The text can be seen in appendix.

In chapter 10, it talking about *Sangkuriang* and this text related to found the genre of reading materials. The kind of genre is Narrative

text. The text talks about the event that used generic structure of narrative text in this story. The text can be seen appendix. Chapter 11 the reading materials is *we are the World*. It is song and charity single originally recorded by the super group USA for Africa in 1985. This text is report text, where the text discusses the song with detail.

From the table above, all of the reading materials in this book related to kinds of genre found in the reading materials. It means the reading materials were effectively, because all of the reading materials have kinds of genre of the text.

c. The Arrangement of Reading Materials on the Level of Difficulty

For this indicator, the researcher describes the data that obtain based on the table below.

Table.IV.3
The Arrangement of the Reading Materials

No	Chapter	Arrangement of Reading Materials on the Level of Difficulty	Yes	No
1	Chapter 1	Daily activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	how do we show that we care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to congratulate someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	

No	Chapter	Arrangement of Reading Materials on the Level of Difficulty	Yes	No
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We are the world	✓	

In chapter 1, the reading material discusses about *Daily Activity* is the materials easy and it is related to arrangement on the level of difficulty. In this chapter the students just study activities of someone. The text using simple present text, so the students easy to understand about the reading material. English language one of the subjects that has level of difficulty. One of the ways that easy for study English language is conversation that always they do or daily activities. In chapter 2 also, the reading material is *Giving Compliments*. The students study about how to give appropriate compliments to other people, For example in American they usually say “thank you” it’s different with in Indonesia, in Indonesian would simply thank or “terima kasih” it happen because the effect of the culture that different. Boothyby and Bhons stated that giving compliments is a simple sentence. Compliment gives how positively the person receiving their compliment would feel.

In chapter 3, the reading materials in this chapter talks about procedure text *How Do We Show That We Care?* and it related to the arrangement on the level of difficulty, where the reading material started to

become difficult. Chapter 4 is about *Skycar M400: Car of the Future*, this material easy to students because the sentences used in this text is simple and easy to understand. In chapter 5, the reading material is about *How to Congratulate Someone*. This text is usually used by students to congratulate their friends. In first, second, third and four chapters the material about introduce them-selves, giving someone's compliment and *Skycar M400: Car of the Future*, it help theme to easy understand to study about conversation.

In chapter 6, the story is about *Prambanan*, it describes about Prambanan and in chapter 2 also, has study about descriptive text so the students easy to understand. Chapter 7, nine and ten the material were describing place that is *Kuta Beach*, tell the experience in chapter 9 and read text *Sangkuriang* in chapter 10. This material related to their life, so the students not difficult to understand about it. Chapter 8 reading material is about announcement. In this chapter the students must comprehend the material to know purpose of the information.

Based on the table above, the researcher found all of the reading materials from chapter1 until 11 arranges from level of difficulty. It shows that the reading materials in this textbook were good category, because from chapter 1 until chapter 11 the reading materials arranged based on the level of difficulty.

d. The Reading Task Which Are Given to Develop Student's Ability

For this indicator, the researcher describes the data that obtain based on the table below

Table.IV.5
Reading Task Which Are Given to Develop Student's Ability

No	Chapter	Reading Task Which Are Given to develop Student's Ability	Yes	No	Types of the Ability
1	Chapter 1	Daily activity	✓		Effective in communication
2	Chapter 2	Giving Compliments	✓		Motivator
3	Chapter 3	how do we show that we care?	✓		motivator
4	Chapter 4	Skycar M400: Car of the Future	✓		Increase enthusiasm learning
5	Chapter 5	How to congratulate someone	✓		Motivator
6	Chapter 6	Prambanan	✓		Adding Insight
7	Chapter 7	Kuta Beach	✓		Effective in communication
8	Chapter 8	Announcement	✓		Public Speaking
9	Chapter 9	A Trip to the Zoo	✓		Public speaking
10	Chapter 10	Sangkuriang	✓		Increase enthusiasm learning
11	Chapter 11	We are the world	✓		Increase enthusiasm learning

From the table above, the researcher found that the reading tasks which are given to develop student's ability, all of the reading materials can develop students' ability. In chapter 1 and 7 the reading task which are given to develop students' ability because by study about descriptive text their public speaking more effective because they easier to tell about something, such as Indriyastuti said study about descriptive text can improve communication skill³⁸. Chapter 2, 3 and 5, the tasks are given to students suitable to their ability because by study the reading materials they can apply in their life as motivator especially with their friends. Compliment is as kind of affective speech act which can change hearer's mind and mood condition.³⁹ Chapter 4 and 11 reading material task which are given to develop students' ability, because the reading text about the *Skycar M400: Car of the Future* the sentences used to be going to and will tell the big dream of Dr. Paul Moller and after the study about it, the students can increase their enthusiasm while learning process. Sing a song in the classroom also make students' brain fresh.

In Chapter 6, the students can add their ability in insight. The history can help people become more informed citizens through the ease of access one can have today In chapter 8 and 9, the students can develop their

³⁸ Atiek Indriyastuti, "Peningkatan Keterampilan Menulis 'Descriptive Text' Dengan Menggunakan Media 'Magic Card' Pada Mata Pelajaran Bahasa Inggris Di Kelas X (Improving the Descriptive Text Writing Skill Using Magic Cards in English Class in 10th Grade)," *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya* 8, no. 1 (2020): 56, <https://doi.org/10.26714/lensa.8.1.2018.56-74>.

³⁹ I Wayan Dirgeyasa, "The Compliment : Its Concepts, Functions , Common Topics , and Typical Responses in Communication," *Iselt-3*, no. 1 (2015): 227–32.

ability in public speaking. In chapter 10 the students can develop their ability in pronounce because by the read the text they will get used to pronouncing difficult words. So, it can improve their ability to pronounce English sentence.

Based on the table above, the reading tasks that are given to develop students reading materials, because all of the reading materials can develop students; ability. It means the reading materials effectively.

e. The Reading Materials Which Are Supporting Life Skill

The For this indicator, the researcher describes the data that obtain based on the table below

Table IV.5
The Reading Materials Which Are
Supporting to Life Skill

No	Chapter	Reading Materials Which Are Supporting Life Skill	Yes	No	Types of the Life Skill
1	Chapter 1	Daily activity	✓		Introduce your-self
2	Chapter 2	Giving announcement	✓		Interpersonal skill
3	Chapter 3	How do show that we care someone	✓		Interpersonal skill
4	Chapter 4	Skycar M400: Car of the Future		✓	
5	Chapter 5	How to Congratulate someone	✓		Interpersonal skill
6	Chapter 6	Prambanan	✓		Story telling

No	Chapter	Reading Materials Which Are Supporting Life Skill	Yes	No	Types of the Life Skill
7	Chapter 7	Kuta Beach	✓		Story telling
8	Chapter 8	Announcement	✓		Public speaking
9	Chapter 9	A trip to the zoo	✓		Story telling
10	Chapter 10	Sangkuriang	✓		Story telling
11	Chapter 11	We Are the world		✓	

From the table above, the researcher found the reading in chapter 1 each chapter support life skill, although the reading material was differences. In chapter 1, the reading material is about *Daily Activity*, the reading material describe activities every day. So, the students also can introduce them-selves to other people. Chapter 2 the reading material also supports life skill because by the study about *Giving Compliments*, the students know how to appropriate their friend. Chapter 3 also supports life skill because the reading material is about *How Do We Show That We Care*. The students study how they care to another people.

In chapter 4, the reading material talks about *Skycar M400: Car of the Future*. The researcher found this material not supports to life skill because the material is about Dr. Paul Moller's dream, where he had dream to design *Skycar M400: Car of the Future*. This material just talking about Dr. Paul Moller's dream but this material not supports to life skill. In chapter

5, it was about How to congratulate someone. By study about it, the students can apply the text to their life. It helps them to good relationship to another people.

In chapter 6, the reading material supports to life skill, because the material talks about history of *Prambanan* Temple. By the story about it, the students know history of dynasty in this country or Indonesia. Chapter 7 is about *Kuta Beach* where this material talks about *Kuta Beach* that there is in Bali Indonesia. By this material the students can know about *Kuta Beach* in the class or in other places. Chapter 8 is about the *Announcement*, by study announcement the students more confident in front of many people.

In chapter 9, the reading material supports to life skill because they can express their experience to students or to another people. Chapter 10 the reading material is supports life skill because by the legend of *Sangkuriang* can add their knowledge about history of legend in Indonesia and it can make the students fluency while get competition. Chapter 11 the reading material not supports life skill because in this case the students just knowing about the song of *We Are the World*. Based on the table, there are 9 chapters that supports to life skill.

From the table above, there are 9 chapters of the reading materials supports to the life. It means the reading materials were good because only 2 chapters of the reading materials do not support to life skill.

f. The Reading Material Which Considered the Aspect of Gender, Religion and Race

In For this indicator, the researcher describes the data that obtain based on the table below

Table.IV.6
Reading Material Which Considered the Aspect of Gender, Religion and Race

No	Chapter	Reading Material Which Considered the Aspect of Genre, Religion and Race	Yes	No
1	Chapter 1	Daily activity		✓
2	Chapter 2	Giving Compliments		✓
3	Chapter 3	how do we show that we care?		✓
4	Chapter 4	Skycar M400: Car of the Future		✓
5	Chapter 5	How to congratulate someone		✓
6	Chapter 6	The life of Gery Prakoso		✓
7	Chapter 7	Kuta Beach		✓
8	Chapter 8	Announcement		✓
9	Chapter 9	A Trip to the Zoo		✓
10	Chapter 10	Sangkuriang		✓
11	Chapter 11	We Are the World		✓

From the table above, the researcher found all of the reading materials not considered with aspect of the gender, religion and race. In chapter 1, the reading material is about *Daily Activity* there is no talking about gender, religion and race. It means the reading material not related to aspect of the content of last indicator about the reading materials which

considered with aspect of gender, religion and race. Chapter 2 discusses about *Giving Compliments*. It is also not related to gender, religion and race. Chapter 3 the material talks about *How Do We Show That We Care?*, in this material not found the text related to aspect of gender, religion and race. In chapter 4, reading material is *Skycar M400: Car of The Future*, there is no talks about gender, religion and race.

