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Reading Skills Used in English Textbook

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Abstract. This article investigates a reading skill content in English textbook used at a state senior high school from the point of view its variety, exploitability, suitability, length of text, readability, and authenticity of texts. A representation theory was used to explore the key issue of a textbook. A multimodal discourse analysis is applied, in more specifically through verbal analysis and visual analysis of the texts within the textbook. The results of analysis reveal that there are seven reading texts with different variety namely narrative, expository, speech, play script, and recount text. There is one text that is not suitable with characteristics of a book length, and the rest of the texts are met its variety, exploitability, readability, and its authenticity. Therefore, further studies with a different analysis are required to achieve deeper information about how English textbook used in Indonesia can implement the characteristics of international standard.

Keywords: exploitability; suitability; readability; authenticity

Abstrak. Kajian pada artikel ini membahas mengenai ketrampilan membaca yang terkandung di dalam buku pegangan siswa untuk sekolah menengah atas terutama sekali yang dibahas adalah mengenai jenis teks yang digunakan, penerapan topic-topik dalam bacaan, kesesuaian materi, kesesuaian panjang dan ukuran buku pegangan tersebut, tingkat keterbacaan, dan keaslian isi bacaan pada buku teks. Sebuah teori representasi digunakan untuk mengeksplorasi isu kunci dari sebuah buku teks. Analisis wacana multimodal diterapkan, lebih khusus melalui analisis verbal dan analisis visual dari teks-teks dalam buku teks. Hasil analisis mengungkapkan bahwa ada tujuh teks bacaan dengan ragam yang berbeda yaitu narrative, expository, speech, play script, dan recount text. Ada satu teks yang tidak sesuai dengan karakteristik panjang buku, dan teks lainnya memenuhi keragaman, eksploitabilitas, keterbacaan, dan keasliannya. Oleh karena itu, diperlukan penelitian lebih lanjut dengan analisis yang berbeda untuk mendapatkan informasi yang lebih mendalam tentang bagaimana buku teks bahasa Inggris yang digunakan di Indonesia dapat menerapkan karakteristik standar internasional.

Kata Kunci: exploitabilitas; kesesuaian; keterbacaan; keaslian

INTRODUCTION

Nunan (2003) states that reading is a process of building up meaning from the written text which is combined information of knowledge. Almost with the same intention, Alyousef (2005) states that reading is an interactive process between readers and texts that leads to automaticity or reading fluency. As one of receptive skill in English, it needs practices and exercises to improve a better reading comprehension. Reading comprehension becomes more important for the students of senior high school in Indonesia who learn English as a foreign language. In order to be easier in understanding English subject, Ministry of National Education (MoNE) allows English teachers to arrange English textbook for students under supervision of Ministry of National Education. English textbook should have four skills of English language, Listening, Reading, Speaking, and Writing. Reading leads the students to be easy to improve their writing skills due to reading texts rich new vocabulary which may trigger the students to write, especially writing for a thesis proposal (Suyadi, 2020). Relates to reading skill in a textbook, it should have variety, exploitability, suitability, length of text, readability, and authenticity of texts. The content of the textbook should be easy to understand and create students active to interact with the textbook and getting knowledge from it. However, a number of prior studies show that to achieve the goal is not generally easy to reach; having different experiences and knowledge of English teachers who arrange English textbook create some weaknesses of content materials, especially in reading text.

Tomlinson (1999) argues that besides its importance usage, a textbook has many advantages in the process of teaching learning such as providing structure and syllabus; helping standardized instruction; maintaining quality; providing a variety of learning resources; being efficient; providing effective language models and input; training teachers; and being visually appealing. A good textbook should have sixteen criteria which includes overview, methodology, authenticity, assessment, materials, language, up to date, suitability, language skills, color and font, practicality, obtainability, content, teaching and learning style, adaptivity and comparison. There many English textbooks published with many problems and mistakes occurred which decline its value or underdeveloped (Ena, 2016). This article tries to reveal the content materials of reading skills in textbook whether it applies standardized characteristics as a good textbook for senior high school.

