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PENYAJIAN MATERI BACAAN PADA BUKU TEKS BAHASA INGGRIS YANG DIGUNAKAN OLEH GURU BAHASA INGGRIS UNTUK SEKOLAH MENENGAH PERTAMA

Presentation Reading Material in English Textbook Used by English Teacher For Junior High School

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Abstrak

Penelitian ini merupakan penelitian kualitatif deskriptif yang bertujuan untuk menganalisis kesesuaian antara penyajian materi membaca dengan karakteristik materi yang bagus dalam buku bahasa inggris "English for Creative Students". Peneliti menganalisis aspect penyajian materi membaca di dalam buku bahasa inggris berdasarkan pusat perbukuan, kementrian pendidikan nasional. Dalam aspect penyajian terdapat 7 poin yang harus terpenuhi yaitu tujuan pembelajaran tegas dan mengarah pada penguasaan kompetensi komunikatif, alur yang logis dan koherensi, sesuai antara tugas dan materi, mengajak siswa berkomunikasi menggunakan bahasa Inggris secara aktif, mendukung siswa untuk tertarik pada mata pelajaran bahasa Inggris dan penyajian refleksi dan evaluasi diri. Peneliti menggunakan buku "English for creative students MTsN kelas VIII Semester 1" sebagai sumber data. Peneliti menggunakan dokumen ceklis dalam mengumpulkan data dan menganalisis data untuk menemukan temuan penelitian. Peneliti menganalisis bahan bacaan berfokus pada aspek penyajian di setiap babnya. Setelah melakukan penelitian, terdapat 7 bab dalam buku tersebut dan berisi 22 bahan bacaan. Hasilnya menunjukkan bahwa aspek penyajian dalam bahan bacaan yang terdapat pada buku teks "English for Creative Students" memenuhi keseluruhan poin. Hasil penelitian menunjukkan hal itu, Total seluruh aspek penyajian adalah 154 dengan dengan jumlah teks 22 dan masing-masing point 7 di setiap bahan bacaan.

Kata Kunci:
Penyajian,
Bahan Bacaan,
Buku Bahasa Inggris,

Keywords:
Presentation,
Reading Material,
English Textbook

Abstract

This research was a descriptive research that aimed to analyze the suitability between the presentation of reading material with the characteristics of good material in the English textbook "English for Creative Students". Researcher analyzed the aspects of presentation reading material in English textbook based on the book center, ministry of national education. In the presentation aspect there are 7 points that must be fulfilled there are learning purpose which stated explicitly and lead to the mastery of communicative competence, the presentation of each chapter which reflected the logical path and coherence, the presentation of each chapter which arranged from easy to difficult materials, conformity between tasks and materials, the presentation of each chapter engaging students to communicate using English actively, the presentation of each chapter supporting students to be interested in English subject and the presentation of each chapter supporting students to reflect and evaluate their self. Researcher used the book "English for creative students of class VIII MTsN Semester 1" as a data source. Researchers used a document checklist in collecting data and analyze data to discover research findings. Researcher analyzes the reading material focusing on the aspect of presentation in each chapter. After doing some research, There are 7 chapters containing 22 reading text. The results of the study showed that the presentation aspect of the reading material contained in the textbook "English for Creative Student" fulfills all points. The results showed that the total of all presentation aspects was 154 with 22 texts and 7 points in each reading material.

INTRODUCTION

In teaching and learning process, teachers should consider the learning materials which are used in the class (Mara, 2021). Textbook is one of the learning materials which are commonly used. It is a kind of printed materials which have an important part in teaching and learning process. Textbook is a main learning material which is usually used by teacher and students (Ribosa, 2022). In the teaching and learning process, teachers must consider learning materials used in class. Textbooks serve as guidelines for teachers and students during the teaching and learning process. Textbooks are widely used in the teaching and learning process. This means that teaching materials are available. selection and use of books is not can be done arbitrarily and must be analyzed first used. The material in the textbook is the most important part in helping teachers and students achieve learning objectives. Teachers cannot completely rely on the textbooks provided by the school, the quality of textbooks sometimes does not match the needs of students, and this can lead to deficiencies in the teaching and learning process (Rush, 2020). Legally-formally is books that are declared to have passed the assessment by the Book Center or the Agency National Education Standards *(Pusat Perbukuan dan/atau Badan Standar Nasional Pendidikan).*

Based on the explanation above, it can be concluded that researcher have discovered here is importance of presentation reading material in english textbook and why the researcher choose english textbook "English for Creative students" for eight grade students of junior high school because this textbook made by teacher english.