Chapter 5 reading material in this chapter is *How to Congratulate Someone*. The text do not related to aspect of gender, religion and race. Chapter 6 the material talks about the *Prambanan*. It means in this material the text not discuss about gender, religion and race. In chapter 7, the reading material talks about place the name is *Kuta Beach*. The text describes the place, so this material not related to gender, religion and race.

In chapter 8, the reading material is about *Announcement* camp for Entrepreneur Club Students, and *Deep in the Heart of Texas*. The gender, religion and race not found in this material. Chapter 9 talks about the *A Trip to the Zoo*. Chapter 10 discusses about legend of *Sangkuriang and Dayang Sumbi*, this is also not found the text related to gender, religion and race. The last is chapter 11, this chapter is about the *We Are the World* or song that had written by Michael Jackson and Lionel Richi.

The material presented in each chapter in English textbook Forward had not already compatible with sixth indicator of aspect of contents. There was no emphasizing on the aspect of gender, religion and

race. It means the reading materials did not effective because from 11 chapters there is no of reading materials that related to the indicator.

2. Aspect of Language Used

Related to aspect of the language used, there are four indicators analyzed. The description of those four indicators elaborated in the table below.

a. The standard of English language use according to the language rules

For this indicator, the researcher describes the data that obtain based on the table below.

Table IV.7
The Standard of English Language Used

No	Chapter	Standard of English Language Use According to the Language Rules	Yes	No	Types of Tenses
1	Chapter 1	Daily activity	✓		Simple present tense
2	Chapter 2	Giving Compliments	✓		Simple present tense
3	Chapter 3	How do we show that we care?	✓		Simple present tense
4	Chapter 4	Skycar M400: Car of the Future	✓		Present continuous tense
5	Chapter 5	How to congratulate someone	✓		Simple present tense
6	Chapter 6	Prambanan	✓		Past tense

No	Chapter	Standard of English Language Use According to the Language Rules	Yes	No	Types of Tenses
7	Chapter 7	Kuta Beach	✓		Simple present tense
8	Chapter 8	Announcement	✓		Simple present tense
9	Chapter 9	A Trip to the Zoo	✓		Past tense
10	Chapter 10	Sangkuriang	✓		Past tense
11	Chapter 11	We Are the World	✓		Past tense

In chapter 1, the reading material is about *Daily Activities*. It discusses about activities of Farah Farcee and the language used in this material is good. The tense used in this material is simple present tense. In Chapter 2, it talks about *Giving Compliments*. The language used in this material also according to the rules of the language. Chapter 3 is related to the language used, the language easy to understand and the rules of the language are good. In chapter 4, it is about *Skycar M400: Car of the Future*, the use to be going to in this chapter accordance with the future tense.

In chapter 5, the reading material discusses *About How to Congratulate Someone*. The standard of the language used in this text had been compatible with the rules of language. In Chapter 6, it can be seen the reading materials about the story of *Prambanan*. The language in this

text used past tense and present perfect. Chapter 7 the reading material in this chapter is about *Kuta Beach*, where this is descriptive text, that the text used simple present tense and in paragraph suitable with the generic structure in descriptive text.

In chapter 8, the reading material is about *Announcement*. The language used in this material simple and easy to understand who reads this text. The language used has accordance to language rules. In chapter 9, the reading material in this chapter is about recount text. It is *A Trip to the Zoo*. The language in this text related to past tense and it has fulfilled to language rules. Chapter 10 talks about *Sangkuriang*, where this text is narrative text the language in this legend used past tense. The last is chapter 11, it is about song the title of song is *We Are the World* the language used in this song suitable with the students because it is talks about mother, and the language used related to the language rule.

The researcher reviewed about the use of English language rules. This indicator discussed about the tenses. Based on the analysis result the use of tenses in reading materials of English textbook Forward were in good order because it was compatible with the English language rules.

b. The Use of English Language Which Is Appropriate With Needs of Communication Learning.

For this indicator, the researcher describes the data that obtain based on the table below

Table IV.8
The Use English Language Which Is Appropriate
with Needs of Communication Learning.

No	Chapter	English Language Which Is Appropriate With Needs of Communication Learning.	Yes	No	Types of communication skill
1	Chapter 1	Daily activity	✓		Introduce your-self
2	Chapter 2	Giving Compliments	✓		Interpersonal skill
3	Chapter 3	how do we show that we care?	✓		Interpersonal skill(empati)
4	Chapter 4	Skycar M400: Car of the Future		✓	
5	Chapter 5	How to Congratulate Someone	✓		Interpersonal skill
6	Chapter 6	Prambanan	✓		Story telling
7	Chapter 7	Kuta Beach	✓		Story telling
8	Chapter 8	Announcement	✓		Public speaking
9	Chapter 9	A Trip to the Zoo	✓		Story telling
10	Chapter 10	Sangkuriang	✓		Story telling
11	Chapter 11	We Are the World		✓	

Based on table above, chapter 1 the reading material appropriate with communication skill, the communication skill is introduced themselves. Chapter 2 the reading material is about *Giving Compliments*. It appropriated with communication skill, the communication skill is interpersonal skill. In chapter 3, and 5, the reading materials are about *How Do We Show that We Care?* and *How to Congratulate Someone*. This is also appropriated with communication skill because by the interpersonal skill the students could good interaction with other people.

In chapter 4, and 11, the reading materials not appropriated to communication skill. In chapter 6, 7, 9 and 10 the reading materials appropriates with communication skill because by the reading materials they can develop their talents. The reading materials appropriated to communication of skill where the skill of communication is story telling.

Based one table above, there are 9 chapters that has communication life skill. It means the reading materials was good category because only 2 chapters of the reading materials do not had communication of the life skill.

c. The Presentation or Paragraph Which Are Presented Effectively By the Considering Coherence and Cohesiveness

For this indicator, the researcher describes the data that obtain based on the table below.

Table IV.9
Presentation or Paragraph Which Are Presented
Effectively By the Considering Coherence and Cohesiveness

No	Chapter	Paragraph Which Are Presented Effectively By the Considering Coherence And Cohesiveness	Yes	No
1	Chapter 1	Daily activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	how do we show that we care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are the World	✓	

Generally, texts which presented in each chapter had already fulfilled the rules of paragraph writing, which was consist of topic sentence, contents and closing sentence. The relationship between conceptual inside the paragraph were already appropriate too. Therefore, the reading materials presented in English textbook *Forward* were compatible with the aspect language used.

d. The Use of Illustration Which Are Functional and Relevant With The Materials

For this indicator, the researcher describes the data that obtain based on the table below

Table IV.10
The Use of Illustration Which Are Functional and Relevant With the Materials

No	Chapter	Illustration Which Are Functional With the Materials	Yes	No	Types of Illustration
1	Chapter 1	Daily activity	✓		Picture
2	Chapter 2	Giving Compliments		✓	
3	Chapter 3	how do we show that we care?		✓	
4	Chapter 4	Skycar M400: Car of the Future		✓	
5	Chapter 5	How to Congratulate someone.		✓	
6	Chapter 6	Prambanan	✓		Picture
7	Chapter 7	Kuta Beach	✓		Picture
8	Chapter 8	Announcement	✓		Mapping
9	Chapter 9	A Trip to the Zoo		✓	
10	Chapter 10	Sangkuriang		✓	
11	Chapter 11	We Are the World		✓	

From the table above, the researcher found that there are 4 chapters has illustration that relevant to the reading materials, and there are 7 chapters not found in reading materials. Chapter 1 the illustration is

picture a woman where the material describes that woman. In chapter 6, the illustration is relevant with reading material where the illustration is Prambanan temple. The reading material also talks about history of Prambanan. In chapter 7, the used of illustration is relevant to the reading material where the illustration is picture about *Kuta Beach*. The reading material describes about *Kuta Beach*. In chapter 8, the illustration of reading material is mapping.

In chapter 2, the reading material is about *Giving Compliments*, but the researcher not found the illustration that relevant to the reading material. Chapter 3 is about *How Do We Show that We Care?* in this material the researcher also not found the illustration that relevant to the reading materials. Same to chapters 4, 5,9,10, and 11, the illustration did not find in those reading materials.

From the table above, only 4 chapters that has illustration of reading materials, the illustration is picture. It means the reading materials not good to be use because from 11 chapters only 4 chapters that has illustration. All of the reading materials must have illustration like picture because it can help students more easy to understand about the text.

3. Aspect of Presentation

Related to aspect of the presentation, there are seven indicators analyzed. The description of those seven indicators elaborated below

a. Learning Purpose Which Are Stated Explicitly and Lead to Mastery of Communication Competence

For this indicator, the researcher describes the data that obtain based on the table below.