Review of The Related Literature

Textbook used at senior high school is dominated students' ways of learning and thinking. In line with the statement, describe that the words and pictures within textbooks do not only as the expression of ideas, but are parts of the educational experience that shape ideas for many students. Pay more intention on the contribution of English textbook as an integral part in English teaching by justifying that textbooks do not only transmit facts, figures, and linguistic skills in English. Argue that despite the evidence that English textbook is very fruitful to guide English learning activities and achieve their educational objectives, there is a concern about another role of textbook as the resource of ideas, orientation, values, and identity beyond English linguistic and language skills, including reading skills.

Reading is an activity which readers respond to and understand the text being read concerning prior knowledge due to want to get information from the text (Spratt, 2005; Pulverness & Williams, 2005). This opinion is supported by Grabe and Stoller (2011) that reading is the ability to draw meaning from the printed page and interpret the information appropriately. As cited in Nuttal (1982), Christine suggested that reading is a meaningful interpretive of printed or written verbal symbols by which is a result of the interaction between the perception of graphic symbols that represents language and the readers' language skill, cognitive skill and knowledge. According to Tarigan in Himayatiun (2014), reading is a process that is carried and used by a reader to get the message the writer wants to convey through text. In addition, Dorn and Soffos (2005) state that reading is a complex process involving a network of cognitive actions that work together to construct meaning.

Furthermore, Grabe and Stoller (2011) also explained that the main goal of reading is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those ideas to background of knowledge appropriately. This is also supported by Anderson (2007) who states that reading is an active and smooth process that involves readers and reading material in constructing meaning. In addition, Nuttal (1998) stated that the main focus of reading is not only in the language but also in the sense of the content of reading itself. In other words, teachers not only want the students to learn about how language is used for conveying the content but also want them to develop the skills they needed in order to become effective independent readers. In addition, Nuttal also stated that the reading lesson aims to develop the student skills to extract the massage text content. It is important for the students to develop their reading skills to achieve the target.

Criteria of Reading Activity

1. Variety is related to the text types. There are some reasons why exposing the students to various text type is considered important, they are, a) students could learn and understand different types of text, such as narrative descriptive, argumentative, expository, etc. The use of different text types makes different demands on the readers, requires different procedures and approaches, and calls 8 for different reading strategies. b) By providing text types that match the students reading development, the teachers could support their reading progress. In reading activities, teachers should understand that no one text could fit and accomplish all students reading activities goals.
2. Exploitability is also a very important criterion that should be considered in text selection. Nuttall (1982) defines it as the facilitation of learning which is important in reading activities. Simply put, it is about the possibility of the text to allow the achieve the objective of the reading activities. Therefore, the exploitability of the text is considered as the key factor in reading activities, for the texts that do not facilitate different forms of exploitation in reading cannot be effective.
3. Suitability of Content Fox agrees that another criterion for reading activities is the suitability of content (Fox, 1989). They believed that if the selected content is interesting for the students, they will be successful in the reading process no matter how difficult the text might be. When the students are required to read a complex text that is at the same time interesting for them or that refers to the knowledge required in other classes, they will probably make more effort to comprehend it, and they will probably use a variety of strategies to digest it.
4. The length or Size that the students have to handle must be of reasonable length. The rationale behind this is to secure variations in reading speed rate and to process texts for different purposes. Besides, the text in reading activities should be appropriate in terms of its syntactic or lexical difficulty thus it could be just enough time to be read for the reading activity (Day, 1989). The Flesch (2006), reading Ease Test is calculated by the following method: Average sentence length is multiplied by 1.015, and average number of syllables is multiplied by 84.6. These two products are subtracted, and the difference is subtracted from 206.835, resulting in a score ranging from 0 to 100. Bellow are the table of reading ease score by Flesch.