In this research, the researcher want to investigate how are the presentation reading material in "English for Creative Students" for junior high school. The researcher only focus on thr aspect of presentation. This textbook has 7 chapters and 22 reading text. According to the purpose of this research, the rearcher only analyzed the suitability reading material with aspect of presentation. The total aspect of presentation reading material is 154 point which consist learning purpose which stated explicitly and lead to the mastery of communicative competence, the presentation of each chapter which reflected the logical path and coherence, the presentation of each chapter which arranged from easy to difficult materials, conformity between tasks and materials, the presentation of each chapter engaging students to communicate using English actively, the presentation of each chapter supporting students to be interested in English subject and the presentation of each chapter supporting students to reflect and evaluate their self.

To support a research, it is important to have other researchers that have been made by other researchers. After reading the research done by several previous researchers, the researcher is inspired to conduct the research. The first one is a research which has done by Rahmawati (Rahmawati et al, 2020). This research was a descriptive qualitative research and method that aimed to analyze the relevance of reading materials presentation in textbook. The validity test of the data in this study used triangulation theory. Researchers to establish the ultimate outcomes of the results showed that from the 60 reading material data (1) 11 data are not relevant to students because of characteristics relating to initial abilities, such as intellectual ability, thinking ability, and movement ability. (2) 46 data are not relevant to students because of characteristics relating to social-cultural background and status. (3) 3 data are not relevant to students because of characteristics relating to personality differences, such as nature, attitudes, feelings, interests, and so on. This shows the

need for material adjustments to the characteristics of students' abilities, social background characteristics, and personality.

METHODS

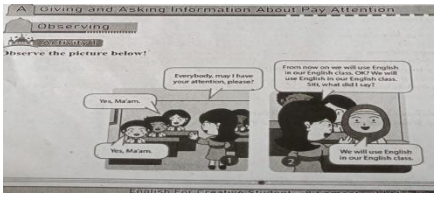
Related to the research purpose, the research design is document analysis method. This study is going to analyze the presentation of reading material in textbook "English for Creative Students". Document analysis is a research method applied to textual or visual materials for the purpose of identifying special characteristics of the material and answers the research question (Gay, 2012). Materials analyzed can be in the form of printed materials such as textbooks, LKS, and newspapers. Therefore, this study will use content analysis because it analyzing the content of the textbook. That is the reason why the researcher will choose this design.

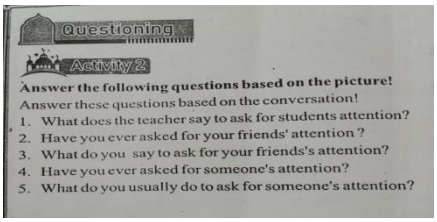
The source of data for this research was the document that is selected from “English for Creative Students” English teextbook in first semester at the eight grades in Junior High School. The data will be taken from “English for Creative Students” Textbook which consist aspect of preseentation reading material.

Technique of Data Collection is the way to collect the data during the researcher will do this research. The data will be collected by some procedures. First, the researcher find the “English for Creative Students” Textbook which is the researcher will do the research it, and then aspect of presentation in the textbookk will be analyzed with a checklist instrument.

FINDING AND DISCUSSION

The researcher found results regarding the presentation of reading material based on the book center. the ministry of national education namely the learning purpose which stated explicitly and leads to the mastery of communicative competence, the presentation of each chapter which reflects the logical path and coherence, the presentation of each chapter which is arranged from easy to difficult materials, conformity between tasks and materials, the presentation of each chapter engaging students to communicate using English actively, the presentation of each chapter supporting students to be interested in the English subject and the presentation of each chapter supporting students to reflect and evaluate themselves. The findings are all the points of aspect of presentation had already been fulfilled by English for creative student textbooks. The findings are explained as follow:





Tabel I

No	Aspect of Presentation	Yes	No
I	Learning purpose which stated explicitly and lead to mastery of communication competence	V	