Table IV.11
Learning Purpose Stated Explicitly

No	Chapter	Purpose Stated Explicitly and Lead to Mastery of Communication Competence	Yes	No	The purpose of Reading Material
1	Chapter 1	Daily activity	✓		to sustain good interpersonal relationships with teacher, students, and others
2	Chapter 2	Giving Compliments	✓		To sustain good relationship
3	Chapter 3	how do we show that we care?	✓		To sustain good relationships with others
4	Chapter 4	Skycar M400: Car of the Future	✓		To express plans and intonations
5	Chapter 5	How to Congratulate Someone	✓		To sustain good interpersonal relationship with people
6	Chapter 6	Prambanan	✓		To ask and tell activities that started and finished in the past but give

No	Chapter	Purpose Stated Explicitly and Lead to Mastery of Communication Competence	Yes	No	The purpose of Reading Material
					effects in the present
7	Chapter 7	Kuta Beach	✓		To introduce, identify, and promoting someone or something
8	Chapter 8	Announcement	✓		To give information to others
9	Chapter 9	A Trip to the Zoo	✓		To inform life stories of famous people and tell about personal experiences
10	Chapter 10	Sangkuriang	✓		To use moral values in the stories, love our homeland, and appropriate other culture
11	Chapter 11	We Are the World	✓		To entertain and to apply good moral in daily life, to have nationalism and respect each other culture

Based on the table above, in chapter 1, the learning purposes has stated explicitly in the first page of chapter. So the purpose of this material

is to sustain good interpersonal relationships with teacher, students, and others. In chapter 2, the learning purposes has stated explicitly in the first page of chapter 2. The purpose of this material is to sustain good relationship. In chapter 3, the learning purposes has stated explicitly in the first page of chapter 3. The purpose of this material is to sustain good relationships with other.

In chapter 4, the learning purpose has stated explicitly in the first page of chapter 4. So the purpose of this material is to express plans and intentions. In chapter 5, the learning purpose has stated explicitly in the first page of chapter 5. The purpose of this material is to sustain good interpersonal relationship with people. In chapter 6, the learning purpose has stated explicitly in the first page. So the purpose of this material is to ask and tell activities that started and finished in the past but give effects in the present.

In chapter 7, the purpose of this material is to introduce, identify, and promoting someone or something. In chapter 8, the purpose of this material is to give information to someone. In chapter 9, purpose of this material is to inform life stories of famous people and talks about personal experiences. In chapter 10, the purpose of this material is to use moral values in the stories, love our homeland, and appreciate other cultures. In chapter 11, the purpose of this material is to entertain and to apply good moral values in daily life, to have nationalism and respect each other's culture.

From the table above, all of the reading materials has purposed of learning, it means the reading materials in this textbook effectively to be use, because all of the chapters presented explicitly the learning purpose on first pages of each chapter.

b. The Presentation of Each Chapter Reflects to Logical Path and Coherence.

For this indicator, the researcher describes the data that obtain based on the table below.

Table IV.12
The Presentation of Each Chapter Reflect to Logical Path and Coherence

No	Chapter	Purpose Stated Explicitly and Lead to Mastery of Communication Competence	Yes	No
1	Chapter 1	Daily activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	how do we show that we care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are the World	✓	

In chapter 1, the material reflects to logical path and coherences, where the material is about *Daily Activity*. The text from first paragraph until last paragraph is coherence Chapter 2, it also reflects to logical path and coherences because *Giving Compliments* very good presented to students. The students know how to give compliments in other area although in the same country.

The presentation of the materials in chapter 3 reflects to logical path and coherences because the material very important to students they know *How Do They Care to Someone*. Chapter 4 the material about the *Skycar M400: Car of the Future* has been presented reflect to logical path and coherence. Chapter 5 the presentation in this chapter is coherences and reflects to logical path because the conversation that had already presented helped students to know *How to Congratulation Someone*.

In chapter 6, the reading material is reflects to logical path and coherences because the presentation of the text about *Prambanan* has been explicitly and related to the topic. Chapter 7,9,10 the story in this chapter had already presented with explicitly. Chapter 8 the presentation of *Announcement* has been presented with simple language and logical path.

Based on the table, all of the reading materials in this textbook reflect to logical path and coherence. It means the reading materials was good category because all the paragraph of reading materials presented coherence and cohesiveness.

c. The Presentation of Each Chapter Was Arranged From Easy to Difficult Materials

For this indicator, the researcher describes the data that obtain based on the table below

Table IV.13
The Presentation of Each Chapter Was Arrange From Easy to Difficult Materials

No	Chapter	Arrangement from Easy to Difficult Material	Yes	No
1	Chapter 1	Daily activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	how do we show that we care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are the World	✓	

Based on the table above, chapter 1 is about *Daily Activity*. It discusses the materials easy and it is related to arrangement on the level of difficulty. In this chapter the students just and answer the task about daily activity. In chapter 2, the reading material is *Giving Compliments*. The

students study about how to give appropriate compliments to other people, For example in American they usually say “thank you” it’s different with in Indonesia, in Indonesian would simply thank or “ terima kasih” it happen because the effect of the culture that different. From this the reading materials in chapter 2 is easy but more difficult than in chapter 1.

In chapter 3, the reading material talks about procedure text *How Do We Show That We Care?* and it related to the arrangement on the level of difficulty, where the reading material started to become difficult. Chapter 4 is about *Skycar M400: Car of The Future*, the material easy to students because in this material the students study how to use to be going to. In chapter 5, the reading material is *How to Congratulate Someone*. It is easy to understand by the students, because the material usually they applied in their activities.

In chapter 6, the reading is the story of *Prambanan*, it discusses about history of the Prambanan. Prambanan temple is one of temples that there are in Indonesia, the students often hear to this story so the students easy to understand about it. The material in chapter 1 until 5 related to their life and their activities, and in chapter 6 the material used little difficult than in chapter before. Chapter 7 the material is describing place that is *Kuta Beach*.

In chapter 9, the material discusses about experience *A Trip to the Zoo*. This material related to their life, so the students not difficult to understand about it. Chapter 8 is about *Announcement*. This material is

related to their life, because in the school usually there are announcements or information something. In chapter 10, the material about story of *Sangkuriang*, this material presented was difficult the language used in this chapter more difficult more than others chapter. According to the reading materials in activity is an easy level because the materials accordance to the context.

From the table above, we can see that all of the reading materials were arrange from easy to difficult materials. It means the reading materials was good because all of the reading materials that presented from easy to difficult materials.

d. The Conformity Between Task and Reading Material

For this indicator, the researcher describes the data that obtain based on the table below

Table IV.14
Conformity between Task and Reading Material

No	Chapter	The Conformity Between Task and Reading Material	Yes	No	Types of Task
1	Chapter 1	Daily activity	✓		Essay /WHQ
2	Chapter 2	Giving Compliments	✓		Complete the Dialog
3	Chapter 3	how do we show that we care?	✓		Complete the Dialog
4	Chapter 4	Skycar M400: Car of the Future	✓		Essay/ WHQ
5	Chapter 5	How to congratulate someone	✓		Conversati on

No	Chapter	The Conformity Between Task and Reading Material	Yes	No	Types of Task
6	Chapter 6	Prambanan		✓	
7	Chapter 7	Kuta Beach	✓		Essay Question
8	Chapter 8	Announcement	✓		Essay Question
9	Chapter 9	A Trip to the Zoo		✓	
10	Chapter 10	Sangkuriang	✓		Compare the Indonesian and English legend
11	Chapter 11	We are the world		✓	

Based on the table above, in chapter 1, the tasks are given to students were confirms to the reading material. Such as Lubis stated that the test The materials of the test must be based on the text book and the lessons that have been taught⁴⁰. Presumably a test will show what was taught and what was learnt. Beside that, it is recommended that the test is written with different form. The material is about *Daily Activity* and the task is essay about the reading material. Chapter 2 is giving compliments the task not based on the reading material, but the task is related to the reading material the task about the students complete the dialogue. Chapter 3 is about *How Do We Show That We Care*, in this also the task not based

⁴⁰ Fitriadi Lubis, "Teaching Technique for Developing Reading," *Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies*, 2016, 328–35, <http://ejournal.unp.ac.id>.

on the reading material but the task is related to the material. Chapter 4 the task is confirms with the reading materials.

In chapter 5, the reading material is about *How to Congratulate Someone* but the task not based on the reading material, but the task confirms to the material. The task is about make six different words or sentences to congratulate someone on. It is mean the task still confirms to reading material. Chapter 6 the material about *Prambanan* in this case the students just read the text but there is no task to evaluate them about the reading material. Chapter 7 the reading material is about *Kuta Beach*. The task in this study confirms with the reading material and had already given to students. In chapter 8, the task related to the reading material.

In chapter 9, the tasks are given to students read of recount text but there is no task after the reading material to know the students understand about the text or not. Chapter 10 the reading material is about *Sangkuriang*. The students read the reading materials and then they must compare between legends of Indonesian and English. In chapter 11, there is no task about the *We are the World*. The reading materials not confirms to the reading material.

In this indicator, there are 8 chapters that confirms between task and the answers of the tasks based on the reading materials. The tasks were about essay test, complete the dialogue and compare the between to legends of Indonesia and English There are 3 chapters do not has tasks It

means the reading materials was good because most of the reading materials fulfilled to this indicator.

e. The Presentation of Each Chapter Engaging Students to Communication Using English Effectively

For this indicator, the researcher describes the data that obtain based on the table below.