Table 1. Reading Ease Score

Description of Style	Average Sentence Lenght	Average Number of Syllables per 100 words	Reading Ease Score	Estimated Reading Grade
Very Easy	8 or less	123 or less	90-100	5th Grade
Easy	11	131	80-89	6th Grade
Fairly Easy	14	139	70-79	7th Grade
Standard	17	147	60-69	8th – 9th Grade
Fairly difficult	21	155	50-59	10th – 12th Grade
Difficult	25	167	30-50	13th – 16th Grade
Fairly Very difficult	29 or more	192 or more	0-30	College graduate

Source: Flesch, R. (2006).

5. Readability selects passages should not only be linguistically and culturally accessible but also within the reach of students in terms of content, the familiarity of topics, and conceptual difficulties. Overly detailed texts should be avoided since they do not allow adequate learning in different sub-skills and strategies such as making a conclusion. However, over-simplification of text could result in text that doesn't have challenges, interests, or good writing examples. It is better to prepare students for a text and teach them how to read it until they can make the choice themselves (Hetherington, 1985).
6. Authenticity is another important criterion of reading activity in EFL class. However, whether the material used for ESL/EFL classes should be authentic or not has been widely questioned by those who advocate the use of teacher-made materials. Among those who advocate the use of authentic materials, Melvin and Stout (1987) state that teachers should take full advantage of the potential benefits of authentic materials.

On the other hand, there are researchers and practitioners who consider that teachers should create their own reading materials or adapt existing ones. Researchers such as Lotherington-Woloszcyn and Cray justify the adaptation of reading materials in order to satisfy students' needs. The reasons that they have provided for the use of simplified texts are as follows: - Adapting materials can make them accessible, interesting and informative. - Arranging materials around one theme allows the learner to build up background knowledge of the content - Attention should be given to what the learners find easy and interesting - If the text is poorly presented, it can always be improved - Teacher-created materials are based on authentic texts - They allow teachers to evaluate their students.

Textbooks do not only influence what and how students learn, but also what and how teachers teach. Related to this research, the textbook also influences how the students learn reading. The standard of the reading activities based on the six pedagogical criteria of reading can influence how the students learn and develop their reading skills. 2.2.1 The Function of Textbook The role of the textbook in the language class is a difficult one to be defined perfectly and exactly. There appears to be very little research, however, on the exact role of textbooks in the language classroom. Allwright (1981) suggests that there are two key positions. The first – the deficiency view – sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that the syllabus is covered well thought out exercises. Underlying this view is the assumption that good teachers always know what material to use with a given class and have access to, or can create them. They thus neither want nor need, published materials. The different view, on the other hand, sees materials as the carriers of decisions best made by someone other than the teacher because of differences in expertise.

Hutchinson and Torres as cited by Richards and Renandya (2002) see the role of the textbook as a possible agent of change. This can be achieved when several conditions are met. First, the textbook needs to become a vehicle for 14 teacher and learner training. In other words, besides an explicit and detailed teacher's guide, the student book should also include appropriate learning-how-tolearn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides the teacher with a clear picture of what the change will look like and clear practical guidance on how to implement it in the classroom. Fourth, if adopted by a school, a textbook can result in collegial support and shared responsibility for and commitment to the change. Cunningsworth (1995) summarizes the role of materials, particularly course books in language teaching as: a) A resource for presentation materials b) A source of activities for learner practice and communicative interaction c) A reference source for learners on grammar, vocabulary, pronunciation, and so forth d) A source of stimulation and ideas for classroom activities e) A syllabus where it reflects learning objectives that have already been determined f. Support for less experienced teachers who have yet to gain in confidence.