2	The presentation of each chapter reflect the logical path and coherence	V
3	The presentation of each chapter arranged from easy to difficult materials	V
4	The conformity between tasks and materials	V
5	The presentation of each chapter engaging students to communicate using English actively	V
6	The presentation of each chapter supporting students to be interested in English subject	V
7	The presentation of each chapter supporting students to reflect and evaluate their self.	V

a. Learning purpose which stated explicitly and lead to mastery of communication competence

The researcher found that the learning objectives stated in English for creative students correspond to the first point from the presentation aspect. The results of the researcher analysis are an explanation about learning objectives in chapter 1 dialogue 1 which is about giving and asking information about pay attention. Then from the picture it contains a teacher asking for student attention, later asking again to one of the students to make sure whether they understand or not. And then there are 5 questions that lead to the mastery of communication competence. Therefore, it can be concluded that picture which contains dialogues and questions aims to make it easier for teachers and students to master English communication skills and this is in line with the learning objectives of asking and giving information about pay attention.

b. The presentations of each chapter reflect the logical path and coherence.

The result of the second point of the researcher's analysis above is that the presentation of the reading material is logical and coherent. Can be said to be logical and coherent because the dialogue is rational and interrelated, namely a teacher asks students' attention and students focus and provide feedback according to the teacher's questions. Then the activity 2 questions are also coherent and logical because they are based on pictures and students' experiences about asking attention.

c. The presentation of each chapter arranged from easy to difficult materials.

The result of the researcher analysis on the third point is that the activity or task of reading material in activity 1 is at an easy level because the questions given are in accordance with the context, namely about what the teacher said to ask about student attention and the answer is in the text, then the next question is a question about ever or do not ask about attention to a friend or someone, and the answer is in accordance with the conditions and experiences of the students. The last question is what students usually do when asking about attention to friends and someone and all answers depend on student experience and students' understanding of the material. Furthermore, it can be concluded that the third point is still at the easiest level.

d. The conformity between tasks and materials

At the fourth point, the material and tasks of asking and giving attention to activity 1 are appropriate and related because there is a part of the teacher who asks the students' attention and then asks Siti to repeat what the teacher said. Then the questions are in accordance with the text of activity 1. Thus it can be concluded that the material and tasks of activity 1 are appropriate

e. The presentation of each chapter engaging students to communicate using English actively

In the fifth point, the researcher found 5 questions contained in activity picture 2 above. The purpose of these questions for students to actively speak English by answering questions about the text, one of which is about what the teacher said to ask

students' attention, student answers can involve students to speak English actively

f. The presentation of each chapter supporting students to reflect and evaluate their self.

In this sixth point, the researcher analyzed reading material about attention, please! this presents illustrations in class, conversations between the teacher and students, then the dialogue about asking information about explicit asking about attention. By looking at pictures, students can understand the material they are studying. It is this description that can attract students' interest in English.

g. The presentation of each chapter supporting students to reflect and evaluate their self.

The presentation of picture 1 has helped students to reflect by understanding the contents of the dialogue and assessing themselves by providing answers related to the questions in activity 2.

Based on the results of the analysis, the reading material presented in chapter 1 text 1 of the English textbook for creative students is suitable with the aspect of presentation criteria and is classified as innovative because this chapter presents dialogue in the form of pictures and questions with different models.

CONCLUTION AND SUGGESTION

Based on the study of analyzing presentation reading material in English textbook used by english teacher for juniot high school, the researcher concluded that regarding to the presentation of English for creative student textbook. Dealing with the aspect of presentation of the textbook, there are some points to analyze. Those points are learning purpose which stated explicitly and lead to the mastery of communicative competence, the presentation of each chapter which reflected the logical path and coherence, the presentation of each chapter which arranged from easy to difficult materials, conformity between tasks and materials, the presentation of each chapter engaging students to communicate using English actively, the presentation of each chapter supporting students to be interested in English subject and the presentation of each chapter supporting students to reflect and evaluate their self. Based on the findings, all the points of aspect of presentation had already fulfilled by English for creative student textbook.

Related to the conclusions above, the researcher tried to give suggestion. The researcher hopes give a positive contribution to the teacher and the next researchers. For textbook's writer, hope this research can improve awareness about the characteristics of good material based on the on the book center, ministry of national education.

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