Table IV.15
The Presentation of Each Chapter Language Students to Communication Using English Effectively

No	Chapter	Presentation of Each Chapter Language	Yes	No	Types of Communication S
1	Chapter 1	Daily activity	✓		Introduce your-self
2	Chapter 2	Giving Compliments	✓		Interpersonal skill
3	Chapter 3	how do we show that we care?	✓		Interpersonal skill
4	Chapter 4	Skycar M400: Car of the Future		✓	
5	Chapter 5	How to Congratulate Someone	✓		Interpersonal skill
6	Chapter 6	Prambanan	✓		Story telling
7	Chapter 7	Kuta Beach	✓		Story telling
8	Chapter 8	Announcement	✓		Public speaking
9	Chapter 9	A Trip to the Zoo	✓		Story telling
10	Chapter 10	Sangkuriang	✓		Story telling
11	Chapter 11	We Are the World		✓	

Based on table above, in chapter 1, the reading material appropriate with communication skill, the communication skill is introduces theme-selves. Chapter 2 the reading material is about *Giving Compliments*. It appropriated with communication skill, the communication skill is interpersonal skill. In chapter 3, and 5, the reading materials are about *How Do We Show that We Care?* and *How to Congratulate Someone*. This is also appropriated with communication skill because by the inter-personal skill, the students could good interaction with other people.

In chapter 4, and 11, the reading materials not appropriated to communication skill. In chapter 6, 7, 9 and 10 the reading materials appropriated to communication of skill where the skill of communication is story telling. According to Rahmawati et.al.⁴¹ the reading materials about daily activity legend can make the students actively speak English.

From the table above, there are 9 chapters related to this indicator and only 2 chapters do not relate. It means the reading materials was good and effectively because most of the reading materials has communication skill.

⁴¹ Rahmawati & Yeliza Sevrika, Hevriani, "Presentation Reading Material in English Textbook Used by English Teacher For Junior High School" 1 (2023): 279–84, <http://jurnal.my.id.php>.

f. **The Presentation of Each Chapter Supports Students to Be Interested in English Subject**

For this indicator, the researcher describes the data that obtain based on the table below

Table IV.16
The Presentation of Each Chapter Supports Students to Be Interested in English Subject

No	Chapter	Presentation of Each Chapter Supports Students to Be Interested In English Subject	Yes	No
1	Chapter 1	Daily activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	how do we show that we care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are the World	✓	

Based on the table above, the presentation chapter 1 was interested to student, with the simple language and they can apply the text to their daily activities. The students be interested to English subject.

Chapter 2 the presentation not just about American or out country, but the reading material talks about culture in Indonesia make theme interested to learn. In chapter 3, the presentation reading material the text gives tips to the reader. The reader is easy to understand the means of the text that have been presented.

In chapter 4, the reading material has been presented with using grammar to be going to, where used to be going to had explanation after the reading material. So the students easy to understand how to use to be going to, and then the students interest in English subject. Chapter 5, the reading materials presented with *How to Congratulate Someone*, so the students also can practice the tips with another students. It makes them not boring when they study English subject. Chapter 6, the reading material *Prambanan*, where the students will be interested because the history of this temple famous to people. The reading material that differences in each chapter make them interested to learn English subject.

In chapter 7, the reading material about *A Trip to the Zoo*, or tell about experience, where the students also tell their experience in the classroom. In chapter 9, the reading material about descriptive text. The students describe the places, people or something that had been seen by the students. In chapter 10, the reading material story about *Sangkuriang*. It is regional story in this country, and then this story had been made film. The students are easy to understand about the story. According to

Rahmawati⁴² that the reading materials were presents some illustrations, conversations to make the students do not boring when study English subject.

Based on the table above, all of the reading materials that has presented supports and interested to students. it means the reading materials was good category because the reading materials use simple language that easy to understand to students, and the reading materials related to their life.

g. The Presentation of Each Chapter Supports to Reflect and Evaluate Them

For this indicator, the researcher describes the data that obtain based on the table below

Table IV.17
The Presentation of Each Chapter Supports
to Reflect and Evaluate Them

No	Chapter	Presentation of Each Chapter Supports To Reflect and Evaluated Them	Yes	No
1	Chapter 1	Daily activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	how do we show that we care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	

⁴² Rahmawati.

No	Chapter	Presentation of Each Chapter Supports To Reflect and Evaluated Them	Yes	No
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are the World	✓	

Based on the table above, in chapter 1, the presentation can evaluate them because after the material there is the task to students to do the task. In chapter 1, the students must answer the essay questions. Chapter 2, the students ask about the *Giving Compliments* after they read the text. They can understand more about the text that have been they read. Chapter 3, the reading materials that has presented in this material can evaluated the students because they can used in their life.

In chapter 4, the reading material is about the *Skycar M400: Car of the Future*, it is also can evaluate them because the *Skycar M400: Car of the Future* used the grammar about to be going to. It can be add their knowledge about used to be going to. Chapter 5, the material can be evaluated them because they know how to congratulate someone's achievement and promotion. Chapter 6, the reading material can support their knowledge about tense the reading material talk about *Prambanan*. It can be evaluated them because by the material the students know history about *Prambanan* temple.

In chapter 7, this material can be evaluated them because the presented of reading material in this chapter describe place, they can also describe their home, their friends and another thing. Chapter 8. can be evaluated them because after they read the *Announcement* in this materials they have task essay question, by the question they more comprehend the information. Chapter 9 about recount text, it can be evaluated them by tell about their experiences. Chapter 10 can be evaluated them by knowing the story. Chapter 11 also supports and evaluated them by the explanation text about they know who was written the song *We Are the world*. Sevrika and Rahmawati said the presentation of picture has can helped students to reflect by understanding the content and the tasks that are given to students can evaluated them in understanding of the text.

Based on the table, all of the reading materials can evaluate the students. it means the reading materials effectively to be use because the reading materials that presented help them to add knowledge of them. They study about tenses, how to show that they care with others people, where with the study about it, it can sustain their good interpersonal relationship with other.

B. Discussion

Textbook is one of the factors that determine the success in learning process textbook. Textbook commonly important guidance or source media in teaching and learning to assist teacher students in meeting course's objective. Textbook can help students more understand about materials in textbook

textbooks are fundamental learning resources that are frequently utilized by instructors and students.

English textbook for the first-grade senior high school Forward for Vocational School by Shyla Lande and Eka Mulya Astuti Published By Erlangga. Textbook had eleven chapters, they were chapter 1, it is about Introduction your-self, the reading material in this chapter was about *Daily Activity*, Chapter 2 *That's great!* the reading materials in chapter 2 was Giving compliment, chapter 3, it about *Are you Alright*, the reading material was about *How Do We Show That We Care*. Chapter 4, it was about *What Are Your Plans*, the reading material in chapter 4 *Skycar M400: Car of the Future*. Chapter 5, *You Did It! Congratulation!* And the reading material in chapter was about *How to Congratulate Someone*. Chapter 6, *Have You Ever?* the reading material in this chapter was about *Prambanan*. Chapter 7, it was describing People, Places and Thing, the reading material was about *Kuta Beach*. Chapter 8, *Attention, Please!* The reading material was about *Announcement*. Chapter 9, *Time is the Coin of Your-Life!* The reading material was about *A Trip to the Zoo*. Chapter 10, the Title is about Once Upon a Time, The reading material about *Sangkuriang*.

The research discussed the result and compared it with result in research from Muzairita, the result showed that there are relevant and irrelevant materials in “When English rings a b;e ll” it was proved by the result of checking the material. She said also on his findings from information by an

interview that the used of English textbook “When English rings a bell” in the classroom is not compatible.

After analyzing the collecting data, it was gotten that the reading materials in English textbook Forward for Vocational High School was good category based on the checklist documents analysis that suggested by Book Center Ministry of National Education. Each chapter in the textbook for the first grade senior high school Forward For Vocational School By Shyla Lande and Eka Mulya Astuti Published By Erlangga was good category because the reading material in this textbook had met aspect of the content, aspect of the language, and aspect of presentation.

Based on the aspect above, the researcher found most of the reading materials in English textbook by Erlangga has fulfilled to aspect of the content, aspect of language used and aspect of presentation. There is a few of the reading material not fulfill to aspect of content, aspect of language used and aspect of presentation. So, this textbook very good and this textbook effective to be use.

C. Cheking of Trustworthiness

Researcher took the data from the textbook and interview and the showed the result. In the proccess researchers show the analyzing of checklist sheets by matching what has been analyzed in the filed, and explain about the checklist sheet. After doing so, the reseacher asked the teacher whether the respondent’s answer really matched with the document analyzing to the clarify

the findings. Finally, the researcher concluded that the answer and document analysis were really appropriate and relevant to the reality in the field.

CHAPTER V

CLOSING

A. Conclusion

This study aims at discovering whether the reading materials in English textbook could fulfill the aspect of a qualified English textbook especially in reading materials. The reading materials have been analyzed based on the aspect of contents, aspect of language use and aspect of presentation.

1. The first conclusion is regarding to aspect of contents.

There are six points in this aspect. There are five indicators was good category and only one of the indicators do not fulfilled for the reading materials. It means the reading materials in English Forward for Vocational High School Grade X was good category based on aspect of content because only one from 6 indicators do not fulfilled with the reading materials and the indicators is *the reading materials which are considered with the aspect of gender, religion and race*. In this indicator there was no found the reading materials that related to gender, religion and race.

2. The second conclusion is regarding to aspect of language used.

In this aspect, there are three indicators that related to reading materials. It shows that the reading materials in textbook were good because only one of fourth indicators do not relate to each chapter. The indicator that no related to reading materials is *the use of illustration which are functional and relevant with the reading materials*. In this indicator only fourth from eleven chapter that used of reading materials.