METHOD

A qualitative analysis is utilized in this research to explore written document comprising verbal and visual data analysis for English textbook at senior high school, specifically at Grade XI which is preferred as a preliminary analysis on learning materials are more comprehensive than the other grades. Gee's Model of Discourse analysis is utilized to carry out the research

data which integrate the data from multi modes comprising verbal analysis and visual analysis of textbook. Five general steps of analysis of Gee have been used to get the verbal data, they are; 1) working with raw data, 2) analysing selected building task, 3) applying selected inquiry tools, 4) designing preliminary discourse models, and 5) reviewing the discourse model. The textbook has seven reading texts which were analysed using the criteria of reading activity such as, variety, exploitability, suitability, length, readability, and authenticity of the text. The next step is classification of the texts which needs to be scored using Stevens and Levi (2013) as follows;

Table 2. Range of score interpretation

Poor	Good	Excellent
1.00 – 1.99	2.00 – 2.99	3.00 – 4.00

Source: processed data

Table 3. Reading texts variety

No.	Title	Type of the text
1.	The Enchanted Fish	Narrative (Fairy Tale)
2.	Bullying: A cancer that must be eradicated	Expository (Article)
3.	President Soekarno of Indonesia: Speech at the opening of the Banding Conference, April 18, 1955.	Speech
4.	Vanity and Pride	Play and script
5.	Letter to God	Narrative (Short Story)
6.	The Last Leaf	Narrative (Short Story)
7.	Life and Time of Ki Hajar Dewantara (Raden Mas Suwardi Suryaningrat)	Recount (Biography)

Source: processed data

Based on the above table, it is clear that type text of 1, 5, and 6 are in narrative text while the other texts are expository. Narrative text usually uses a story structure which includes setting, characters, conflict, plot and resolution. Although three of the texts are narrative, the first text is a fairy tale while the other two are short story. Expository text is the type of informational text which usually has the structure of descrption, problem and the solution. The next text type found in the textbook is recount text. The name of text type is explanatory recount text reveals that the series of event in chronological order based on the time or place. The other text type is speech, which usually split into three section; introduction, main body and conclusion. Finally the last text type is play script. Play script has several structure and characteristics that are very different from the other texts. Play script contains dialogues which usually separated into some acts. The dialogues were set out the character's name on the left, then a colon and continue with the dialogue.

Table 4 above explained that all seven texts are provided with the three activities including pre-reading, reading and post-reading activities. However, upon the deeper analysis, it is found that there are only one specific activity for each of them. In pre-reading activities there is only personal connection activity where the students were asked to write their personal statements regarding the topic of the text. In reading activity the students were only asked to read the text either loudly or in silent. Finally in the post-reading activity, the students were asked to answer some questions regarding the text.

Table 4. Reading activity

No.	Title	Activities Provided		
		Pre-reading	Reading activity	Post-reading
1.	The Enchanted Fish	v	v	v
2.	Bullying: A cancer that must be eradicated	v	v	v
3.	President Soekarno of Indonesia: Speech at the opening of the Banding Conference, April 18, 1955.	v	v	v
4.	Vanity and Pride	v	v	v
5.	Letter to God	v	v	v
6.	The Last Leaf	v	v	v
7.	Life and Time of Ki Hajar Dewantara (Raden Mas Suwardi Suryaningrat)	v	v	v

Source: processed data

Table 5. Topic and Theme of the Texts

No.	Title	Topic	Theme
1.	The Enchanted Fish	The results of being greedy	Greediness
2.	Bullying: A cancer that must be eradicated	Bullying as a problem in educational environment	Bullying
3.	President Soekarno of Indonesia: Speech at the opening of the Banding Conference, April 18, 1955.	Improving relationship among countries in Asia and Africa	International relationship
4.	Vanity and Pride	The results of vanity and pride	Vanity and pride
5.	Letter to God	Letter to God	Faith and religious belief
6.	The Last Leaf	Friendship in word sacrifice	Sacrifice
7.	Life and Time of Ki Hajar Dewantara (Raden Mas Suwardi Suryaningrat)	Life and time of Ki Hajar Dewantara	Life and time of Ki Hajar Dewantara

Source: processed data

Narrative texts are viewed to be more interesting for the students compare to expository, speech, play script, and recount texts which are less interested due to need more advanced reading skills. Based on the above table it is strongly believed that the textbook is met the criteria of suitability of the content.