3. The last conclusion is regarding to aspect of presentation.

In this aspect there are six indicators that compatible with the reading materials. It means the reading materials in this textbook were good category because only one indicator do not compatible with the reading materials. The indicator that not compatible is *the conformity between task and reading materials*, where some of the chapters of reading materials unable to fulfill the indicator. The task of the reading materials is essay or WHQ.

B. Implication

Implication is a consequence or direct result of the findings of scientific study. The result of this study is the textbook from aspect of content, aspect of language used and aspect presentation were good criteria suggested by Book Center of Ministry National Education.

By using this book, the students can understand the material easily. They liked to have discussion with their friend. However, the ideas and the materials in this could be more developed by giving supporting data. From the findings above, the implication of the study are as follows:

1. The use of document analysis was effective to analyze the reading materials in the English textbook used by the students in order to improve their reading comprehension. It allowed the students to have practices in finding the main idea and detail information in the text.
2. The book is quite attractive. This book contains some reading materials. For example the text about Prambanan, Kuta Beach and Sangkuriang. It allowed

the students motivated in reading as they were interested in study English subject.

C. Suggestion

There are three parties that may take the suggestion:

1. The author, because some non- conformities found in English textbook, they should consider curriculum of 2013 and the criteria of qualified English textbook purposed by book center.
2. Teachers, they should be selective in choosing English textbook. The book can be used in classroom but teacher should use in additional books as supplement.
3. Other researchers, they should be encouraged to analyzed textbooks and they need to develop further study about textbook analysis which is still has low attention on the filled.

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APPENDIX 1

1. Cover of the textbook Forward for Vocational High School Grade X



2. Reading material in chapter 1(Daily Activity)

Task 22
Introducing yourself and giving information to the audience about your daily activities.

Task 23
Check your understanding and answer the questions based on the text below.



Source: netpreneur.co.id

International

Details

Hello! My name's Farah Farcee and I'm a student. I'm 17 years old. I'm the owner of Farceee Online Shop. It is an online shop that sells original goods from abroad, but I produce my own products as well.

I do the same things everyday. I go to the campus and give seminars in many different places about how to be a successful young entrepreneur. In the evenings I watch television, listen to music, read magazines, and check my online shop.

In Jakarta, we don't study at weekends, so on Saturday I go shopping in the morning or in the afternoon, and in the evening I go to the cinema or meet friends.

On Sunday morning, our family has Sunday brunch and then my father and brother watch soccer on television. My sister and I don't like soccer so we go for a walk with Mom on Sunday afternoon.

On Sunday evening, I recheck the order of my online shop. I go to bed at 11 p.m. I usually wake up early so I set my alarm clock to 4 a.m.

Source: www.wartaunik.com

1. Please underline the verbs in the text.
2. Discuss with your friends about what happens if you change the subject of the text above from "I" to Andre or Mira.

Task 24
Answer the following questions based on the text above.

1. What do you think of Farah?
2. How do you describe her personality?
3. Can you identify good points that you can learn from Farah?
4. Do you think you can be an entrepreneur? What will you do?

3. Reading material in chapter 2 (Giving Compliments)

Task 14
Read the following note. Do you have any questions about the note? Ask about it.

Giving Compliments

Giving a compliment is a universal act. Yet it is somewhat different from culture to culture, even in the same country. Central Javanese people, for example, tend to give fewer compliments compared to North Sumatrans. Indonesian people in general also tend to give fewer compliments and respond quite differently compared to Americans.

After being given some help, an American would normally thank and compliment the person by saying "Thank you, that's very kind of you." An Indonesian, on the other hand, would simply thank the person by saying "Terima kasih" or elaborate it a bit by saying "Terima kasih atas bantuannya."

The choice of words is important in complimenting across cultures. It is very common to say "Wah, bayinya lucu" in Indonesia, but it is not appropriate to say "What a funny baby!" in USA since the word funny means someone that makes you laugh. Thus, knowing common expressions in a language is essential.

In responding to compliments, Americans tend to agree with compliments. Indonesian people, on the other hand, have a tendency to disagree or simply smile. When someone compliments an American's new dress "That color looks very good on you", the response would be something like "Thanks. I've just bought it at D&G Boutique." Given quite the same compliment "Wah, baju barunya bagus sekali", an Indonesian usually responds by "Ah, ini tidak baru" or simply smiles.

4. Reading material in chapter 3 (How to Show that We Care?)

Task 19
Read the following note. Do you have any questions about the note? Ask about it.

How Do We Show That We Care?

Who wouldn't be happy to know that there is somebody who cares? It is universal, and therefore expressions showing care and attention are used in different languages all over the world.

Remember that the expressions of care are not always expressed when someone that you know seems unhealthy, tired, or sad. People would appreciate your care at the time of his or her happiness. You can even show it to a complete stranger who is confused or who gets lost.

In English speaking countries, people tend to use verbs such as "look", "seem" or "appear" (for example: *you look pale*) to indicate that they might be wrong about this. They also use questions to ask how he or she feels (for example: *Are you okay?*). The questions are further elaborated with expressions of sympathy or offering some help (for example: *That's bad!* or *Can I get you an aspirin?*).

There is no big difference in Indonesia. Indonesian people would normally start with statements and questions like *"Kamu kelihatan sedih. Ada apa?"* or negative questions with tag like *"Kamu tidak apa-apa, kan?"*.

Here are some tips to follow when you are not sure what to do to show you care:

1. Make yourself available, whether in personal or via technology. The goal is "be in the right place at the right time." Although there is really nothing better than being face to face with your friend, they may call you. Don't miss that call.
2. Listen to them. They're probably trying to tell you something. Somewhere in their words or actions is a sign of what's bothering them. Calm yourself and pay attention.
3. Don't be judgmental. People do not open up to people who are throwing out words like "lame," "stupid," or "freak." Just accept everything they say as true. Why? Because they're telling you what they feel. How can you ever say that someone else's feelings are untrue?
4. Stay in touch with them daily, but don't harass them. Too many calls can annoy and drive someone away. They may not feel talkative but at least they know you care. No matter how down a person gets, they still feel important when people call them.
5. Gently offer some ideas for resolving the problems, once you get them talking and you get a sense of what might be bothering them. By "gently offer," do not tell them what they "must" do and do not be too firm or authoritative. You are their friend, not their boss.
6. Stop offering ideas if they are resistant to them. They may be open to consider them later, or maybe never. They may prefer to figure things out for themselves.
7. Realize the process of resolving their problem will likely take more than one day. Be patient. You may have to be really understanding of them for a lot of days in a row.

SOURCE: www.sakurainstitute.com

5. Reading material in chapter 4 (Skycar M400: Car in the Future)

Pair Work

- Read the text and then ask five questions about it.
- Ask your partner the questions. The partner will answer the questions.

Skycar M400: Car of the Future

Dr. Paul Moller has a dream to design, manufacture, and sell a flying car. In 1989, his company made a flying car called Skycar M200. The M200 was slow and did not fly very far. Dr. Moller then developed the Skycar M400. He believes that it will be the car for the future.

Skycar M400 is going to have some amazing features. It will take off and land like a helicopter. Skycar M400 will travel at a top speed of 560 kilometers per hour and will get about 32 kilometers to a gallon of gasoline.

The first M400 will have human pilots, but later models will be computer driven. The first Skycar M400 will cost about \$1 million, but Dr. Moller believes it will cost only about \$60,000 to mass produce the car.

Source: www.moller.com/skycar/Futures

Task 21

Read again to answer these questions.

1. What is the text about?
2. What conclusions can you draw about Skycar M400?
3. Why do you think the writer wrote this article?
4. What can you learn from the text?
5. Please re-title the text.

6. Reading material in chapter (How to Congratulate Someone)

Unit 5 | You did It! Congratulations!

How to Congratulate Someone

Most people feel awkward, or confused when it comes to congratulating someone. This is a short page on how to congratulate someone appropriately.

First, determine the cause for congratulations. May it be appropriate in the school play, a pregnancy, wedding, or even a simple good grade, it's always best to know what you are congratulating someone for.

Second, determine your relationship to the person. Is this person a close, personal friend? If so, then you may maintain a more casual air than you would with, say, your boss. Is this person your boss? If so, distinct tones of formality should reign throughout this interaction. But if this person is a close acquaintance, then you may be better off with a casual brief email describing your happiness for this person.

Third, get in contact with this person. SMS, or email for distant friends, phone for close acquaintances or friends and personally find this person if they are of higher rank than you (more popular than you/can fire you), or you are the closest of friends. Send a nice letter or a card for weddings/promotion/graduation.

The next time you see this person (If you went the email/IM route), give heartfelt congratulations in person. This is not necessary for less formal happenings, or if you previously congratulated this person face to face.

Source: www.wikihow.com/congratulate-someone

7. Reading material in chapter 6 (Prambanan)

FORWARD for Vocational School Grade X

Spread the Knowledge

Prambanan



Source: ©ArianZwegers/flickr.com

Prambanan is a collection of massive Hindu temples (*candi*) built by the Mataram Kingdom, ruler of Central Java and defeaters of the Sailendra Dynasty.

A UNESCO World Heritage Site, in almost any other country, a magnificent ancient monument on the scale of Prambanan would quickly be designated a national symbol. In Indonesia though it is somewhat overshadowed by the even more awe-inspiring nature of nearby Borobudur. The two sites are quite different in style with Hindu Prambanan being a collection of sharp, jaggedly sculpted towers in contrast to the vast horizontal bulk of Buddhist Borobudur.

History

A temple was first built at the site around 850 CE by Rakai Pikatan and expanded extensively by King Lokapala and Balitung Maha Sambu the Sanjaya king of the Mataram Kingdom. According to the Shivagrha inscription of 856 CE, the temple was built to honor Lord Shiva and its original name was Shiva-grha (the House of Shiva) or Shiva-laya (the Realm of Shiva).

Most of the main temples collapsed during a major earthquake in the 16th century and the huge complex lie largely forgotten in the jungle. Following the Anglo-Dutch Java War, Java was briefly under British administration from 1811 to 1816. In 1811, a surveyor working for Thomas Stamford Raffles came upon the ruins of Prambanan by pure chance. It is somewhat ironic that the very brief British rule of Java led to the re-discovery of both Borobudur and Prambanan. The British and Raffles were not in power in Java long enough to really do much about Prambanan though and looting became rife with Dutch residents adorning their gardens with priceless statues and local people taking foundation stones and using them as construction material. Proper restoration began only in 1930 and still continues today.

Modern Day Prambanan

Prambanan was designated at a UNESCO World Heritage Site in 1991 and its global profile as a tourist attraction rose markedly in the 1990s. The main Candi Loro Jonggrang is in a large, well-maintained park making this a pleasant and user-friendly place for visitors.

To understand a little of Prambanan and to get around all of the temples, you will need to set aside the best part of a full day. The complex opens early at 6 a.m. so it is no bad thing to stay the night beforehand and get in before the crowds arrive from 9 a.m. onwards. This would also allow a leisurely return to Yogyakarta or Solo in the mid-afternoon taking in some of the other archaeological sites on the Prambanan plain. This is a wet part of Java and a visit outside of the November to March period has the best chance of providing a clear, sunny day.

Source: <http://wikitravel.org/en/Prambanan>

8. Reading material in chapter 7 (**Kuta Beach**)

Read the following example of how to describe a place.

KUTA BEACH

Kuta is the exciting tourist area on the southern part of Bali. Most tourists visit Bali because of its exotic and beautiful beaches.

Kuta is located in southwestern Bali, not too far from the Ngurah Rai airport.

Kuta is one of the world's most famous beaches. It first attracted Western surfers with its world renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white sandy beach.

Kuta is the center of night life activities. Kuta has a shopping mecca, with its lines of shops, boutiques, and galleries.



Source: ©Yazee-harun/flickr.com

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Restaurants line up the streets as well as the beachfront hotels, ranging from a small, inexpensive homestay to a luxurious resort.

There are many night clubs along Jalan Legian and Jalan Pantai Kuta. The busiest time for all night clubs are from 22:00 p.m. until dawn.

9. Reading material in chapter 8 (Announcement)

Announcement 2 28 February 2014

Camp for Entrepreneur Club Students

Dear Parents/Guardians,

Please note that there will be a 2D1N overnight camp for Entrepreneur Club students from March 13, 2014 to March 14, 2014. The camp will start at 7.30 a.m. on March 13, 2014 and students will be released at 10.00 a.m. for the following day.

Thank you.

Best regards,

SMK Harapan Bangsa

Announcement 3

**Port Isabel Public Library
Summer Reading Program 2009
"Deep In The Heart Of Texas"**

Texas Turtle Day

Speaker: Mary Ann Taus
July 22, Tuesday
9:30 - 11:30

Turtles are an important asset to our beautiful Texas Gulf Coast. The children will be learning about baby turtles and how we can help them survive. Then we will have snacks, door prizes and fun craft projects.

Source: www.theturtlelegacy.org

10. Reading material in chapter 9 (A Trip to the Zoo)

Task 5

Read the following recount text.

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant.

When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

Source: www.pdst.ie/node/591

Title

Introduction/
Orientation

Events

Language

Re-orientation

11. Reading material in chapter 10 (Sangkuriang)

Task 7

Read the following Indonesian legend.

Sangkuriang

Long time ago in West Java, lived a beautiful girl named Dayang Sumbi. She was also smart and clever. Her beauty and intelligence made a prince from the heavenly kingdom of Kahyangan desire her as his wife. The prince asked permission from his father to marry Dayang Sumbi. People from Kahyangan could never live side by side with humans, but his father approved on one condition, when they had a child, the prince would transform into a dog. The prince accepted the condition.

They get married and lived happily in the woods until Dayang Sumbi gave birth to a baby boy. The prince then changed into a dog named Tumang. Their son is named Sangkuriang. He was very smart and handsome like his father. Everyday, he hunted animals and looked for fruits to eat. One day, when he was hunting, Sangkuriang accidentally killed Tumang. His arrow missed the deer he was targeting and hit Tumang instead. He went home and tells his mother about the dog. "What?" Dayang Sumbi was appalled. Driven by sadness and anger, she grabbed a weaving tool and hit Sangkuriang's head with it. Dayang Sumbi was so sad; she didn't pay any attention to Sangkuriang and started to cry.

Sangkuriang felt sad and also confused. How can his mother love a dog more than him? Sangkuriang then decided to go away from their home and went on a journey. In the morning, Dayang Sumbi finally stopped crying. She started to feel better, so she went to find Sangkuriang. But her son was nowhere to be found. She looked everywhere but still couldn't find him. Finally, she went home with nothing. She was exhausted. She fell asleep, and in her dream, she meets her husband. "Dayang Sumbi, don't be sad. Go look for my body in the woods and get the heart. Soak it with water, and use the water to bathe, and you will look young forever," said the prince in her dream. After bathing with the water used to soak the dog's heart, Dayang Sumbi looked more beautiful and even younger.

And time passed by, Sangkuriang on his journey stopped at a village and met and fell in love with a beautiful girl. He didn't realize that the village was his homeland and the beautiful girl was his own mother, Dayang Sumbi. Their love grew naturally and he asked the girl to marry him. One day, Sangkuriang was going on a hunt. He asked Dayang Sumbi to fix the turban on his head. Dayang Sumbi was startled when she saw a scar on his head at the same place where she, years ago, hit Sangkuriang on the head.

After the young man left, Dayang Sumbi prayed for guidance. After praying, she became convinced that the young man was indeed her missing son. She realized that she had to do something to prevent Sangkuriang from marrying her. But she did not wish to disappoint him by cancelling the wedding. So, although she agreed to marry Sangkuriang, she would do so only on the condition that he provides her with a lake and built a beautiful boat, all in one night.

Sangkuriang accepted this condition without a doubt. He had spent his youth studying magical arts. After the sun went down, Sangkuriang went to the hill. Then he called a group of genie to build a dam around Citarum River. Then, he commands the genies to cut down trees and build a boat. A few moments before dawn, Sangkuriang and his genie servants almost finished the boat.

Unit 10 | Once Upon a Time

Dayang Sumbi, who had been spying on him, realised that Sangkuriang would fulfill the condition she had set. Dayang Sumbi immediately woke all the women in the village and asked them to wave a long red scarf. All the women in the village were waving red scarfs, making it look as if dawn was breaking. Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang's genie servants immediately dropped their work and ran for cover from the sun, which they feared. Sangkuriang grew furious. With all his anger, he kicked the unfinished boat. The boat flew and landed on a valley. The boat then became a mountain, called Mount Tangkuban Perahu (*Tangkuban* means *upturned* or *upside down*, and *perahu* means *boat*). With his power, he destroyed the dam. The water drained from the lake becoming a wide plain and nowadays became a city called Bandung (From the word *Bendung*, which means *dam*).

Source: www.belajaringgris.net

12. Reading material in chapter 11 (We Are the Word)

Unit 11 | Give Peace a Chance

Task 8

1. What is the central message of the song?
2. What current events does this song bring to mind, and why?
3. Look at the date of this song's release.
What was happening in the world then that is reflected in the song's lyrics in some way?

Task 9

Collecting peace songs.

1. Collect quotations from famous people who support of a nonviolent world, such as Mother Teresa, Gandhi and Martin Luther King Jr. Add your commentary and thoughts about these quotations on the posters.
2. Collect three English songs and two Indonesian songs with peace theme.

Associating

Spread the Knowledge

We Are the World

We Are the World is a song and charity single originally recorded by the supergroup USA for Africa in 1985. It was written by Michael Jackson and Lionel Richie, and produced by Quincy Jones and Michael Omartian for the album *We Are the World*. With sales in excess of 20 million copies, it is one of the fewer than 30 all-time singles to have sold 10 million (or more) copies worldwide.

Following Band Aid's *Do They Know It's Christmas?* project in the UK, an idea for the creation of an American benefit single for African famine relief came from activist Harry Belafonte, who, along with fundraiser Ken Kragen, was instrumental in bringing the vision to reality. Several musicians were contacted by the pair, before Jackson and Richie were assigned the task of writing the song. Following several months of working together, the duo completed the writing of *We Are the World* one night before the song's first recording session, in early 1985. The last recording session for the song was held on January 28, 1985. The historic event brought together some of the most famous artists in the music industry at the time.

The song was released on March 7, 1985, as the only single from the album. A worldwide commercial success, it topped music charts throughout the world and became the fastest-selling American pop single in history. The first ever single to be certified multi-platinum, "*We Are the World*" received a Quadruple Platinum certification by the Recording Industry Association of America. Fans enjoyed hearing racially and musically diverse recording artists singing together on one track, and felt satisfied in buying "*We Are the World*", knowing that the money was going to charity. Awarded numerous honors—including three Grammy Awards, one American Music Award, and a People's Choice Award—the song was promoted with a critically received music video, a home video, a special edition magazine, a simulcast, and several books, posters, and shirts. The promotion and merchandise aided the success of "*We Are the World*" and raised over \$63 million for humanitarian aid in Africa and the US.