Table 6. Reading Texts Flesch Ease Score

No.	Title	Topic
1.	The Enchanted Fish	91.5
2.	Bullying: A cancer that must be eradicated	59.1
3.	President Soekarno of Indonesia: Speech at the opening of the Banding Conference, April 18, 1955.	60.8
4.	Vanity and Pride	74.4
5.	Letter to God	81.2
6.	The Last Leaf	86.4
7.	Life and Time of Ki Hajar Dewantara (Raden Mas Suwardi Suryaningrat)	40.7

Source: processed data

The above table shows that the texts have flesch ease score more than 60 that is considered as easy and more suitable for young leaners and students below tenth grade. The flesch ease score for senior high score students should be in the range of 50 to 60, while it is lower than 50 are considered as for university students level. Then, it is strongly claimed that the reading text has the length and size are suitable for the lower grades students. Readability of the textbook is respected as familiar topics, conceptual, human characteristics topics, such as greediness, sacrificing, belief, and pride. And more interestingly, the textbook is also has history of a famous person and recount of a person and has no overly detailed and oversimplified explanation. It is strongly believed that the English textbook is met the criteria of readability.

Table 7. Authenticity of Source of Texts

No.	Title	Source
1.	The Enchanted Fish	Adopted form Grimm Brothers, 1812, "The Fishermen and His Wife"
2.	Bullying: A cancer that must be eradicated	htttp://www.asianewsnet.net/news-34263.html http://www.bullyingstatistics.org/content/factson-bullying.html
3.	President Soekarno of Indonesia: Speech at the opening of the Banding Conference, April 18, 1955.	Taken from Africa-Asia Speaks from Bandung (Djakarta Indonesia Ministry of Foreign Affairs, 1955, 19-29)
4.	Vanity and Pride	N/A
5.	Letter to God	Inspired from "Una carta a Dios" by Por Gregorio Lopez y Fuente (1940)
6.	The Last Leaf	Adapted from The Last Leaf by O. Henry, 1907
7.	Life and Time of Ki Hajar Dewantara (Raden Mas Suwardi Suryaningrat)	www.tokoindonesia.com www.indonotes.wordpress.com asrirahayudamai.wordpress.com

Source: processed data

Most of texts were taken from 65 years ago publication and the other texts were taken from certain website. While "Vanity and Pride" does not attached any source but in general all the texts are met the criteria of authenticity standard.

Table 8. Overall Score for Reading Criteria

No.	Criteria	Text Number							Avg
		1	2	3	4	5	6	7	
1	Variety	3							3
2	Exploitability	3	3	3	3	3	3	3	3
3	Suitability	3	3	3	3	3	3	3	3
4	Length or Size	1	2	1	1	1	1	4	1.5
5	Readability	4	4	4	4	4	4	4	4
6	Authenticity	3	3	3	1	3	3	3	2.7

Source: processed data

Based on the table above the score of the texts variety provided by the textbook is three which means that some of the text in reading textbook have the same types with different genre. The reason for this result is that the texts in the textbook are varied from narrative, expository, speech, play script and recount. However, from seven texts there are three narrative texts with two different genre; fairy tale and short story. According to McCormick (2007), Marzban & Seifi (2013) and Yuliana (2018) the most common text type used for improving high school students reading skills ability is narrative, expository and recount. Meanwhile, playscript are usually used to improve their speaking skills (Fabio, 2015). Fabio explained that activities that involved playscript offered the perfect tools to accomplish speaking environment, involving both the learner's intellectual and emotional sphere, and aiming to create a

meaningful, pleasant and low-stress atmosphere. Moreover, they provided a range of language functions when recreating authentic communicative contexts. In addition, the same view also presented by Lutviana (2016). Lutviana explained that speech is the type of text that commonly used to improve the fluency in speaking.