Following the devastation caused by the magnitude 7.0 M earthquake in Haiti on January 12, 2010, a remake of the song by another all-star cast of singers was recorded on February 1, 2010. Entitled "*We Are the World 25 for Haiti*", it was released as a single on February 12, 2010, and proceeds from the record aided survivors in the impoverished country.

Source: en.wikipedia.org

APPENDIX II

Result the Indicator of Checklist Sheet Document Analysis

A. ASPECT OF CONTENTS

1. Kinds of Genre Find in Reading Material

No	Chapter	Genre Found Reading Materials	Types of Genre
1	Chapter 1	Daily Activity	Descriptive text
2	Chapter 2	Giving Compliments	Explanation text
3	Chapter 3	How Do We Show That We Care?	Procedure text
4	Chapter 4	Skycar M400: Car of the Future	Explanation text
5	Chapter 5	How to Congratulate Someone	Procedure text
6	Chapter 6	Prambanan	Descriptive text
7	Chapter 7	Kuta Beach	Descriptive text
8	Chapter 8	Announcement	News item
9	Chapter 9	A Trip to the Zoo	Recount text
10	Chapter 10	Sangkuriang	Narrative text
11	Chapter 11	We Are the World	Report text

2. The Arrangement of Reading Material Based on Level of Difficulty

No	Chapter	Arrangement of Reading Materials on the Level of Difficulty	Yes	No
1	Chapter 1	Daily Activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	How Do We Show That We Care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	

No	Chapter	Arrangement of Reading Materials on the Level of Difficulty	Yes	No
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We are the World	✓	

3. Reading task which are given to Develop students' ability

No	Chapter	Reading Task Which Are Given to develop Student's Ability	Yes	No	Types of the Ability
1	Chapter 1	Daily activity	✓		Effective in communication
2	Chapter 2	Giving Compliments	✓		Motivator
3	Chapter 3	how do we show that we care?	✓		motivator
4	Chapter 4	Skycar M400: Car of the Future	✓		Increase enthusiasm learning
5	Chapter 5	How to congratulate someone	✓		Motivator
6	Chapter 6	Prambanan	✓		Adding Insight
7	Chapter 7	Kuta Beach	✓		Effective in communication
8	Chapter 8	Announcement	✓		Public Speaking
9	Chapter 9	A Trip to the Zoo	✓		Public speaking
10	Chapter 10	Sangkuriang	✓		Increase enthusiasm learning
11	Chapter 11	We are the world	✓		Increase enthusiasm learning

4. The reading materials supporting life skill

No	Chapter	Reading materials which are supporting life skill	Yes	No	Types of the life skill
1	Chapter 1	Daily Activity	✓		Introduce your-self
2	Chapter 2	Giving Compliment	✓		Interpersonal skill
3	Chapter 3	How do Show that We Care?	✓		Interpersonal skill
4	Chapter 4	Skycar M400: Car of the Future		✓	
5	Chapter 5	How to Congratulate Someone	✓		Interpersonal skill
6	Chapter 6	Prambanan	✓		Story telling
7	Chapter 7	Kuta Beach	✓		Story telling
8	Chapter 8	Announcement	✓		Public speaking
9	Chapter 9	A trip to the zoo	✓		Story telling
10	Chapter 10	Sangkuriang	✓		Story telling
11	Chapter 11	We Are the world		✓	

5. The Reading Materials Which Considered the Aspect of Gender, Religion and Race.

No	Chapter	Reading Material Which Considered the Aspect of Gender, Religion and Race	Yes	No
1	Chapter 1	Daily Activity		✓
2	Chapter 2	Giving Compliments		✓
3	Chapter 3	How Do We Show That We Care?		✓
4	Chapter 4	Skycar M400: Car of the Future		✓
5	Chapter 5	How to Congratulate Someone		✓
6	Chapter 6	Prambanan		✓
7	Chapter 7	Kuta Beach		✓
8	Chapter 8	Announcement		✓
9	Chapter 9	A Trip to the Zoo		✓
10	Chapter 10	Sangkuriang		✓
11	Chapter 11	We Are the World		✓

B. Aspect of the Language Used**1. The Standard of English Language Use According to Language Rules**

No	Chapter	Standard of English Language Use According to the Language Rules	Yes	No	Types of Tenses
1	Chapter 1	Daily Activity	✓		Simple present tense
2	Chapter 2	Giving Compliments	✓		Simple present tense
3	Chapter 3	How Do We Show That We Care?	✓		Simple present tense
4	Chapter 4	Skycar M400: Car of the Future	✓		Present continuous tense
5	Chapter 5	How to Congratulate Someone	✓		Simple present tense
6	Chapter 6	Prambanan	✓		Past tense
7	Chapter 7	Kuta Beach	✓		Simple present tense
8	Chapter 8	Announcement	✓		Simple present tense
9	Chapter 9	A Trip to the Zoo	✓		Past tense
10	Chapter 10	Sangkuriang	✓		Past tense
11	Chapter 11	We Are the World	✓		Past tense

2. The Used of English Language Which Is Appropriate With Need of Communication Learning

No	Chapter	The Used of English Language Which Is Appropriate With Need of Communication Learning	Yes	No	Types of communication skill
1	Chapter 1	Daily activity	✓		Introduce your-self
2	Chapter 2	Giving Compliments	✓		Interpersonal skill
3	Chapter 3	how do we show that we care?	✓		Inter-personal skill(empati)
4	Chapter 4	Skycar M400: Car of the Future		✓	
5	Chapter 5	How to Congratulate Someone	✓		Interpersonal skill
6	Chapter 6	Prambanan	✓		Story telling
7	Chapter 7	Kuta Beach	✓		Story telling
8	Chapter 8	Announcement	✓		Public speaking
9	Chapter 9	A Trip to the Zoo	✓		Story telling
10	Chapter 10	Sangkuriang	✓		Story telling
11	Chapter 11	We Are the World		✓	

3. The Presentation of Paragraph Which Are Presented Effectively Considering Coherence and Cohesiveness

No	Chapter	Paragraph Which Are Presented Effectively By the Considering Coherence and Cohesiveness	Yes	No
1	Chapter 1	Daily Activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	How Do We Show That We Care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	

5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are the World	✓	

4. The Use of Illustration Which Are Functional And Relevant With The Materials

No	Chapter	Illustration Which Are Functional With The Materials	Yes	No	Types of Illustration
1	Chapter 1	Daily activity	✓		Picture
2	Chapter 2	Giving Compliments		✓	
3	Chapter 3	how do we show that we care?		✓	
4	Chapter 4	Skycar M400: Car of the Future		✓	
5	Chapter 5	How to Congratulate someone.		✓	
6	Chapter 6	prambanan	✓		Picture
7	Chapter 7	Kuta Beach	✓		Picture
8	Chapter 8	Announcement	✓		Mapping
9	Chapter 9	A Trip to the Zoo		✓	
10	Chapter 10	Sangkuriang		✓	
11	Chapter 11	We Are the World		✓	

c. Aspect of presentation

1. Learning Purpose Which Are Stated Explicitly and Lead to Mastery of Communication Competence

No	Chapter	Purpose Stated Explicitly and Lead to Mastery of Communication Competence	Yes	No
1	Chapter 1	Daily Activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	How Do We Show That We Care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are the World	✓	

2. The Presentation of Each Chapter Reflect to Logical Path and Coherence

No	Chapter	Presentation of Each Chapter Reflect to Logical Path and Coherence	Yes	No
1	Chapter 1	Daily Activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	How Do We Show That We Care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	

No	Chapter	Presentation of Each Chapter Reflect to Logical Path and Coherence	Yes	No
5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are the World	✓	

3. The Presentation of Each Chapter Was Arrange From Easy to Difficult Material

No	Chapter	The Presentation of Each Chapter Was Arrange From Easy to Difficult Material	Yes	No
1	Chapter 1	Daily activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	How Do We Show That We Care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	

No	Chapter	The Presentation of Each Chapter Was Arrange From Easy to Difficult Material	Yes	No
11	Chapter 11	We Are the World	✓	

4. The Conformity Between Task and Reading Material

No	Chapter	Conformity Between Task and Reading Material	Yes	No	Types of Task
1	Chapter 1	Daily Activity	✓		Essay /WHQ
2	Chapter 2	Giving Compliments		✓	
3	Chapter 3	How Do We Show That We Care?		✓	
4	Chapter 4	Skycar M400: Car of the Future	✓		Essay/ WHQ
5	Chapter 5	How to congratulate someone		✓	
6	Chapter 6	Prambanan		✓	
7	Chapter 7	Kuta Beach	✓		Essay Question
8	Chapter 8	Announcement	✓		Essay Question
9	Chapter 9	A Trip to the Zoo		✓	
10	Chapter 10	Sangkuriang		✓	
11	Chapter 11	We are the world		✓	

5. The Presentation Each Chapter Language Students to Communicate Using English Actively

No	Chapter	Presentation of Each Chapter Language Students to cominicate Using English Actively	Yes	No	Types of Communica tion Skill
1	Chapter 1	Daily Activity	✓		Introduce your-self

No	Chapter	Presentation of Each Chapter Language Students to communicate Using English Actively	Yes	No	Types of Communication Skill
2	Chapter 2	Giving Compliments	✓		Interpersonal skill
3	Chapter 3	How Do We Show That We Care?	✓		Interpersonal skill
4	Chapter 4	Skycar M400: Car of the Future		✓	
5	Chapter 5	How to Congratulate Someone	✓		Interpersonal skill
6	Chapter 6	Prambanan	✓		Story telling
7	Chapter 7	Kuta Beach	✓		Story telling
8	Chapter 8	Announcement	✓		Public speaking
9	Chapter 9	A Trip to the Zoo	✓		Story telling
10	Chapter 10	Sangkuriang	✓		Story telling
11	Chapter 11	We Are the World		✓	

6. The Presentation of Each Chapter Supports Students to Interested in English Subject

No	Chapter	Presentation of Each Chapter Supports Students to Interested in English Subject	Yes	No
1	Chapter 1	Daily Activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	How Do We Show That We Care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to Congratulate Someone	✓	

No	Chapter	Presentation of Each Chapter Supports Students to Interested in English Subject	Yes	No
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are the World	✓	

7. The Presentation Of Each Chapter Support To Reflect And Evaluate Them

No	Chapter	Presentation of Each Chapter Support to Reflect And Evaluate Them	Yes	No
1	Chapter 1	Daily Activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	How Do We Show That We Care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are the World	✓	

APPENDIX III

Interview Guideline

List of the question interview with teacher

1. Is the English textbook for the first grade using curriculum 2013?
2. Are all of the reading materials in English textbook Forward for Vocational High School confirms with the curriculum?
3. How about chapter 1, is the reading material about daily activity confirms with the curriculum?
4. In chapter 2 also the reading material about giving compliments confirms with the curriculum?
5. So, how about chapter 3, and 5 the reading materials are about how do we show that we care? And how to congratulate some one is related to the curriculum?
6. In chapter 4 the reading material is about Skycar M400: Car of the Future. is this reading materials confirms with the curriculum?
7. In chapter 6 the reading material is about Prambanan. Is this reading material related to curriculum?
8. So how about chapter 7, the reading material about Kuta beach. Is this reading materials confirms with the curriculum?
9. In chapter 8, the reading material is about announcement. Is this reading materials confirms with the curriculum?
10. Chapter 9 the reading material is about A Trip to the Zoo? Is this reading materials related to curriculum?
11. So, haow about chapter 10, the reading material is about Sangkuriang where this reading talks about story of Sangkuriang. Is this reading material confirms to curriculum?
12. Chapter 11, the reading materials is about We Are the World. Is this reading materials confirms with the curriculum?

APPENDIX IV

Result of Interview

List of the question and answer of interview

13. Is the English textbook for the first grade using curriculum 2013?

Yes, they used English textbook based on curriculum 2013.

14. Are all of the reading materials in English textbook Forward for Vocational High School confirms with the curriculum?

Not all. There one of the chapters do not confirms with the curriculum

15. How about chapter 1, is the reading material about daily activity confirms with the curriculum?

Yes, in this chapter the reading materials is conformity with the curriculum.

In the curriculum and syllabus the students study about the themselves and the material is about daily activities where the reading materials in English textbook also related to the curriculum.

16. In chapter 2 also the reading material about giving compliments confirms with the curriculum?

Giving compliments is like the students say appropriate to another students, and in curriculum also there are appropriate with friend.

17. So, how about chapter 3, and 5 the reading materials are about how do we show that we care? And how to congratulate someone. Are these reading materials related to the curriculum?

Yes, in English textbook the students study about How Do We Show that We Care? How to Congratulate Someone. It means the students study about respond. In curriculum the students study about expression and respond. So from this the reading materials in English textbook especially in chapter 3 and 5 there is correlation to the curriculum.

18. In chapter 4 the reading material is about Skycar M400: Car of the Future. is this reading materials confirms with the curriculum?

Yes, this material has suitable or confirms with the curriculum because the students study about to be going to. It is material there is in curriculum.

19. In chapter 6 the reading material is about Prambanan. Is this reading material related to curriculum?

In chapter 6, the students study about history of Prambanan. It was correlation with the curriculum because in curriculum the students must study about past tense. By this reading material about the history of Prambanan the students know about past tense.

20. So how about chapter 7, the reading material about Kuta beach. Is this reading materials confirms with the curriculum?

Yes, in curriculum and syllabus the students study about descriptive text about people, something or place. Kuta Beach is tells about place. So, this reading material confirms with the curriculum.

21. In chapter 8, the reading material is about announcement. Is this reading materials confirms with the curriculum?

Yes, in basic competence 3.5 and 4.5 the students asked to study about announcement and in the textbook chapter 8 the students also study about announcement. So, this reading material confirms with the curriculum.

22. Chapter 9 the reading material is about A Trip to the Zoo? Is this reading materials related to curriculum?

Yes, A Trip to the Zoo is about recount text. In curriculum and syllabus the students also study about it. So this reading material is related to curriculum.

23. So, haow about chapter 10, the reading material is about Sangkuriang where this reading talks about story of Sangkuriang. Is this reading material confirms to curriculum?

Yes, the reading materials about Sangkuriang is about narrative text, in curriculum also in basic competence 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi meminta informasi terkait legenda rakyat sederhana, dengan konteks penggunaannya. It means the reading material about Sangkuriang in chapter 10 confirms with the curriculum and syllabus.

24. Chapter 11, the reading materials is about We Are the World. Is this reading materials confirms with the curriculum?

No. the reading material in chapter 11 about We Are the World. I do not find this reading materials that confirms with the curriculum and syllabus.

APPENDIX V

Result the Indicator of the Interview with Table Checklist

A. ASPECT OF CONTENT

6. The Conformity Between Reading Materials and Curriculum

No	Chapter	Conformity Between Reading Materials and Curriculum	Yes	No
1	Chapter 1	Daily Activity	✓	
2	Chapter 2	Giving Compliments	✓	
3	Chapter 3	How Do We Show That We Care?	✓	
4	Chapter 4	Skycar M400: Car of the Future	✓	
5	Chapter 5	How to Congratulate Someone	✓	
6	Chapter 6	Prambanan	✓	
7	Chapter 7	Kuta Beach	✓	
8	Chapter 8	Announcement	✓	
9	Chapter 9	A Trip to the Zoo	✓	
10	Chapter 10	Sangkuriang	✓	
11	Chapter 11	We Are the World		✓

Validator

Putri Mayasari Siregar, S.Pd

CURRICULUM VITAE



A. Identity

1. Name : Resti Rambe
2. Reg.No. : 19 203 00056
3. Place/Birth : Simaninggir, 28 Juni 2001
4. Gender : Female
5. Religion : Islam
6. Adress : Simaninggir Sip, Kec. Dolok , Paluta

B. Parents

1. Father's Name : Alm, Mardin Rambe
2. Mother's Name : Rosintan Siregar

C. Educational Backgrounds

1. Elementary School : SD N 100260 Simataniari
2. Junior High School : SMPN 1 Dolok
3. Senior High School : MAS Ponpes Darussalam Parmeraam
4. Institude : UIN Syekh Ali Hasan Ahmad Addary Psp



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Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Oktober 2022

Yth.

1. Dr. Eka SUSTRI Harida, M.Pd. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

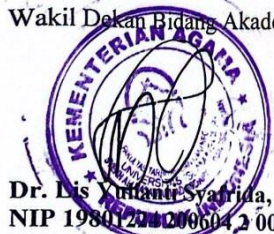
Nama : Resti Rambe
NIM : 19 203 00056
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : An Analysis of Reading Materials In English Textbook
Forward By Erlangga of Grade X SMK

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih

Mengetahui
an. Dekan

Wakil Dekan Bidang Akademik



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Lampiran : -
Hal : Izin Penelitian

22 September 2023

Yth. Kepala SMK

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Resti Rambe
NIM : 1920300056
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Simaninggir

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Anlysis of Reading Materials In English Textbook Forward By Erlangga of Grade X SMK".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



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PEMERINTAH PROVINSI SUMATERA UTARA
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SMKS LMC MODEL INDUSTRI

Program Studi : Teknik Mesin, Teknik Komputer Jaringan, Geologi Pertambangan, Teknik Kendaraan Ringan Otomotif dan Agribisnis Pembibitan dan Kultur Jaringan
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Lampiran : -
Hal : **Persetujuan Izin Penelitian Penyelesaian Skripsi**

Kepada Yth.
Bapak/Ibu Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN SYAHADA PADANGSIDIMPUAN
di

Tempat

Dengan hormat,

Menindaklanjuti surat UIN SYAHADA PADANGSIDIMPUAN Fakultas Tarbiyah dan Ilmu Keguruan, Nomor : B-5055/Un.28/E.1/TL.00.9/09/2023, Perihal Izin Penelitian Penyelesaian Skripsi tanggal 22 September 2023, dengan ini kami memberikan izin tempat dan waktu untuk mengadakan riset yang dimaksud di satuan pendidikan SMKS LMC Model Industri Angkola Timur kepada Mahasiswa/I yang tersebut dibawah ini :

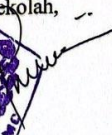
Nama : Resti Rambe
NIM : 1920300056
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi: Tadris Bahasa Inggris
Alamat : Simaninggir

Adapun waktu penelitian yang akan diadakan SMKS LMC Model Industri Angkola Timur dapat dilaksanakan lebih kurang satu bulan setelah surat ini diterbitkan.

Demikian surat ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Angkola Timur, 13 Desember 2023

Kepala Sekolah,


Siswanto, S.Pd, Gr
NRP Tk. 0443768669130052