Discussion

The students of senior high school should learn more seriously relates to reading skills due to that only one text which is met the suitability of this level. One text relates to bullying with its score less than 50 means that more difficult for high school students. For those reason, it is clear that the textbook is more suitable for the students in the lower grade. The fifth criteria is the readability of the text. In this criteria all of the text received the score of 4 which indicate that the content of reading text are familiar to the students and does not contain any overly detailed and overly simplified explanation. This criteria is also related to the suitability of the content which focus on the topic and themes of the text. The readability is about the familiarity of the text to the students and how the text provide information. Soltani and Malaee (2015) found that the familiarity of the topic could improve the students language ability especially their reading comprehension.

This result is supported by Norman (2015). Norman explained that the interrelationship between language skills and topic familiarity influence reading comprehension is significant. Therefore, based on the result found in this research, the texts provided in English textbook are significantly able to improve the students reading skills. The last criteria is the authenticity of the text which is found that in this criteria is that six out of seven reading text received the score of 3 which implied that the reading text contains reference sources that are relevant but not up to date in accordance with the topics discussed. Meanwhile the other one text received the score of 1 which implied that the reading text contains reference sources that are not relevant and not up to date in accordance with the topics discussed. The reason for this result is that this text is not attached with the source where it was taken from. Santoso & Islam (2018) in their research concluded that reading comprehension score of the students taught using authentic texts is significance higher than those who are taught using non-authentic texts. Furthermore, authentic texts can improve the students reading comprehension especially in determining to main ideas, identifying supporting detail, identifying factual interaction, determining vocabulary related to the topic, determining pronounce reference and recognizing meaning of words. In contrary, Apsari (2014) concluded in her research that there is no significant outcomes that produced by learning reading with non-authentic materials.

However, it is recommended for the teacher to teach reading with authentic materials for a change in the learning process. Therefore, the students can learn in accordance to their ability and the task given would be more suitable (Apsari, 2014). In summary, although the reading texts provided in the textbook were mostly taken from out of date sources, they can still be used in teaching reading as long as it is relevant with the content. Based on the discussion above, in can be concluded that the reading texts provided in English textbook used in SMA N 1 Jambi city met the criteria of reading. The higher score is the readability of the text. All of the texts received the score of 4 which indicates it completely meet the criteria. The criteria of variety, exploitability and suitability received the score of 3 each. This result indicates that the reading texts mostly met the three criteria. Authenticity of the texts in the textbook received the average score of 2.7 which implies that the reading texts are almost met the criteria for the authenticity. The reason for this result is because of the text provided did not attach the source or reference where it was taken from. Finally, the length of the texts received the lowest average scores of 1.5. The result found that most of the reading text has the length of which is more suitable for the students below the high school grades. Meanwhile there were only two texts that meet the length or size for high school students or higher.

CONCLUSION

To sum up, analytical results confirms; 1) Reading texts are provided in the textbook has several varieties such as narrative text, expository text, speech, play script, and recount text. 2) The score analysis for several criteria indicates having the same type with the same score, 3. The same score also is shown for variety, exploitability, and suitability which indicates that the reading texts are mostly met three criteria. Whereas, the authenticity of the textbook received the same average score of 2.7 which implies that the reading texts are authentic. And, for the criteria of the length of the texts received the lowest score of 1.5 which indicates that the reading texts of the textbook does not met the standardized criteria. Reading skills material in an English textbook used in Indonesian Senior School is merely an element among various skills in teaching and learning English as a foreign language. It should be further studies with broader scrutinized analysis of listening, writing, and speaking skills might reveal more important results for building up textbook in Indonesia. With more comprehensive research, the next researchers would find a better conceptualization in utilizing English textbook for senior high school.

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